

**AN UNDERGRADUATE THESIS**

**INCREASING THE STUDENTS VOCABULARY MASTERY THROUGH  
SHORT STORY OF THE FIFTH GRADE OF SD N 1 TAMAN CARI,  
PURBOLINGGO IN THE ACADEMIC YEAR OF 2022/2023**

**By:**

**CAHYA IBRAHIM SUAIB  
NPM.1801070014**



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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1444 H / 2022 M**

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SHORT STORY OF THE FIFTH GRADE OF SD N 1 TAMAN CARI,  
PURBOLINGGO IN THE ACADEMIC YEAR OF 2022/2023**

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

By:

CAHYA IBRAHIM SUAIB  
STUDENT NUMBER 1801070014

**Sponsor:** Andianto, M.Pd.

**Tarbiyah and Teacher Training Strategy  
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1444 H / 2022M**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan : Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung, 34111  
Telpon (0725) 41507; Faksimili (0725) 47296, Website [www.tarbiyah.metrounive.ac.id](http://www.tarbiyah.metrounive.ac.id), e-mail [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

**APPROVAL PAGE**

Title : Increasing The Students Vocabulary Mastery Through  
Short Story Of The Fifth Grade Of Sd N 1 Taman Cari In  
The Academic Year Of 2022/2023  
Name : Cahya Ibrahim Suaib  
Student Number : 1801070014  
Departement : English Education  
Faculty : Tarbiyah and Tearher Training

**APPROVED BY:**

To be examined in Munaqassyah in Tarbiyah Faculty of state Islamic  
Institute of Metro.

Head of English Education  
Department

**Andianto, M.Pd**

NIP. 19871102 201503 1 004

Metro, *21 Desember*..... 2022

Sponsor

**Andianto, M.Pd**

NIP. 19871102 201503 1 004



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Telpon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id), e-mail: tarbiyah.ian@metrouniv.ac.id

**NOTIFICATION LETTER**

Number :  
Appendix :  
Matter : **In order to hold the Munaqasyah of Cahya Ibrahim Suaib**

To :

The Nonorable of the Head of Faculty  
of Tarbiyah and Teacher Training State Islamic

*Assalamu'alaikum Wr. Wb*

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

Name : Cahya Ibrahim Suaib  
Student Number : 1801070014  
Departement : English Education  
Faculty : Tarbiyah and Tearher Training  
Title : Increasing The Students Vocabulary Mastery Through  
Short Story Of The Fifth Grade Of Sd N 1 Taman Cari In  
The Academic Year Of 2022/2023

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

*Wassalamu'alaikum Wr. Wb*

Head of English Education  
Department

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004

Metro, *21 Desember*.... 2022  
Sponsor

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004



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Jalan : Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung, 34111  
Telpon (0725) 41507, Faksimili (0725) 47296, Website [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id), e-mail: tarbiyah.iain@metrouniv.ac.id

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Mohon Dimunaqasyahkan Skripsi Cahya Ibrahim Suaib**

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

*Assalamu'alaikum Wr. Wb*

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

Nama : Cahya Ibrahim Suaib  
NPM : 1801070045  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah and Ilmu Keguruan  
Judul : Increasing The Students Vocabulary Mastery Through Short Story Of The Fifth Grade Of Sd N 1 Taman Cari In The Academic Year Of 2022/2023

Sudah kami setuju dan dapat dimunaqasyahkan. Demikian harapan kami atas penerimaannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb*

Mengetahui,  
Ketua Jurusan TBI

**Andianto, M.Pd**

NIP. 19871102 201503 1 004

Metro, 21 Desember ..... 2022  
Pembimbing

**Andianto, M.Pd**

NIP. 19871102 201503 1 004



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

Jalan Ki Hajar Dewantara Kampus 15 A Inringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507, Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**RATIFICATION PAGE**

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An Undergraduate thesis entitled: INCREASING THE STUDENTS VOCABULARY MASTERY THROUGH SHORT STORY OF THE FIFTH GRADE OF SD N 1 TAMAN CARI IN THE ACADEMIC YEAR OF 2022/2023. Written by Cahya Ibrahim Suaib student number 1801070014, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Tuesday, December 27<sup>th</sup> 2022 at 10.00-12.00 a.m.

**BOARD OF EXAMINERS:**

|             |                               |         |
|-------------|-------------------------------|---------|
| Moderator   | : Andianto, M.Pd              | (.....) |
| Examiner I  | : Dr. Ahmad Subhan Roza, M.Pd | (.....) |
| Examiner II | : Eka Yuniasih, M.Pd          | (.....) |
| Secretary   | : Rika Dartiara, M.Pd         | (.....) |



The Dean of Tarbiyah and Teacher Training Faculty,

  
**Dr. Zuhairi, M.Pd**  
NIP. 19620612 198903 1 006

## **ABSTRACT**

### **INCREASING THE STUDENTS VOCABULARY MASTERY THROUGH SHORT STORY OF THE FIFTH GRADE OF SD N 1 TAMAN CARI IN THE ACADEMIC YEAR OF 2022/2023**

**By:**

**CAHYA IBRAHIM SUAIB**

The purpose of this study was to improve vocabulary mastery through short story media for fifth-grade students of SD N 1 Taman Cari. Researcher can find out the character of students and the problems faced by students when learning English, especially vocabulary mastery, based on the experience of researcher in conducting research at SD N 1 Taman Cari.

This was a classroom action research (CAR) with 21 fifth grade students from SD N 1 Taman Cari as participants. The methods used in data collection were tests, observation, documentation, and field notes. In this study, students were given a pre-test, post-test 1, and post-test 2.

The pre-test and post-test were given to measure the increase in vocabulary mastery of fifth grade students at SD N 1 Taman Cari. Based on the results Based on the analysis, the average score on the cycle 1 pre-test was 59.7, the average score on post-test 1 was 64.4, and the average score on the post-test was 74.4. This shows that the student's scores have increased significantly. And from the research success criteria data above, it can be seen that 86% of students have obtained scores above 65 and exceeded 75% of the predetermined success criteria. Therefore, based on the results of the data analysis, the researcher concluded that the use of short story media for fifth grade students at SD N Taman Cari was effective in increasing vocabulary mastery.

**Keyword:** *Vocabulary Mastery, Short Story, Classroom Action Research*

## ABSTRAK

### INCREASING THE STUDENTS VOCABULARY MASTERY THROUGH SHORT STORY OF THE FIFTH GRADE OF SD N 1 TAMAN CARI IN THE ACADEMIC YEAR OF 2022/2023

Oleh:

**CAHYA IBRAHIM SUAIB**

Tujuan dari penelitian ini adalah untuk meningkatkan penguasaan kosakata melalui media cerita pendek untuk siswa kelas lima SD N 1 Taman Cari. Peneliti dapat mengetahui karakter siswa dan masalah yang dihadapi siswa ketika belajar bahasa Inggris khususnya penguasaan kosakata, berdasarkan pengalaman peneliti dalam melakukan penelitian di SD N 1 Taman Cari.

Penelitian ini merupakan penelitian tindakan kelas (PTK) dengan partisipan 21 siswa kelas V SD N 1 Taman Cari. Metode yang digunakan dalam pengumpulan data adalah tes, observasi, dokumentasi, dan catatan lapangan. Dalam penelitian ini, siswa diberikan pre-test, post-test 1, dan post-test 2.

Pre-test dan post-test diberikan untuk mengukur peningkatan penguasaan kosakata siswa kelas lima di SD N 1 Taman Cari. Berdasarkan hasil analisis, skor rata-rata pada pre-test siklus 1 adalah 59,7, skor rata-rata pada post-test 1 adalah 64,4, dan skor rata-rata pada post-test adalah 74,4. Ini menunjukkan bahwa skor siswa telah meningkat secara signifikan. Hal ini menunjukkan bahwa nilai siswa mengalami peningkatan yang signifikan. Dan dari data kriteria keberhasilan penelitian di atas, dapat diketahui bahwa 86% siswa telah memperoleh nilai di atas 65 dan melebihi 75% dari kriteria keberhasilan yang telah ditentukan. Oleh karena itu, berdasarkan hasil analisis data tersebut, peneliti menyimpulkan bahwa penggunaan media cerita pendek untuk siswa kelas lima di SD N 1 Taman Cari efektif dalam meningkatkan penguasaan kosakata.

**Kata kunci:** *Penguasaan Kosakata, Cerita Pendek, Penelitian Tindakan Kelas*



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

Name : CAHYA IBRAHIM SUAIB

Student Number : 1801070014

Department : English Education

Faculty : Tarbiyah and Teacher Training

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

Metro, December 27<sup>th</sup> 2022

The Researcher



**CAHYA IBRAHIM SUAIB**

Std N. 1801070014

## ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama : CAHYA IBRAHIM SUAIB

NPM : 1801070014

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, 27 December 2022  
Peneliti



**CAHYA IBRAHIM SUAIB**  
NPM. 1801070014

**MOTTO**

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Read: in the name of thy lord who createth,

Bacalah dengan (menyebut) nama tuhanmu yang menciptakan,

(Qs: Al Alaq: 1)

**DEDICATION PAGE**

*This piece of work is dedicate to:*

*My Beloved Parents*

*(Mr. Ansori and Mrs.Cik Idah )*

My beloved almamater of State Institute for Islamic Studies of Metro

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Thanks and all praise to My Allah for all of your blesses and your favor that is given with all your mighty, the researcher can finish the undergraduate thesis. Realazing that this undergraduate thesis would not be achieved without any help, motivations, advises and supports from many helpful individuals, in this lovely opportunity, the researcher would like to sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (Aamiin).

Next , the greatest gratitude would also be addressed to :

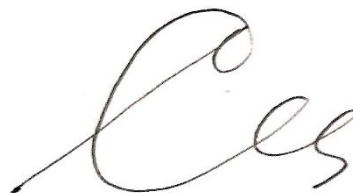
1. Dr. Hj. Siti Nurjanah , M.Ag, as the Head of IAIN Metro Lampung
2. Dr. Zuhairi, M.Pd , the Dean of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro.
3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampungamd also the advisor in the undergraduate thesis who have supported and guide in writing this undergraduate thesis.
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11. My almamater IAIN Metro, especially the friends from the class of 2018 English Education Department who have been giving each other support.

As human being the researcher realized that there are some weakness in this undergraduate thesis. The researcher would like to apologize for all mistake she has made in this research. The researcher hopes this undergraduate thesis can give advantage for the readers.

Metro, 27 December 2022

The Researcher



**Cahya Ibrahim Suaib**  
Std.N. 1801070014

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Vocabulary could a knowledge that study about word, a part of word that give clues to the meaning of whole words. States that Vocabulary is a core component of language proficiency and provides much of the basis for how well learner listen, speak, read, and write. The number of vocabulary mastered by a person can make it easier when used in communication activities.

The most important part of English is vocabulary, which requires the four skills of speaking, reading, writing and listening. If students master a lot of vocabulary, the four skills can be learned by students. In the teaching and learning process, vocabulary is the most important part in the teaching and learning process, and vocabulary can also affect the learner's ability to learn English.

Vocabulary mastery has a significant role in achieving four language skills. Before acquiring four Language skills it is important to understand vocabulary first. The more vocabulary a person has or knows, and the more successful a person is in language skills. Because a person's language skills depend on the quantity and quality of the vocabulary they have.

Learning English can be done by using short story, especially to increase the mastery of vocabulary. Stories are encouraging, and enjoyable, then can build a positive attitude. They can create imagination

or fantasy or their own. They are going to get moral meaning from it. They are going to get moral meaning from it. Stories cause a mutual reaction that is enjoyable and can help create self-confidence and facilitate the social-emotional production of laughter, sorrow, excitement, and anticipation.

The use of learning media used by teachers must be applied properly and make students curious and enthusiastic in learning English, in this case short stories can be applied to increase students' vocabulary mastery skills. The use of media in the form of short stories is expected to help students increase vocabulary mastery.

Researcher can find out the character of students and the problems faced by students when learning English, especially vocabulary mastery, based on the experience of researcher in conducting research at SD N 1 Taman Cari, on October 24<sup>th</sup>, 2022. In teaching Vocabulary, the researcher found several problems; First, students lack vocabulary, Second, students do not know the meaning of the vocabulary. According to the English teacher, many obstacles in learning are caused by students learning English after entering fifth grade. Of the 21 students who took the English test, only 10 passed, and 11 other students failed the vocabulary mastery test with the highest score. 85 and the lowest score is 40 with a minimum criteria of 65 for English subjects. For specific pre-survey results see table 1 below.



**Table 1.1**  
**English (PTS ) Test at the Fifth Grade**  
**of SD N 1 Taman Cari**

| No | Name | Score | Category   |
|----|------|-------|------------|
| 1  | APR  | 80    | Complete   |
| 2  | ASR  | 65    | Complete   |
| 3  | ANP  | 55    | Incomplete |
| 4  | CDP  | 45    | Incomplete |
| 5  | DAP  | 50    | Incomplete |
| 6  | FRS  | 75    | Complete   |
| 7  | FNH  | 70    | Complete   |
| 8  | FJF  | 50    | Incomplete |
| 9  | FFF  | 65    | Complete   |
| 10 | HRS  | 85    | Complete   |
| 11 | KPTS | 85    | Complete   |
| 12 | MR   | 85    | Complete   |
| 13 | MA   | 60    | Incomplete |
| 14 | NA   | 50    | Incomplete |
| 15 | NAT  | 60    | Incomplete |
| 16 | NEP  | 55    | Incomplete |
| 17 | ND   | 40    | Incomplete |
| 18 | NI   | 75    | Complete   |
| 19 | SRK  | 60    | Incomplete |
| 20 | SK   | 70    | Complete   |
| 21 | YAW  | 40    | Incomplete |

Source: *English teacher PTS at SD N 1 Taman Cari (Pre-Survey taken on October, 24<sup>th</sup> 2022*

**Table 1.2**  
**The Students English Achievement**  
**of Fifth Graders at SD N 1 Taman Cari**

| <b>No</b>    | <b>Score</b> | <b>Categories</b> | <b>Frequency</b> |
|--------------|--------------|-------------------|------------------|
| 1            | 65-100       | Complete          | 10               |
| 2            | 64-40        | Incomplete        | 11               |
| <b>Total</b> |              |                   | <b>21</b>        |

Source: *English teacher PTS at SD N 1 Taman Cari (Pre-Survey, taken on October, 24<sup>th</sup> 2022)*

Based on the results of the pre-survey data above, only 10 students completed the MMC, 11 students did not complete the MMC. It can be seen that students' vocabulary mastery is still lacking. It can be concluded that there are 10 students out of 21 students who fall into the incomplete category, because these students failed with a score of mmc 65.

The short story media is learning that was make it easier for students to learn vocabulary Interested in learning vocabulary, through short story almost all children love stories. It can bring a lot of fun and also give students the opportunity to memorize words and understand sentences easily, and using storytelling in learning can increase vocabulary mastery. The use of the short story for vocabulary mastery at SD 1 Taman Cari in the process of learning English. Especially in increasing vocabulary mastery.

From the data above, the researcher concludes that students still have problems with vocabulary mastery. Therefore, the researcher intends to vocabulary mastery through short story as a medium to increase English,

from the explanation above the researcher conducted a class action research entitled “Increasing Students Vocabulary Mastery Through Short Story at Fifth Grade of SD N 1 Taman Cari The Academic Year of 2022/2023”.

## **B. Problem Identification**

Based on the background of the problem above, it can be concluded that the identification of the problem is as follows:

1. Students have limited vocabulary mastery.
2. Students have difficulty in memorizing new vocabulary.

## **C. Problem Limitation**

The problem limitation is needed in order to achieve the objectives to be addressed and in accordance with the objectives of the researcher. Then in this study the problem needs to be limited and focused on three points in problem identification. Means, students have low score in vocabulary mastery. So the researcher wanted to increase their vocabulary mastery through short story at fifth grade of SD N 1 Taman Cari.

## **D. Problem Formulation**

The research question from the description above can explain the purpose of the study. The problem formulation is “can the use of short story Increase Students Vocabulary Mastery Through Short Story of Fifth Grade of SD N 1 Taman Cari?”

## **E. Objectives and Benefits of Study**

### 1. Objectives of the Study

Based on the research questions, the researcher determined that the research objective was to find out the use of short story media to increase the vocabulary mastery of graders at SD N 1 Taman Cari.

### 2. Benefits of the Study

The researcher hopes that the results of this study can be useful.

#### a. For the Students

The researcher hopes that this research will help students increase their vocabulary mastery in English.

#### b. For the Teachers

With the application of this research, the learning process can be increased by the English teacher through the media Short story as an alternative way to teach and increase vocabulary mastery.

#### c. For the Researchers

The researcher hopes that in practice, the results of this study can be useful for readers who want to increase students vocabulary mastery. Therefore, the researcher will use short story media for further learning in the classroom in teaching English.

## F. Prior Research

In this study, the researcher provides a prior research to support the researcher. The first prior research was entitled "Improving Students' Vocabulary Mastery Through Total Physical Response Learning Method" by Lukmanul Khakim and Choiril Anwar. Vocabulary mastery plays a significant role in mastering any other kinds of English language skills.<sup>1</sup>

The similarities such as the media used to increase vocabulary mastery. Then the difference is the class studied, in this study examined junior school students.

The second study entitled "Improving Students' Vocabulary Mastery through TPR Storytelling" by Rusiana and Nuraeningsih, The research method used TPRS. The results of the second previous study proved that using short stories was improving Students' Vocabulary Mastery through TPR Storytelling at SD in Kudus.<sup>2</sup>

The similarity between the second prior research and this study included of the same subject, and vocabulary mastery. As for the first difference is the research setting.

Then the third research entitled "Improving Vocabulary Mastery of Elementary School Students by Using Storytelling Strategy" by Hany Noviya and Mirjam Anugerahwati, this research is about ways Improving

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<sup>1</sup> Lukmanul Khakim, Choiril Anwar. "Improving Students' Vocabulary Mastery Through Total Physical Response Learning Method", *Advances in Social Science, Education and Humanities Research*, vol 409, No. 2, March 2019, 506.

<sup>2</sup> Rusiana, Nuraeningsih "Improving Students' Vocabulary Mastery through TPR Storytelling" *Indonesian Journal of English Language Teaching and Applied Linguistics*, Vol. 1, No.1, 2016, 49.

Vocabulary Mastery Of Elementary School Students. This research has results and has a significant impact on improving vocabulary mastery. The strategy used is storytelling.<sup>3</sup>

The similarity between the last prior research such as the media used to increase vocabulary mastery, strategy. Then the difference is the place or setting this research.

Based on the prior research above, the research has similarities related to the research that will be examined by the researcher. Prior research is the reference for researcher in research, which of the three studies above have the same learning media to increase students vocabulary mastery.

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<sup>3</sup> Hany Noviya, Mirjam Anugerahwati, “*Improving Vocabulary Mastery Of Elementary School Students By Using Storytelling Strategy*”, EDUCATIO: Journal Of Education, Vol 5 , No. 3, Februari 2021. 193.

## CHAPTER II

### THEORITICAL REVIEW

#### A. The Concept of Vocabulary Mastery

##### 1. The Definition of Vocabulary

Vocabulary is a linguistic factor in grammar, structure, and science a list of word that can used to construct meaningful language, vocabulary is about learning word, but it is about much more than that.<sup>4</sup> Vocabulary is also about learning more about those words, and about learning formulaic phrases or chunks, finding words inside them, and learning even more about those words.<sup>5</sup> This is important because it can used to build a word into a good sentence sequence as a basic foundation. Therefore, students are expected to learn vocabulary.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learner speaks, listen, read, and write.<sup>6</sup> One very important value of context in learning Vocabulary is that a variety of contexts will evoke a variety of enriching instantiations.<sup>7</sup> Vocabulary is the major element to be mastered in the learning of any language.<sup>8</sup>

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<sup>4</sup> Lynne Cameron, *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press, 2001),73.

<sup>5</sup> *Ibid.*

<sup>6</sup> Jack. C. Richards, Willy A. Renandya, *Methodology in language teaching: An anthology of current practice*, (Cambridge: Cambridge University Press, 2002), 255.

<sup>7</sup> I.S.P. Nation, *Learning Vocabulary in Another Language*,. (Cambridge: Cambridge University Press, 2001), 377.

<sup>8</sup> *Ibid.*, 417.

Based on several expert definitions above, the researcher can conclude that vocabulary is an important basis for students, especially in the process of learning English. Vocabulary is also a useful process to get important messages and information contained in learning English.

## **2. Aspect of vocabulary**

There are some elements of vocabulary, students can master as follows:

### **a. Pronunciation and Spelling**

The learners has to know a word sounds like (its pronunciation) and what is looks like (its spelling).

### **b. Grammar**

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical. Rules should be understood by students' after they learn a group of latest words.

### **c. Meaning**

The meaning of words is primarily what refers in to in the world, its donation. Ales obvious component of the meaning of an object it's connotation the association, positive, or negative feeling it evokes, which can't indicated during a definition. A more aspect



of meaning that often needs to be taught is whether particular item is the appropriate one to use in a certain context or not.<sup>9</sup>

### 3. Vocabulary Mastery

Language first appeared as a word. In learning vocabulary is still a problem for student because students' still use memorization methods in learning English, students' also need to know more about the words learned when they use these word in their speech, or writing.<sup>10</sup>

Meanwhile, Vocabulary have always been an important part of English. In order to able to hear, read, read, write, and speak these are important things that students have. Emphasizes that vocabulary is a major component of language skill, and provides many frameworks for how well students' speak, listen, read, and write. Mastery is knowing, or really understanding something, and having no problem using it. The purpose of mastering vocabulary is to train students' to have language skills, and abilities. If student learn more vocabulary, the language skill will increase.<sup>11</sup>

To increase vocabulary mastery on the skills consist of knowledge, and understanding in English. The ability to know words include the ability to know the meaning of words, memory words well,

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<sup>9</sup> Penny Ur, *A Course in Language Teaching*, (Melbourne: Cambridge University Press, 1991), 60-62.

<sup>10</sup> Scott, Thornbury, *How to Teach Vocabulary*, (United Kingdom: Longman, 2002), 1.

<sup>11</sup> Jack. C. Richards, Willy A. Renandya, *Methodology in language teaching: An anthology of current practice*. 255.

pronoun them correctly, and use vocabulary according to the correct context. Therefore, knowing vocabulary mastery must also be able to understand these words to use in communication.

#### **4. Evaluation of Vocabulary Mastery**

In testing vocabulary mastery, it is important to determine the type of test to be used. There are two kinds of evaluation tests, namely recognition and production. It is explained as follows:

##### **a. Recognition**

This type of vocabulary test students are given several alternative tests where they only need to recognize and choose which one matches the word being asked. This is one of those testing issues where multiple choice can be recommended without much doubt. In this kind of evaluation, an item may involve a number of different operations as follows:

##### **1) Synonyms**

The test-takers are imagined to choose the alternatives which has the closest meaning to the words being asked. It is suggested that all the options are the words that the candidates are expected to know.

##### **2) Definitions**

It is a kind of recognition test during which the test-takers got to know the notion or description of the word that's

being asked. What the test writer must note is that each one the choices must have a similar length.

b. Production

Kind of vocabulary testing which different from the first one. The testing of vocabulary productively is so difficult that it's practically never attempted in proficiency test. Several kinds of productive vocabulary testing are described as follows:

1) Pictures

Using pictures, the test takers are expected to write down the name of given pictures. This method of testing is restricted to concrete nouns which may be unambiguously drawn.

2) Definitions

It is a kind of recognition test during which the test-takers got to know the notion or description of the word that's being asked. What the test writer must note is that each one the choices must have a similar length

3) Gap Filling

It is the test during which the test-takers are required to fill the gap during a sentence having certain context with available options. The test writer must notice that the context

shouldn't contain itself words that the test takers are unlikely to understand.<sup>12</sup>

## 5. Teaching vocabulary Mastery for young learner

Listed basic to learn by which teachers can explain the meaning of new words, all of which can used in the young learner:

### a. By demonstration or pictures

- 1) Using an object.
- 2) Using a cut –out figure.
- 3) Using gesture.
- 4) Performing an action.
- 5) Photographs.
- 6) Drawing or diagrams on the board.
- 7) Pictures from books.

(to these we might add moving images, from TV, video or computer)

### b. By verbal explanation

- 1) Analytic definition (as in the teachers description of a protractore, on page 76, lines 6 and7).
- 2) Putting the new word in defining context (e.g. an *ambulance* takes sick people to hospital).
- 3) Translating into another language.

Verbal explanations (1) and (2) clearly require greater pre-

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<sup>12</sup>Arthur Hughes, *Testing for Language Teachers Second Edition*, (New York: Cambridge University Press, 2003). 180-183.

existing knowledge of the language, but even at fairly simple level, definitions and explanations can help activate schemas or network that will in turn help understanding.<sup>13</sup>

## 6. Assessment of Vocabulary Mastery

assessment is considered a mechanism for providing an index of learning, and it followed a predictable pattern: teachers taught, tested the student's knowledge of the material, made judgements about students' achievement based on the testing, and then moved on to the next unit of work.<sup>14</sup>

Based on the above definition, it is concluded that vocabulary mastery assessment is the process of mastering words in a story to determine students' ability to master vocabulary.

The following are some of the criteria commonly used to show students' vocabulary mastery:

- a. Multiple-choice item of various kinds.
- b. Present the meaning of 'empty by contra.
- c. Matching word with synonyms or definition.
- d. Supplying an L1 equivalent each L2 target word.
- e. Look up the word in the dictionary.

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<sup>13</sup> Lynne Cameron, *Teaching Languages to Young Learners*, 85.

<sup>14</sup> Roy T. Bennett, *Rethinking classroom assessment with purpose in mind : assessment for learning, assessment as learning, assessment of learning*, (Manitoba Education, Citizenship and Youth, 2006), 3.

f. Explaining the meaning of a word.<sup>15</sup>

## B. The Concept of Short Story

### 1. The Definition of Short Story

Short story is a prose narrative glibly described as "shorter than a novel".<sup>16</sup> In other words, a short story is different from a sketch because a short story tells of something that happened to somebody.<sup>17</sup> It means the story is too short to read.

Short stories are often defined not only in terms of magnitude, but also meritocratically, using stylistic, thematic and qualitative factors. From the point of view of many critics, the short story is a genre that differs in certain ways from the more diffuse form of short fiction.<sup>18</sup> The short story is finite, with "tight plotting, close character development, and concise, effective expression".<sup>19</sup>

Based on the statement above, the researcher concludes that a short story can be defined as a work of fiction or prose that has a character, plot, and setting to be read in a short time or in one setting. Short stories are one of the alternative media to increase the English

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<sup>15</sup> John Read, *Assessing Vocabulary*, (United Kingdom: Cambridge University Press, 2000), 87.

<sup>16</sup> Rust Hills, *Writing in General and the Short Story in Particular*, (Library of Congress Cataloging in Publication Data, 1977), 1.

<sup>17</sup> *Ibid.*, 2.

<sup>18</sup> TIM Killick, "*British Short Fiction in the Early Nineteenth Century*", (Library of Congress Cataloging-in-Publication Data, 2008), 9.

<sup>19</sup> Joyce Armstrong Carroll and Edward E. Wilson, "*Acts of Teaching How to Teach Writing*", (Library of Congress Cataloging-in-Publication Data, 1993), 112.

learning process and can make the English learning process more effective and efficient.

## 2. The Important Element of Short Story

The important elements are:

### a. Plot

Plot is the logical interaction of the various thematic elements of a text which lead to a change of the original situation as presented at the outset of the narrative.

### b. Character

Generally speaking, characters in a text can be rendered either as types or as individuals. A typified character in literature is dominated by one specific trait and is referred to as a **flat character**. The term **round character** usually denotes a persona with more complex and differentiated features.

### c. Point of view

The term point of view, or narrative perspective, characterizes the way in which a text presents persons, events, and settings

### d. Setting

Setting is another aspect traditionally included in analyses of prose fiction, and it is relevant to discussions of other genres,

too. The term ‘g’ “setting” denotes the location, historical period, and social surroundings in which the action of a text develops.<sup>20</sup>

### 3. The Language of Short Story

In the short story, language has a multitude of other roles, beyond simple achieving the narration. For instance, in any description of the setting — and the setting, whether it be lonely room or crowded city, will be chosen carefully for its connections with the theme as well as the action — the language (enhanced by symbol and imagery) will have the theme implicit in it. And language will also create *style*, will imply the author's *tone*, will be used for *atmosphere* or *mood*, may be a foreshadowing device of the *plot*, will certainly depend on the *point of view* from which the story is told (for language and style and tone are entirely interdependent with the angle of narration, the point of view chosen), and may contribute to the *characterization* of the point-of-view figure.<sup>21</sup>

### 4. Characteristics of Successful Short Story

A successful short story will show a more harmonious relationship between parts to the whole, and parts to parts, than is usually found in a novel. Everything must work with the others. Everything enhances everything else, is interrelated with everything

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<sup>20</sup> Mario Klarer, *An Introduction to Literary Studies*, (Routledge, London and New York, 2004) 15-25.

<sup>21</sup> Rust Hills, *Writing in General and the Short Story in Particular*, (Library of Congress Cataloging in Publication Data, 1977), 4.



else, cannot be separated from everything else - and all this is done perfectly.<sup>22</sup>

## 5. Benefits of short stories

Researcher who advocate the use of short stories to teach English list several benefits of short stories. These include motivational, literary, cultural and higher-order thinking benefits. Nevertheless, before instructors look at these benefits in more details, they need to be reminded of one benefit that all instructors should take advantage of, reinforcement of skills.<sup>23</sup>

## 6. Teaching Strategy of Short Story

The researcher intended to use a storytelling strategy to increase the students' vocabulary mastery.<sup>24</sup> To increase vocabulary mastery the researcher used a short story entitled two frogs:

A group of frogs were traveling through the woods, and two of them fell into a deep pit. When the other frogs saw how deep the pit was, they told the two frogs that they were as good as dead. The two frogs ignored the comments and tried to jump up out of the pit with all their might. The other frogs kept telling them to stop, that they were as good as dead. Finally, one of the frogs took heed to what the other frogs were saying and gave up. He fell down and died. The other frog continued to jump as hard as he could. Once again, the crowd of frogs yelled at him to stop the pain and just die. He jumped even harder and finally made it out. When he got out, the other frogs said, "Did you not

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<sup>22</sup> Rust Hills, *Writing in General and the Short Story in Particular*, 4.

<sup>23</sup> Erkaya, Odilea Rocha, "Benefits of Using Short Stories in the EFL Context", *Asian EFL Journal*, Vol 8, November 2005, 2.

<sup>24</sup> Hany Noviya, Mirjam Anugerahwati, "Improving Vocabulary Mastery Of Elementary School Students By Using Storytelling Strategy"

hear us?” The frog explained to them that he was deaf. He thought they were encouraging him the entire time.<sup>25</sup>

Furthermore, the researcher implemented her storytelling strategy in three stages, including pre-story, in-story, and post-story stages. *The first stage* is pre-story, which includes warming up activities. The activities are used to enable students to get ready for listening activities. In the listening activity, the teacher presents the target vocabulary by using illustrations. Showing pictures will attract students’ attention to the story. *The second stage* is the in-story part, in which students get to understand the context of the story in a loving atmosphere. *The last stage* is post-story that presents follow-up activities that encourage students to develop anticipation skills or creativity.<sup>26</sup>

### **C. Action Hypothesis**

From several studies that have been done, the researcher formulates the action hypothesis as follows: by using short story it can increase the students vocabulary mastery and learning activities of the eight grade of SD N 1 Taman Cari, in the academic year of 2022/2023

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<sup>25</sup> Jnanagiri, Short Stories for Children for Spoken English Program, (Bangalore: youth of sheva, 2012) 16.

<sup>26</sup> Hany Noviya, Mirjam Anugerahwati, “*Improving Vocabulary Mastery Of Elementary School Students By Using Storytelling Strategy*”,

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Variable and Operational Definition of Variable

##### 1. Variables of Research

The validity of the instrument is one of the important criteria among several current requirements to determine whether an instrument can be used to assess a particular object or variable. The variables used are divided into two types of variables, namely:

- a. Independent variables, these variables are often referred to as stimulus, predictor, and antecedent variables.
- b. Dependent variable, this variable is usually called the output variable, according to the criteria.

##### 2. Definition of Operational Variables

An operational definition is a specification of how you will define and measure the variables in your research. You can find definitions in published research studies on your topic. Sometimes published research has a section entitled "Definitions of Terms". Alternatively, you can search for definitions in search summaries such as textbooks or encyclopedias.<sup>27</sup> Based on this statement, the operational definition of variables in this study is as follows:

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<sup>27</sup> John W. Creswell, *Educational Research: Planning, Conducting, and evaluating Quantitative and Qualitative Research*, (Boston: Parso, 2012), 151.

a. Independent Variable (X)

The independent variable is most likely a cause, effect, or impact variable. They are also known as treatment, and the independent variable in this study is the short story medium. There are several indicators that show students are able to achieve the objectives of this strategy, such as the following:

- 1) Students can answer questions based on story.
- 2) student can know meaning

b. Dependent Variable (Y)

The dependent variable is a variable that depends on the independent variable. This is the result of the influence of the independent variable. The variable in this study is the students vocabulary mastery. Indicators of this variable as follows:

- 1) Students can increase vocabulary mastery, use short story as a media.
- 2) Students are able to answers the question vocabulary mastery test use short story media.

## **B. The Research Setting**

The researcher will conduct this study on the fifth grade students of SD N 1 Taman Cari, kec. Purbolingo, Lampung Timur.

## C. Subject and Object of the Research

### 1. Subject of the Research

The research subjects are people, places, or things that are observed in the context of the research objectives. The subjects of this study were: Fifth grade students of SD N 1 Taman Cari with a total of 21 students consisting of 10 boys and 11 girls.

**Table 3.1**

**Total Fifth Grade Students of SD N 1 Taman Cari**

| No | Class | Gender |        | Total |
|----|-------|--------|--------|-------|
|    |       | Male   | Female |       |
| 1  | V     | 10     | 11     | 21    |

### 2. Object of Research

The object of research is something that is the target of research.

The object of research here is the increasing of students vocabulary mastery.

## D. Action Plan

This type of research is Classroom Action Research (CAR). According to Anne Burns, classroom action research is a type of research conducted by teachers as researcher to increase outcomes in the teaching and learning process.<sup>28</sup> Action research is about learning to do things in ways that are more personally and socially beneficial, and education refers

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<sup>28</sup> Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), 2.

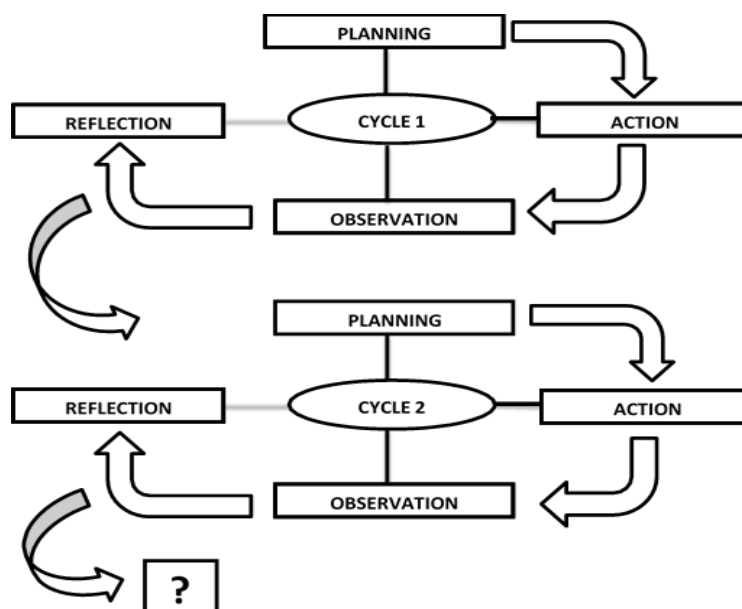
to the experience of interactions between people that lead to further learning.<sup>29</sup>

Based on the statement above, the researcher can say that classroom action research is an in-depth study carried out by the teacher in the classroom to find a solution from a problem until it can be solved. In addition, In addition, classroom action research helps teachers solve problems by applying new techniques, methods, or strategies as alternative innovations in their learning process.

Classroom Action Research (CAR), presents a cycle consisting of four steps: plan, act, observe, and final reflect. The researcher describes the cycle of designing actions in the classroom.

**Figure 3.1**

**The Class Action Research Model**



<sup>29</sup> Jean McNiff and Jack Whitehead, *Action Research: Principle and Practice*, (New York: Routledge Falmer, 2002) Second Edition, 22.

The stages of the research can be explained as follows:

### 1. Cycle 1

#### a. Plan

In this first stage, after analyzing the results of the preliminary study, how to identify and diagnose students' vocabulary mastery problems encountered in the classroom and finalize the results in the preliminary study. Then the researcher prepared several plans to do in their class, as follows:

- 1) Researcher prepare lesson plans, such as learning procedures, media, and materials that are suitable for students.
- 2) Researcher prepare learning resources for students. The researcher determines the strategy that will be used in the acting stage.
- 3) Researcher prepared an observation format and to evaluate student activities after the learning process.
- 4) Prepare learning media to increase vocabulary mastery.

#### b. Act

This second stage is a teaching and learning activity to implement the actions in the plan, along with the implementation steps, as follows:

##### a) Pre-Activity

- 1) The teacher begins the lesson by greeting the students.
- 2) Researcher and students pray together.

- 3) Researcher check student attendance.
  - 4) Researcher inform students about competencies, and objectives to be achieved.
- b) While Teaching Process
- 1) The researcher read story.
  - 2) The researcher introduces the characters from the short story and mentions the names of the characters, noun and verb in the story.
  - 3) The researcher explains and discusses the setting of the short story including the place and time with the students.
  - 4) The researcher pronounces the name of the character, keywords and then students follow.
  - 5) Researcher provide conclusions from the short story discussed.
  - 6) The researcher closed the learning process and then asked the students about the vocabulary of the story.
- c) Post Teaching Activities
- 1) Researcher give good feedback to students.
  - 2) Researcher and students conclude learning topics.
  - 3) The researcher greeted and prayed at the end of the meeting.
  - 4) After giving treatment in cycle 1, the researcher gave a post-test and give score.



c. Observe

In this third stage, the process of observing the implementation of activities is carried out using an observation form that has been made and then conducting an assessment to determine the students vocabulary mastery. Then, the researcher collected data from the post-test and the results of student activities. Researcher observed all student activities to determine the effectiveness of the learning process that had occurred and after that the results were concluded and discussed at the reflection stage.

d. Reflect

In this fourth stage, the researcher tries to see and rethink something that has been done by the researcher. In addition, to determine whether or not there is an influence on the learning process. By reflecting, researcher get information about the strengths and weaknesses of the actions that have been taken by researcher. If the researcher still finds a problem, the researcher will carry out the next cycle and use the data that has been collected in the first cycle as a reference by correcting the problem or weakness in the previous cycle.

## 2. Cycle 2

### a. Plan

The action plan in cycle 2 is prepared based on the reflection of the results of learning observations in cycle 1. This action plan focuses on things that have not been carried out well in cycle 1 actions.

### b. Act

In the second stage of cycle two, the researcher applied the same steps in the first cycle, but the researcher applied a revised plan such as lesson plans, materials, and evaluation instruments. As follows:

#### a) Pre-Activity

- 1) The teacher begins the lesson by greeting the students.
- 2) Researcher and students pray together.
- 3) Researcher check student attendance.
- 4) Researcher inform students about competencies, and objectives to be achieved.

#### b) While Teaching Process

- 1) The researcher read story.
- 2) The researcher introduces the characters from the short story and mentions the names of the characters, noun, and verb in the story.

- 3) The researcher explains and discusses the setting of the short story including the place and time with the students.
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that the results were concluded and discussed at the reflection stage.

d. Reflect

In the fourth stage, researcher discuss and analyze about data that has been collected from all activities, from the acting stage to the observation stage to find out whether the application of short cards was successful or not in cycle 2 and also compared the increase of students from cycle 1 to cycle 2 to determine student achievement.

## **E. Data Collection Techniques**

To collect data the researcher used the following techniques:

### **1. Test**

The test in this study consisted of a pre-test which was conducted previously and a post-test which was conducted at the end of each cycle. Post-test was carried out after treatment. After being given treatment, students did a post-test. The form and procedure of the post-test is the same as that of the pre-test. In this case, the researcher conducted a test to determine the vocabulary mastery at the fifth graders of SD N 1 Taman Cari. The test includes pre-test and post-test. The both tests are in the form of vocabulary mastery test and answering short story.

## 2. Observation

Observations are recorded systematically, not just archived in personal memory, and interpreted and analyzed carefully, again using a systematic and planned procedure.<sup>30</sup> This means that observation is a data collection strategy in which subjects are visually examined. In this study, researcher observed the learning process fifth grade students of SD N 1 Taman Cari 1.

## 3. Documentation

Documents may refer to specific people, such as school records and student reports, or they may relate to more "macro" issues such as one of the school's physical condition reports.<sup>31</sup> This means that documentation is a record of information in the form of documentation.

Researcher used this method to obtain data about fifth grade students of SD N 1 Taman Cari 1.

## 4. Field Note

Field notes are an observation tool used in CAR to record what happened during observations, which contain descriptions of places, people, objects, actions, events, activities, goals, feelings and times.

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<sup>30</sup> Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006), 58.

<sup>31</sup> *Ibid.*, 273

## **F. Data Collection Instrument**

### **1. Vocabulary Mastery Test**

To determine the vocabulary mastery of fifth grade students of SDN 1 Taman Cari, the researcher applied a vocabulary mastery test. This test measures students' ability in the topic of vocabulary. The test consists of pre-test and post-test, this research is a multiple choice test.

### **2. Observation Sheet**

To observe the activities in each learning cycle, the researcher used an observation sheet. This Observation Sheet is as follows:

- a. The students pay attention to the teacher's explanation.
- b. The students actively ask and answer questions.
- c. The students are able to do assignments from the teacher.

The purpose of the test above is to measure the vocabulary mastery of students who have difficulty learning to know meaning vocabulary at the beginning and end of learning so that changes in student learning outcomes will be known after receiving CAR treatment. The test for learning to know meaning vocabulary was carried out through students know vocabulary in short story that had been shared by researcher.

### 3. Documentation

Researcher used documentation as a data collection instrument. The documents were taken from school data such as the number of students, teachers, and school conditions.

### 4. Field Note

Field notes support the data from the research. It aims to record the teaching and learning process. The field notes consist of some notes about students' behavior during the teaching and learning process and the weaknesses and obstacles found in this research. Therefore, the researcher can see the student's progress in their speaking ability. Then, details the teaching and learning process such as classroom situation, classroom management, classroom interaction, the interaction between teachers and students, and interaction between students.

### G. Data Analysis Technique

The data analysis technique used is to take the average value and the percentage of pre-test and post-test. The researcher used statistical techniques. In assessing the test, student scores are calculated as follows:

Formulaa for calculating average:<sup>32</sup>

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

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<sup>32</sup> Timothy C Urdan, *Statistics in Plain English*, Third Edition. (Hoboken: Taylor & Francis, 2010), 14.

Note:

$\underline{X}$  = Average (mean) of the student score.

$\sum X$  = Total of the student score.

N = Total of the students.

The formula to find out the percentage of students who pass Minimum Mastery Criteria (MMC) in each learning cycle is as follows:<sup>33</sup>

$$\underline{P} = \frac{F}{N} \times 100\%$$

P = Class percentage

F = Frequency

N = Number of student

In addition, to find out the results of the researcher compared the pre-test and post-test. These results are in accordance with the minimum standard in this school is 65.

## H. Indicators of Success

Indicators of success are taken from the teaching and learning process of action research. This research is declared successful if 75% of students achieve Minimum Mastery Criteria (65) in vocabulary mastery and learning activities.

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<sup>33</sup> Neil A Weiss, *Introductory Statistics, ninth edition*, (Boston, MA: Addison-Wesley, 2012), 41.



## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Research of The Result**

##### **1. Research Setting**

###### **a. The History of SD N 1 Taman Cari**

SD N 1 Taman Cari is an educational institution under the ownership of the East Lampung regional government which is located at Taman Cari village RT 002 RW 001, Purbolinggo District, East Lampung Regency, postal code 34192, to precise, at 105 east longitude and -5 south latitude. SD N 1 Taman Cari was established on January 1, 1910, on 2000 m<sup>2</sup> land with the national school principal number (NPSN) being 10806535. SD N 1 Taman Cari has 12 classrooms, 1 principal's room, 1 teacher's room, 1 library, volleyball court, ceremonial field, garden, prayer room, 2 student toilets, 1 teacher toilet, 1 teacher parking area, 1 student parking area, and 1 warehouse space. SD N 1 Taman Cari is led by a school principal and 15 educators. Currently SD N 1 Taman Cari uses the 2013 curriculum in the learning process and has school accreditation B.<sup>34</sup>

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<sup>34</sup> Documentation of SD N 1 Taman Cari, taken on November, 24<sup>th</sup> 2022.

b. Vision and mission of SD N 1 Taman Cari

1) Vision

The realization of students who are intelligent, accomplished, knowledgeable, and virtuous so that they are able to compete based on faith and piety.

2) Mission

a) Increasing interest in reading, writing, and arithmetic as well as social knowledge based on basic competencies and development.

b) Realizing active, innovative, creative, effective, and meaningful learning.

c) Get used to good behavior in accordance with the values that apply in society such as mutual assistance, mutual assistance, and mutual respect.

d) Improving the quality of graduates who are ready to compete at the next level of education.

e) The realization of students who are ready to compete in this modern era.<sup>35</sup>

c. The Condition of Teacher of SD N 1 Taman Cari

The number of teachers at SD N 1 Taman Cari can be said to be adequate at 16 people. Apart from the number, in terms of educational background, the majority of teachers who teach at SD

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<sup>35</sup> *Ibid.*

N 1 Taman Cari have a bachelor's degree (S1). As for the complete situation, the situation and the number of teachers at SD N 1 Taman Cari are presented in the following table:

**Table 4.1**  
**Data on Teacher of SD N 1 Taman Cari**

| No. | Nama                  | M/F |
|-----|-----------------------|-----|
| 1   | Suprapti, S.Pd.SD     | F   |
| 2   | Heppy Hidayanti, S.Pd | F   |
| 3   | Herliana, S.Pd        | F   |
| 4   | Latri Setiawati, S,Pd | F   |
| 5   | Nuryati, S.Pd         | F   |
| 6   | Rohayati, S.Pd        | F   |
| 7   | Siti Apsari, S.Pd     | F   |
| 8   | Yunus Antoro, S.Pd    | M   |
| 9   | Sri Hastutik, S.Pd    | F   |
| 10  | Sri Winarsih, S.Pd    | F   |
| 11  | Supiyah, S.Pd         | F   |
| 12  | Cik Idah, S.Pd        | F   |
| 13  | Sutrisno, S.Pd        | M   |
| 14  | Tri Nopiani, S.Pd     | F   |
| 15  | Dian Sulasmi, S.Pd    | F   |
| 16  | Dihin Priyono, S.Pd   | M   |

Source: *Profile of SD Negeri 1 Taman Cari*

d. The Structure of SD N 1 Taman Cari

The organizational structure of SD N 1 Taman cari is as follows:

**Table 4.2**  
**Organizational Structure of SD N 1 Taman Cari**

| No. | Nama              | Jabatan  |
|-----|-------------------|--|
| 1   | Suprapti, S.Pd.SD | Kepala sekolah                                 |
| 2   | Untung Sudarto    | Ketua  |
| 3   | Tri Rujiati       | Narasumber                                     |
| 4   | Agus S            | Sekretaris I                                   |
| 5   | Sri Hastutik      | Sekretaris II                                  |
| 6   | Didin S           | Bendahara I                                    |
| 7   | Nuryati           | Bendahara II                                   |
| 8   | Dihin Priyono     | Bidang Penggalian Sumber Daya Sekolah          |
| 9   | Suyadi            | Bidang Pengelolaan Sumber Daya Sekolah         |
| 10  | Hj. Supiyah       | Bidang Pengendalian Kualitas Pelayanan Sekolah |
| 11  | Yunus Antoro      | Bidang Sarana Dan Prasarana Sekolah            |

Source: *Profile of SD Negeri 1 Taman Cari*

e. The Condition of Students of SD N 1 Taman Cari

The number of students at SD N 1 Taman Cari for the academic year 2022-2023 is as many as 203. In detail, the number of students at SD N1 Taman Cari Nuban is as the following table:

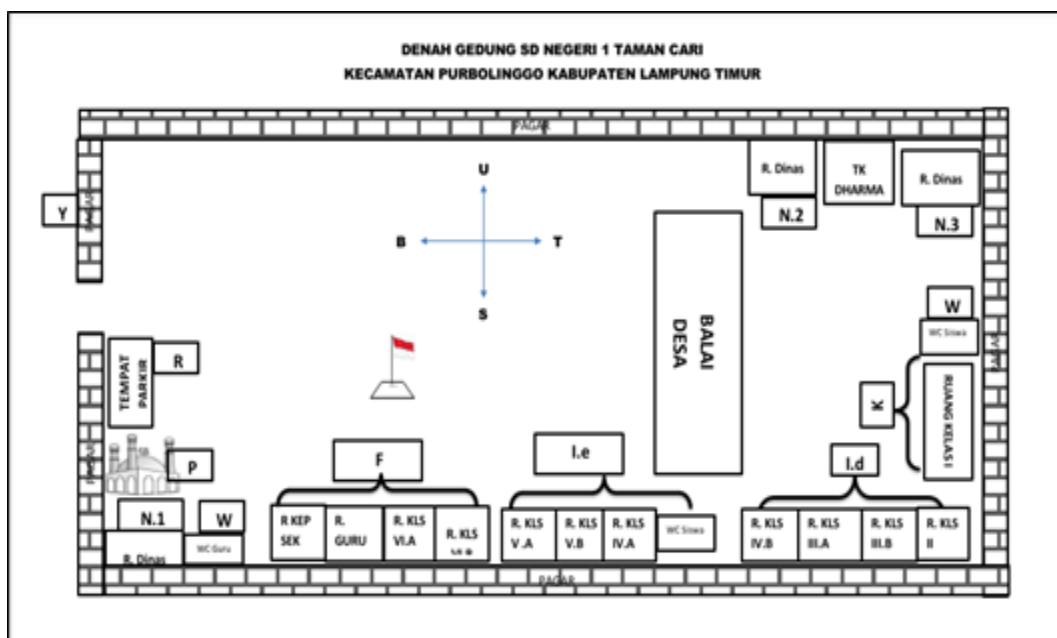
**Table 4.3**  
**Data students of SD N 1 Taman Cari**

| No.   | Grade | Total |
|-------|-------|-------|
| 1     | I     | 31    |
| 2     | II    | 28    |
| 3     | II    | 47    |
| 4     | IV    | 31    |
| 5     | V     | 41    |
| 6     | VI    | 46    |
| Total |       | 224   |

Source: *Profile of SD Negeri 1 Taman Cari*

f. Location Sketch of SD N 1 Taman Cari

**Figure 4.1**  
**Location Sketch of SD N 1 Taman CARI**



Source: *Profile of SD Negeri 1 Taman Cari*

## **2. Description of the Research Data**

This research was conducted in 2 cycles. Actions in cycles 1 and Cycle 2 was carried out three times in each cycle, and each meeting lasted 2 x 35 minutes. As previously mentioned, each cycle consists of plans, actions, observations, and reflections. While planning, the researcher makes a lesson plan and the researcher will teach students to use the lesson plan. The material of this research is vocabulary. Researcher also prepared observation sheets. This was done by researcher to determine student participation in the learning process.

### **a. Pre-test**

The researcher measured students vocabulary mastery with a pre-test before giving treatment. The pre-test was conducted on Thursday, November 24<sup>th</sup>, 2022. The pre-test results can be seen in the table below:

**Table 4.4**  
**The Result Score of the Students Vocabulary Mastery in Pre-test**

| No                   | Name | Score | Criteria   |
|----------------------|------|-------|------------|
| 1                    | APR  | 80    | Complete   |
| 2                    | ASR  | 60    | Incomplete |
| 3                    | ANP  | 53    | Incomplete |
| 4                    | CDP  | 46    | Incomplete |
| 5                    | DAP  | 50    | Incomplete |
| 6                    | FRS  | 76    | Complete   |
| 7                    | FNH  | 70    | Complete   |
| 8                    | FJF  | 50    | Incomplete |
| 9                    | FFF  | 60    | Incomplete |
| 10                   | HRS  | 76    | Complete   |
| 11                   | KPTS | 66    | Complete   |
| 12                   | MR   | 80    | Complete   |
| 13                   | MA   | 60    | Incomplete |
| 14                   | NA   | 50    | Incomplete |
| 15                   | NAT  | 60    | Incomplete |
| 16                   | NEP  | 56    | Incomplete |
| 17                   | ND   | 40    | Incomplete |
| 18                   | NI   | 60    | Incomplete |
| 19                   | SRK  | 60    | Incomplete |
| 20                   | SK   | 60    | Incomplete |
| 21                   | YAW  | 40    | Incomplete |
| <b>Total Score</b>   |      | 1253  |            |
| <b>Average</b>       |      | 59,6  |            |
| <b>Highest Score</b> |      | 80    |            |
| <b>Lowest Score</b>  |      | 40    |            |

Source: *The result of pre-test of V grade, on Thursday, November 24<sup>th</sup>, 2022.*

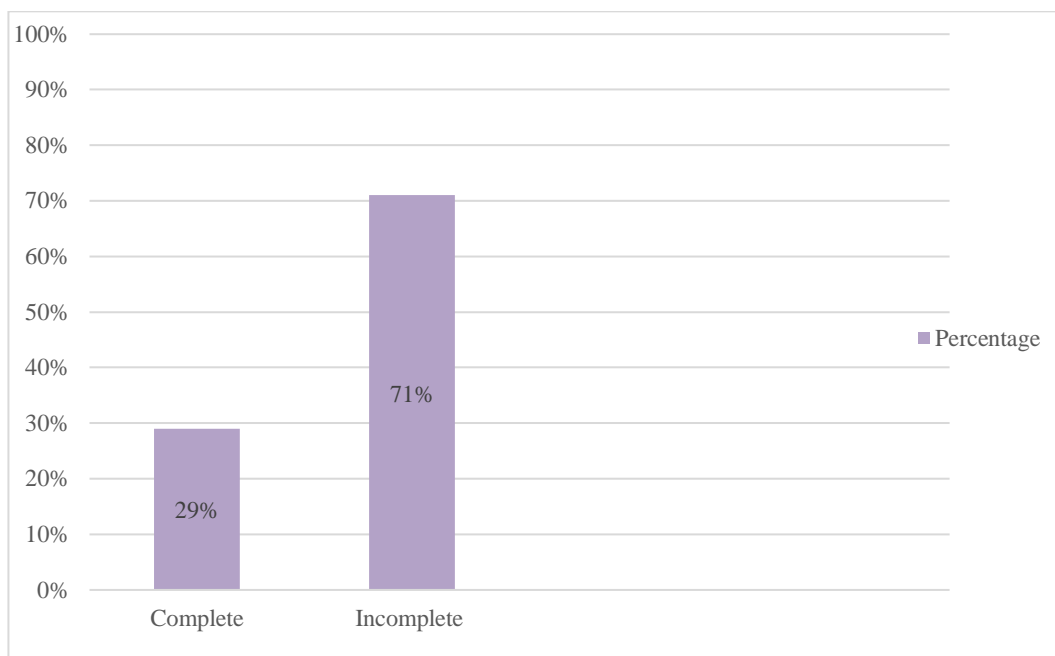
Based on the data above, the researcher measured the frequency of students' vocabulary mastery scores in the pre-test as follows:

**Table 4.5**  
**The Frequency of the Students Vocabulary Mastery Score in Pre -test**

| No           | Score     | Percentage | Frequency | Category   |
|--------------|-----------|------------|-----------|------------|
| 1            | $\geq 65$ | 29%        | 6         | Complete   |
| 2            | $< 65$    | 71%        | 15        | Incomplete |
| <b>Total</b> |           | 100%       | 21        |            |

Source: *The result of pre-test of V grade, on Thursday, November 24<sup>th</sup>, 2022.*

**Chart 4.1**  
**The Percentage of the Students Vocabulary Matery in Pre-test**



Source: *The result of pre-test of V grade, on Thursday, November 24<sup>th</sup>, 2022.*



Based on these results it can be analyzed that the student's vocabulary mastery is low. Students can be said to be complete if they get at least a minimum score of 65 at SD N 1 TAMAN CARI. The number of research subjects was 21 students, only 6 students with a percentage of 29% completed, and 15 students with a percentage of 71% did not complete. So, to increase students' vocabulary mastery, researcher use short story media.

b. Cycle 1

This cycle consists of plan, act, observe, and reflect. After they completed the pre-test, the researcher asked them to study the material further. The following pre-test steps were carried out by the researcher;

1) Plan

At this stage, the researcher collaborated with the English teacher, namely Mrs. Latri Setiawati, S.Pd. The researcher and collaborators planned to provide material about vocabulary. Researcher and collaborators prepared several things related to the teaching and learning process such as: preparing lessons, preparing materials, making instruments that would be tested as pre-tests and post-tests in cycle 1, preparing strategies to be used, the strategy used was storytelling, make observation sheets of student activities, identify problems and find causes of problems at the beginning and end of learning

activities, and the researcher plans to provide evaluations to measure the extent to which the material studied is acceptable to students.

2) Act

The action in cycle 1 consists of three meetings. The explanation of each meeting will be explained as follows:

a) The First Meeting

The first meeting was held on Saturday, November 26<sup>th</sup>, 2022. The researcher opened the lesson by greeting, checking the attendance list, and asking about the condition of the students. After that, researcher explain what they will learn and what will be achieved.

At this meeting the researcher gave learning material, the material used was a short story entitled "Two Frogs", during the lesson the researcher explained by telling a story, and after that, the researcher introduced verbs and nouns to the short story so that students knew about it, then researcher and students together e interpret the vocabulary in the story. At the end of the lesson, the researcher asked the students if there were any difficulties during the lesson, then the researcher closed by evaluating, praying, and motivating the students.

b) The Second Meeting

The second meeting was held on Monday, 28<sup>th</sup> November 2022. The researcher opened the lesson by greeting, checking the attendance list, and asking about the condition of the students. After that, researcher explain what they will learn and what will be achieved.

At this meeting the researcher gave learning material, the material used was a short story entitled "The Wind and The Sun", during the lesson the researcher explained by telling a story, and after that, the researcher introduced verbs and nouns to the short story so that students knew about it, then researcher and students together interpret the vocabulary in the story. At the end of the lesson, the researcher asked the students if there were any difficulties during the lesson, then the researcher closed by evaluating, praying, and motivating the students.

c) The Third Meeting

The thrid meeting was held on Wednesday, 30<sup>th</sup> November 2022. The researcher opened the lesson by greeting, checking the attendance list, and asking about the condition of the students.

At this meeting, the first post-test 2 was given. This test does 30 questions that have been made by researcher in the

form of 20 multiple choices 5 written vocabulary and 5 spoken vocabulary. Tests are conducted to determine student learning outcomes after following the learning process. After students complete the test, they draw conclusions and provide reflection, and motivate students to pray and study hard at home and wherever the researcher is.

The results of the post-test in cycle 1 can be seen in the table as follows:

**Table 4.6**  
**The Result Score of Students Vocabulary Mastery in Post-test 1**

| No | Name | Score | Criteria   |
|----|------|-------|------------|
| 1  | APR  | 80    | Complete   |
| 2  | ASR  | 70    | Complete   |
| 3  | ANP  | 60    | Incomplete |
| 4  | CDP  | 56    | Incomplete |
| 5  | DAP  | 56    | Incomplete |
| 6  | FRS  | 76    | Complete   |
| 7  | FNH  | 76    | Complete   |
| 8  | FJF  | 50    | Incomplete |
| 9  | FFF  | 66    | Complete   |
| 10 | HRS  | 76    | Complete   |
| 11 | KPTS | 66    | Complete   |
| 12 | MR   | 80    | Complete   |
| 13 | MA   | 60    | Incomplete |
| 14 | NA   | 55    | Incomplete |

|                      |     |      |            |
|----------------------|-----|------|------------|
| 15                   | NAT | 70   | Complete   |
| 16                   | NEP | 56   | Incomplete |
| 17                   | ND  | 50   | Incomplete |
| 18                   | NI  | 66   | Complete   |
| 19                   | SRK | 66   | Complete   |
| 20                   | SK  | 60   | Incomplete |
| 21                   | YAW | 55   | Incomplete |
| <b>Total Score</b>   |     | 1350 |            |
| <b>Average</b>       |     | 64,2 |            |
| <b>Highest Score</b> |     | 83   |            |
| <b>Lowest Score</b>  |     | 50   |            |

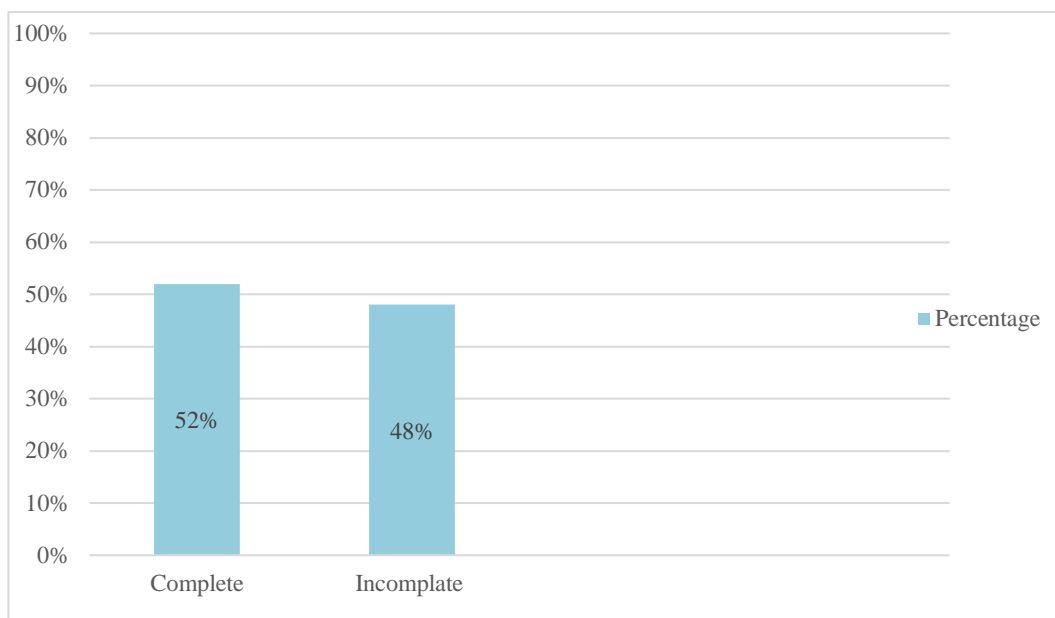
Source: *The result of post-test 1 of V grade, on Wednesday, November 30<sup>th</sup>, 2022.*

**Table 4.7**

**The Frequency of Students Vocabulary Mastery Score in Post-test 1**

| No           | Score     | Percentage | Frequency | Category   |
|--------------|-----------|------------|-----------|------------|
| 1            | $\geq 65$ | 52%        | 11        | Complete   |
| 2            | $< 65$    | 48%        | 10        | Incomplete |
| <b>Total</b> |           | 100%       | 21        |            |

Source: *The result of post-test 1 of V grade, on Wednesday, November 30<sup>th</sup>, 2022.*

**Chart 4.2****The Percentage of the Students Vocabulary Mastery in Post-test 1**

Source: *The result of post-test 1 of V grade, on Wednesday, November 30<sup>th</sup>, 2022.*

Based on the data above, it can be seen that 11 students were included in the complete category (52%) and 10 students were included in the incomplete category (48%). That's higher than the pre-test results. The learning process is said to be successful if 75% of students get a minimum mastery criteria 65. The fact shows that the post-test results are unsatisfactory, even though there has been an increase.

### 3) Observe

In observation, collaborators observe student activities.

The researcher presented three meetings in the cycle 1 of learning to find information about students' vocabulary mastery abilities. Researcher as teachers provide explanations and material about vocabulary using short story as a media.

During the treatment, student activities during the teaching and learning process were also observed by the observer. Students who are active in the learning process will get a list on the observation sheet of the first meeting and the second meeting. Then, students are not active in the learning process. So, they left their observation sheets blank. Indicators of student activity in the table below:

**Table 4.8**  
**The Students' Activity In Cycle 1**

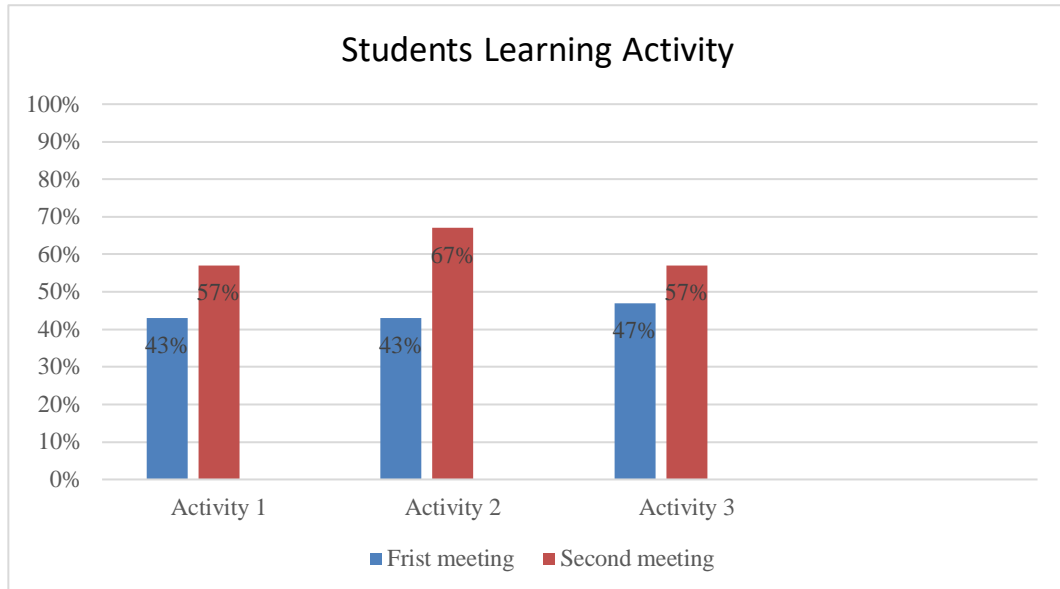
| No    | Name | Learning Activity Indicators                           |                |   |                |   |                |
|-------|------|--|----------------|---|----------------|---|----------------|
|       |      | The students pay attention on the teachers explanation |                | The students actively ask and answer the teachers questions |                | The students are able to do the teachers assignment |                |
|       |      | First meeting  | Second meeting | First meeting   | Second meeting | First meeting                                       | Second meeting |
| 1     | APR  | ✓  | ✓              | -   | ✓              | ✓   | ✓              |
| 2     | ASR  | -  | ✓              | ✓   | ✓              | ✓   | ✓              |
| 3     | ANP  | -  | -              | -   | ✓              | ✓   | ✓              |
| 4     | CDP  | ✓  | ✓              | ✓   | -              | -   | ✓              |
| 5     | DAP  | -  | ✓              | ✓   | -              | -   | ✓              |
| 6     | FRS  | -  | ✓              | -   | ✓              | -   | -              |
| 7     | FNH  | ✓  | ✓              | ✓   | -              | ✓   | -              |
| 8     | FJF  | ✓  | -              | -   | ✓              | -   | ✓              |
| 9     | FFF  | -  | ✓              | ✓   | ✓              | -   | -              |
| 10    | HRS  | ✓  | ✓              | -   |                | -   | -              |
| 11    | KPTS | -  | -              | -   | ✓              | ✓   | -              |
| 12    | MR   | ✓  | -              | -   | ✓              | ✓   | ✓              |
| 13    | MA   | ✓  | -              | -   | ✓              | -   | ✓              |
| 14    | NA   | ✓  | -              | -   | -              | -   | -              |
| 15    | NAT  | -  | ✓              | ✓   | ✓              | ✓   | -              |
| 16    | NEP  | -  | ✓              | ✓   | ✓              | -   | -              |
| 17    | ND   | -  | ✓              | -   | -              | -   | ✓              |
| 18    | NI   | -  |                | ✓   | -              | -   | ✓              |
| 19    | SRK  | -  | -              | -   | ✓              | ✓   | ✓              |
| 20    | SK   | -  | ✓              | ✓   | ✓              | ✓   | -              |
| 21    | YAW  | ✓  | -              | -   | ✓              | ✓   | ✓              |
| Total |      | 9  | 12             | 9   | 14             | 10  | 12             |



**Table 4.9**  
**The Frequency of the Students' Learning Activity In Cycle 1**

| No             | Students' Activity  | Frequency     |                | Percentage    |                |
|----------------|---|---------------|----------------|---------------|----------------|
|                |   | First meeting | Second meeting | First meeting | Second meeting |
| 1              | The students pay attention on the teachers explanation      | 9             | 12             | 43%           | 57%            |
| 2              | The students actively ask and answer the teachers questions | 9             | 14             | 43%           | 67%            |
| 3              | The students are able to do the teachers assignment         | 10            | 12             | 47%           | 57%            |
| Total students |   | 21            |                | 44%           | 60%            |
| Average        |   |               |                |               |                |

Source: *The result of student activity cycle 1 of V grade, on Wednesday, November 30<sup>th</sup>, 2022.*

**Chart 4.3****The Percentage of the Students' Learning activity Mastery in Cycle 1**

Source: *The result of student activity cycle 1 of V grade, on Wednesday, November 30<sup>th</sup>, 2022.*

The graph above shows an increase in student activity from the first meeting to the second meeting. The students pay attention on the teachers explanation, which increased from 43% to 57%, The students actively ask and answer the teachers questions increased from 43% to 67%, the The students are able to do the teachers assignment increased 47% to 57%.

## 4) Reflect

Based on the results of cycle 1 it can be seen that most students experienced difficulties when working on post-test questions, even though there was an increase compared to the previous pre-test. The following is a comparison of the scores between the pre-test and post-test 1 as follows:

**Table 4.10**  
**The Comparison**  
**of the Students' Vocabulary Mastery Score**  
**in Pre-test and Post-test 1**

| <b>NO</b> | <b>Name</b> | <b>Pre-test</b> | <b>Post-test 1</b> | <b>Criteria</b> |
|-----------|-------------|-----------------|--------------------|-----------------|
| 1         | APR         | 80              | 80                 | Constant        |
| 2         | ASR         | 60              | 70                 | Increase        |
| 3         | ANP         | 53              | 60                 | Increase        |
| 4         | CDP         | 46              | 56                 | Increase        |
| 5         | DAP         | 50              | 56                 | Increase        |
| 6         | FRS         | 76              | 76                 | Constant        |
| 7         | FNH         | 70              | 76                 | Increase        |
| 8         | FJF         | 50              | 50                 | Constant        |
| 9         | FFF         | 60              | 66                 | Increase        |
| 10        | HRS         | 76              | 76                 | Constant        |
| 11        | KPTS        | 66              | 66                 | Constant        |
| 12        | MR          | 80              | 80                 | Constant        |
| 13        | MA          | 60              | 60                 | Constant        |
| 14        | NA          | 50              | 55                 | Increase        |
| 15        | NAT         | 60              | 70                 | Increase        |
| 16        | NEP         | 56              | 56                 | Constant        |

|                      |     |      |      |          |
|----------------------|-----|------|------|----------|
| 17                   | ND  | 40   | 50   | Increase |
| 18                   | NI  | 60   | 66   | Increase |
| 19                   | SRK | 60   | 66   | Increase |
| 20                   | SK  | 60   | 60   | Constant |
| 21                   | YAW | 40   | 55   | Increase |
| <b>Total Score</b>   |     | 1253 | 1350 |          |
| <b>Average</b>       |     | 59,6 | 64,4 |          |
| <b>Highest Score</b> |     | 80   | 80   |          |
| <b>Lowest Score</b>  |     | 40   | 50   |          |

Source: *The result of student pre-test and post-test 1 score*

**Table 4.11**

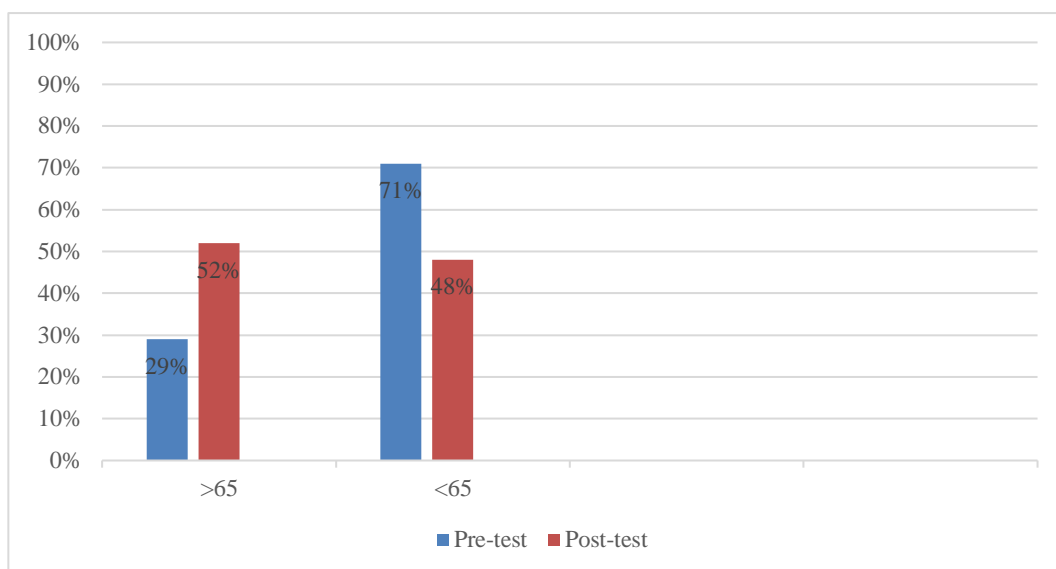
**The Frequency of the Students' Vocabulary Mastery Score  
in Pre-test and Post-test 1**

| No           | Score | Pre-test   |           | Post-test 1 |           | Category   |
|--------------|-------|------------|-----------|-------------|-----------|------------|
|              |       | Percentage | Frequency | Percentage  | frequency |            |
| 1            | ≥ 65  | 6          | 29%       | 11          | 52%       | Complete   |
| 2            | < 65  | 15         | 71%       | 10          | 48%       | Incomplete |
| <b>Total</b> |       | 21         | 100%      | 21          | 100%      |            |

Source: *The result of student pre-test and post-test 1 score*

Then, the comparison graph of students' vocabulary mastery during the pre-test and post-test 1 in cycle 1 is as follows:

**Chart 4.4**  
**The Percentage**  
**of the Students' Vocabulary Mastery Score**  
**in Pre-test and Post-test 1**



Source: *The result of student pre-test and post-test 1 score*

Based on the table and graph above, it can be seen that the percentage of students who were successful in the pre-test was 29% (6 students), and the percentage in the post-test was 52% (11 students), but they were not successful. Meet the completeness standard (minimum standard criteria) at least 75% of students must get  $\geq 65$ . After analyzing the learning process the researcher decided that this research needed to be continued in cycle 2.

c. Cycle 2

The cycle 2 is almost the same as cycle 1, divided into plan, act, observe, and reflect. There is a clearer explanation below:

1) Plan

In planning for cycle 2 the researcher and collaborator Mrs. Latri Setiawati, S.Pd tried to revise some of the problems that arose in cycle 1 and made plans to continue in cycle 2. The researcher prepared lesson plans, materials, media, observation sheets, and assignments. Researcher prepare to teach media such as short stories and other learning instruments to support the increase in vocabulary mastery in students.

2) Act

The teaching and learning process in cycle 2 is described as no different from the previous cycle. At each stage, the researcher tries to make the class more interesting and active. Researcher try to make students enjoy the learning process. The description of the results in cycle 2 can be interpreted as follows:

a) First Meeting

The first meeting was held on Thursday, Desember 1<sup>st</sup>, 2022. The researcher opened the lesson by greeting, checking the attendance list, and asking about the condition of the students. After that, researcher explain what they will

learn and what will be achieved.

At this meeting the researcher gave learning material, the material used was a short story entitled " The Farmer and His Children", during the lesson the researcher explained by telling a story, and after that, the researcher introduced verbs and nouns to the short story so that students knew about it, then researcher and students together interpret the vocabulary in the story, after that the researcher adds learning activities with vocabulary board media which stimulates students to become interested and enjoy learning. At the end of the lesson, the researcher asked the students if there were any difficulties during the lesson, then the researcher closed by evaluating, praying, and motivating the students.

b) Second Meeting

The second meeting was held on Saturday, Desember 3<sup>rd</sup>, 2022. The researcher opened the lesson by greeting, checking the attendance list, and asking about the condition of the students. After that, researcher explain what they will learn and what will be achieved.

At this meeting the researcher gave learning material, the material used was a short story entitled "The Wolf in Sheeps Clothing", during the lesson the researcher

explained by telling a story, and after that, the researcher introduced verbs and nouns to the short story so that students knew about it, then researcher and students together interpret the vocabulary in the story, then the researcher stimulates students' curiosity by asking about the meaning of a vocabulary from the story. At the end of the lesson, the researcher asked the students if there were any difficulties during the lesson, then the researcher closed by evaluating, praying, and motivating the students.

c) Thrid Meeting

The third meeting was held on Thursday, Desember 5<sup>th</sup>, 2022. The researcher opened the lesson by greeting, checking the attendance list, and asking about the condition of the students.

At this meeting, a post-test 2 was given. This test worked on 30 questions that had been made by the researcher in the form of 20 multiple choices 5 written vocabulary and 5 spoken vocabulary, the same as the previous questions but with different questions. The test was conducted to determine student learning outcomes after following the learning process and became the end of cycle 2. The following results of the second posttest can be seen in the table below:



**Table 4.12**  
**The Result Score of Students Vocabulary Mastery in Post-test 2**

| <b>NO</b>            | <b>Name</b> | <b>Score</b> | <b>Criteria</b> |
|----------------------|-------------|--------------|-----------------|
| 1                    | APR         | 86           | Complete        |
| 2                    | ASR         | 86           | Complete        |
| 3                    | ANP         | 70           | Complete        |
| 4                    | CDP         | 56           | Incomplete      |
| 5                    | DAP         | 60           | Incomplete      |
| 6                    | FRS         | 76           | Complete        |
| 7                    | FNH         | 76           | Complete        |
| 8                    | FJF         | 70           | Complete        |
| 9                    | FFF         | 86           | Complete        |
| 10                   | HRS         | 80           | Complete        |
| 11                   | KPTS        | 76           | Complete        |
| 12                   | MR          | 90           | Complete        |
| 13                   | MA          | 60           | Incomplete      |
| 14                   | NA          | 70           | Complete        |
| 15                   | NAT         | 80           | Complete        |
| 16                   | NEP         | 76           | Complete        |
| 17                   | ND          | 70           | Complete        |
| 18                   | NI          | 86           | Complete        |
| 19                   | SRK         | 80           | Complete        |
| 20                   | SK          | 70           | Complete        |
| 21                   | YAW         | 60           | Incomplete      |
| <b>Total Score</b>   |             | 1564         |                 |
| <b>Average</b>       |             | 74,4         |                 |
| <b>Highest Score</b> |             | 90           |                 |
| <b>Lowest Score</b>  |             | 60           |                 |

Source: *The result of post-test 1 of V grade, on Monday, Desember 5<sup>th</sup>, 2022.*

Based on the table above, it can be seen that the students' average score in post-test 2 was 74,4. The highest score was 90 and the lowest score was 60. This means that there was an increase in students' vocabulary mastery by using short stories as a medium. This can also be seen from the average student scores on the pre-test, post-test 1, and post-test 2. The average post-test 2 is the highest of the other tests.

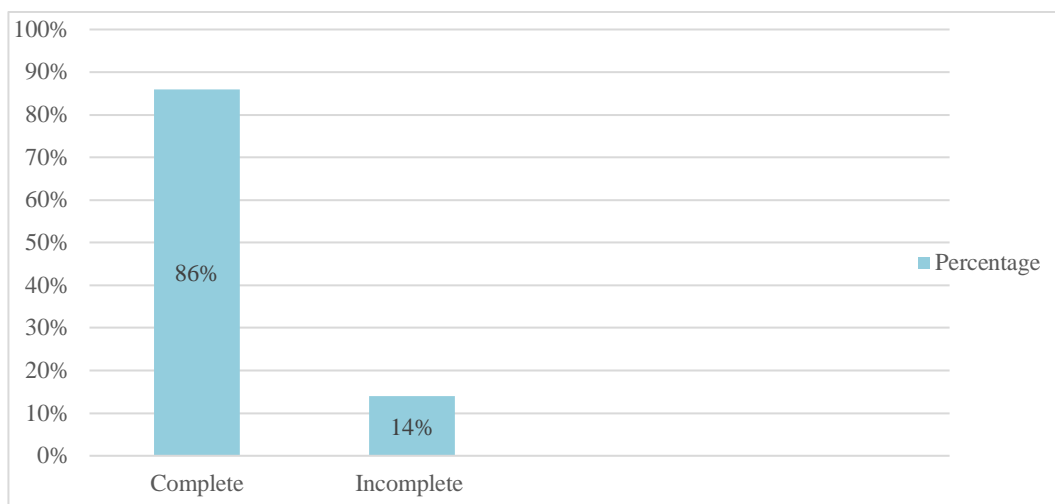
**Table 4.13**  
**The Frequency of Students Vocabulary Mastery Score in Post test 2**

| No           | Score     | Percentage | Frequency | Category   |
|--------------|-----------|------------|-----------|------------|
| 1            | $\geq 65$ | 86%        | 18        | Complete   |
| 2            | $< 65$    | 14%        | 4         | Incomplete |
| <b>Total</b> |           | 100%       | 21        |            |

Source: *The result of post-test 1 of V grade, on Monday, Desember 5<sup>th</sup>, 2022.*

Chart 4.5

### The Percentage of the Students Vocabulary Mastery in Post-test 2



Source: *The result of post-test 1 of V grade, on Monday, Desember 5<sup>th</sup>, 2022.*

From the table and figure above it can be seen that there was an increase in scores from post-test 1 and post-test 2. There were 86% or 18 students who passed the minimum mastery criteria. This means that post-test 2 was successful because the indicators of success were achieved.

### 3) Observe

In observation of the learning process, there are also 3 indicators used to determine student activity as in the previous learning process.

Based on the results of the observation sheet in cycle 2, the researcher showed that the learning process in cycle 2 was

successful. The results of observing student learning activities are as follows:

**Table 4.14**  
**The Students' Activity In Cycle 2**

| No | Name | Learning Activity Indicators                           |                |   |                |   |                |
|----|------|--|----------------|---|----------------|---|----------------|
|    |      | The students pay attention on the teachers explanation |                | The students actively ask and answer the teachers questions |                | The students are able to do the teachers assignment |                |
|    |      | First meeting  | Second meeting | First meeting   | Second meeting | First meeting                                       | Second meeting |
| 1  | APR  | ✓  | ✓              | ✓   | ✓              | ✓   | ✓              |
| 2  | ASR  | -  | ✓              | ✓   | ✓              | ✓   | ✓              |
| 3  | ANP  | -  | ✓              | -   | ✓              | ✓   | ✓              |
| 4  | CDP  | -  | ✓              | ✓   | -              | ✓   | ✓              |
| 5  | DAP  | ✓  | -              | ✓   | -              | -   | ✓              |
| 6  | FRS  | -  | ✓              | -   | ✓              | -   | -              |
| 7  | FNH  | ✓  | ✓              | ✓   | -              | ✓   | ✓              |
| 8  | FJF  | ✓  | ✓              | ✓   | ✓              | -   | ✓              |
| 9  | FFF  | -  | ✓              | ✓   | ✓              | ✓   | ✓              |
| 10 | HRS  | ✓  | ✓              | ✓   | ✓              | -   | ✓              |
| 11 | KPTS | ✓  | ✓              | -   | ✓              | ✓   | -              |
| 12 | MR   | ✓  | ✓              | ✓   | ✓              | ✓   | ✓              |
| 13 | MA   | ✓  | -              | -   | ✓              | ✓   | -              |
| 14 | NA   | ✓  | -              | ✓   | ✓              | ✓   | ✓              |
| 15 | NAT  | ✓  | ✓              | ✓   | ✓              | ✓   | -              |
| 16 | NEP  | -  | ✓              | ✓   | ✓              | -   | ✓              |
| 17 | ND   | ✓  | ✓              | -   | ✓              | -   | ✓              |
| 18 | NI   | ✓  | ✓              | ✓   | ✓              | ✓   | ✓              |

|              |     |           |           |           |           |           |           |
|--------------|-----|-----------|-----------|-----------|-----------|-----------|-----------|
| 19           | SRK | ✓         | ✓         | -         | ✓         | ✓         | ✓         |
| 20           | SK  | -         | ✓         | ✓         | ✓         | ✓         | ✓         |
| 21           | YAW | ✓         | -         | -         | ✓         | ✓         | ✓         |
| <b>Total</b> |     | <b>14</b> | <b>17</b> | <b>14</b> | <b>18</b> | <b>15</b> | <b>17</b> |

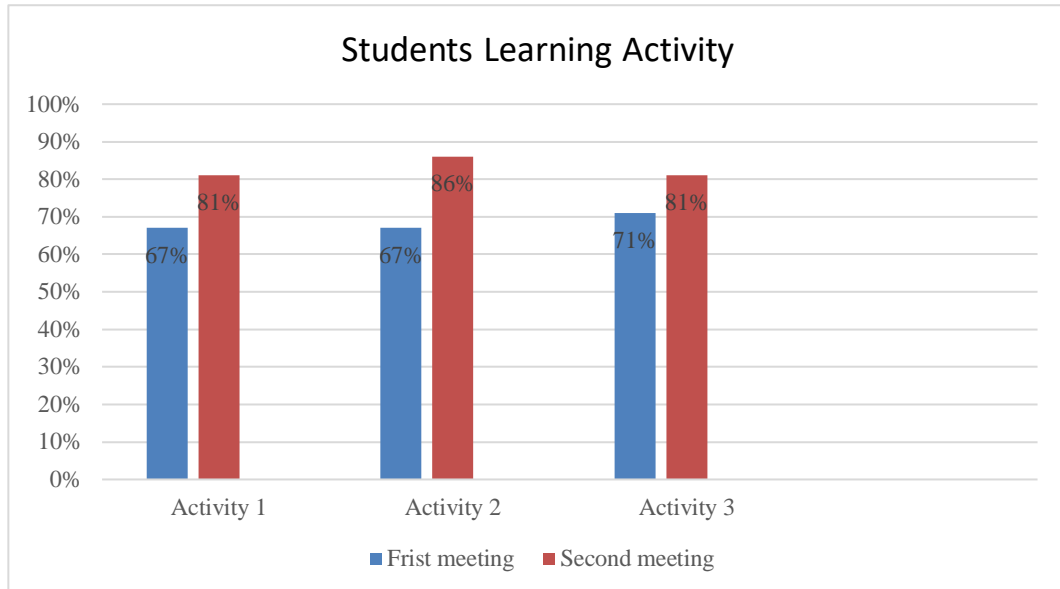
**Table 4.15**

**The Frequency of the Students' Learning Activity In Cycle 2**

| No             | Students' Activity  | Frequency     |                | Percentage    |                |
|----------------|---|---------------|----------------|---------------|----------------|
|                |   | First meeting | Second meeting | First meeting | Second meeting |
| 1              | The students pay attention on the teachers explanation      | 14            | 17             | 67%           | 81%            |
| 2              | The students actively ask and answer the teachers questions | 14            | 18             | 67%           | 86%            |
| 3              | The students are able to do the teachers assignment         | 15            | 17             | 71%           | 81%            |
| Total students |   | 21            |                | 68%           | 83%            |
| Average        |   |               |                |               |                |

Source: *The result of student activity cycle 2 of V grade, on Wednesday, November 5<sup>th</sup>, 2022.*

**Chart 4.6**  
**The Percentage of the Students' Learning activity Mastery in Cycle 2**



Source: *The result of student activity cycle 2 of V grade, on Wednesday, November 5<sup>th</sup>, 2022.*

From the table and figure above it can be seen that there was an increase in the value of learning activities from the first meeting to the 2nd meeting in cycle 2. The first increase was the students pay attention on the teachers explanation, which increased from 67% to 81%, the second the students actively ask and answer the teachers questions from 67% to 86%, the third increase is the students are able to do the teachers assignment 71% % to 81%. Based on the data above, learning activity cycle 2 was successful with a final average of 83%.

## 4) Reflect

At the end of this cycle, it can be analyzed the comparison of scores between students' post-test 1 and post-test 2 can be seen in the following table:

**Table 4.16**  
**The Comparison**  
**of the Students' Vocabulary Mastery Score**  
**in Post-test 1 and Post-test 2**

| <b>NO</b> | <b>Name</b> | <b>Post-test 1</b> | <b>Post-test 2</b> | <b>Criteria</b> |
|-----------|-------------|--------------------|--------------------|-----------------|
| 1         | APR         | 76                 | 86                 | Increase        |
| 2         | ASR         | 70                 | 86                 | Increase        |
| 3         | ANP         | 60                 | 70                 | Increase        |
| 4         | CDP         | 56                 | 56                 | Constant        |
| 5         | DAP         | 56                 | 60                 | Increase        |
| 6         | FRS         | 76                 | 76                 | Constant        |
| 7         | FNH         | 76                 | 76                 | Constant        |
| 8         | FJF         | 50                 | 70                 | Increase        |
| 9         | FFF         | 66                 | 86                 | Increase        |
| 10        | HRS         | 76                 | 80                 | Increase        |
| 11        | KPTS        | 66                 | 80                 | Increase        |
| 12        | MR          | 80                 | 76                 | Increase        |
| 13        | MA          | 60                 | 90                 | Constant        |
| 14        | NA          | 55                 | 60                 | Increase        |
| 15        | NAT         | 70                 | 70                 | Increase        |
| 16        | NEP         | 56                 | 80                 | Constant        |
| 17        | ND          | 50                 | 76                 | Increase        |
| 18        | NI          | 66                 | 70                 | Increase        |

|                      |     |      |      |          |
|----------------------|-----|------|------|----------|
| 19                   | SRK | 66   | 86   | Increase |
| 20                   | SK  | 60   | 70   | Increase |
| 21                   | YAW | 55   | 60   | Increase |
| <b>Total Score</b>   |     | 1350 | 1564 |          |
| <b>Average</b>       |     | 64,4 | 74,4 |          |
| <b>Highest Score</b> |     | 80   | 90   |          |
| <b>Lowest Score</b>  |     | 50   | 60   |          |

Source: *The result of student pre-test and post-test 1 score*

**Table 4.17**

**The Comparison  
of the Students' Vocabulary Mastery Score  
in Post-test 1 and Post-test 2**

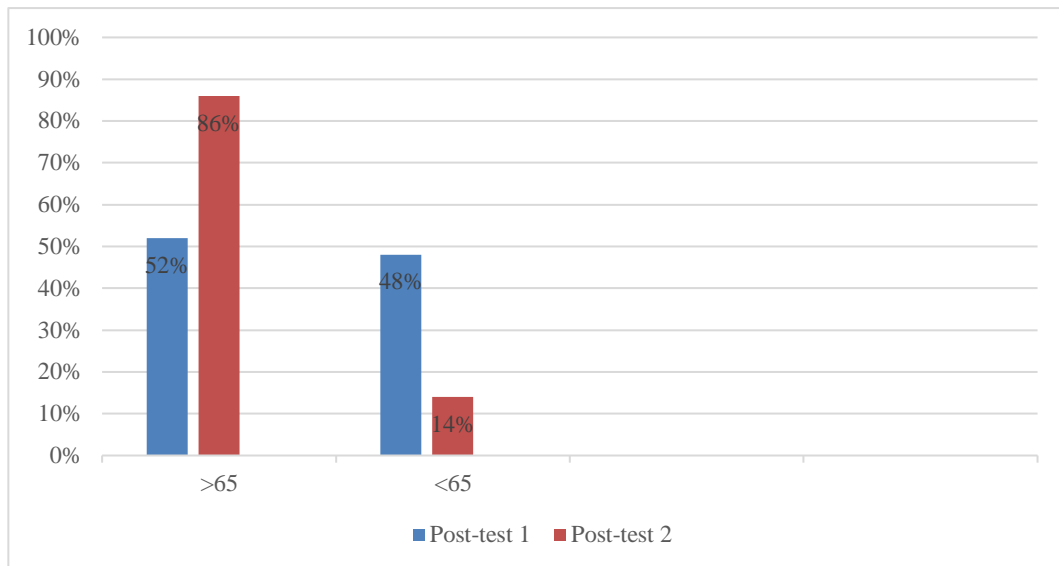
| No           | Score     | Post-test 1 |           | Post-test 2 |           | Category   |
|--------------|-----------|-------------|-----------|-------------|-----------|------------|
|              |           | Percentage  | Frequency | Percentage  | frequency |            |
| <b>1</b>     | $\geq 65$ | 11          | 52%       | 18          | 86%       | Complete   |
| <b>2</b>     | $< 65$    | 10          | 48%       | 4           | 14%       | Incomplete |
| <b>Total</b> |           | 21          | 100%      | 21          | 100%      |            |

Source: *The result of student pre-test and post-test 1 score*

Then, the comparison graph of students' vocabulary mastery during the post-test 1 and post-test 2 in cycle 2 is as follows:



**Chart 4.7**  
**The Percentage**  
**of the Students' vocabulary Mastery Score**  
**in Post-test 1 and Post-test 2**



*Source: The result of student pre-test and post-test 1 score*

Based on the table and graph above, it can be seen that the percentage of students who were successful in the post-test 1 was 52% (11 students), and the percentage in the post-test was 86% (18 students), This means that the indicators of the success of this study have been achieved, 86% of students scored  $\geq 65$ . This shows that the students' vocabulary mastery has increased.

## **B. Discussion**

In teaching vocabulary to SD N 1 Taman Cari students, especially fifth grade students, the researcher used short story media to increase students' vocabulary mastery. Researcher use this media to stimulate students' curiosity about short story so that they can increase vocabulary. Therefore, it is proven that the application of short story media increases students' vocabulary mastery and curiosity.

Based on the explanation of cycle I and cycle II, this research was conducted that the use of short story media could increase students' vocabulary mastery. There was an increase in students who scored  $\geq 65$  from the pretest to 29% or (6 students), posttest 1 to 52% or (11 students), and posttest 2 to 86% or (18 students). It was concluded that there was an increase in the students' completeness scores and the total scores of students who passed at least the pre-test, post-test I to post-test II. From this explanation, the researcher concluded that this research was successful and could be stopped in cycle II because the success indicator of 75% of students who scored  $\geq 65$  was achieved.

The results of the student's activities in cycle 1 and cycle 2 are increased. first, The students pay attention on the teachers explanation from 57% become 81%, second, The students actively ask and answer the teachers questions from 67% become 86%, third, The students are able to do the teachers assignment from 64% become 72%, the result of students'

activities in cycle 1 is 57% and cycle 2 is 81%. Therefore, there is an increase in students' learning activity

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results of the learning process in two cycles, the researcher wants to describe that vocabulary mastery can be increased through the media of short story in the fifth grade of SD N 1 Taman Cari. From the analysis and results of the research, the researcher concluded that the effectiveness of short stories as a media showed significant results to increase vocabulary. This can be seen from the results of students' scores in the post-test.

The post-test was given to measure the vocabulary mastery of students at SD N 1 Taman Cari. Based on the analysis, the average score on the pre-test was 59.7, the average score on post-test 1 was 64.4, and the average score on post-test 2 was 74.4. This shows that students' scores have increased significantly. From the data on the success criteria of the research above, it can be seen that 86% of students have obtained scores above the minimum mastery criteria (MMC)  $\geq 65$  and exceeded 75% of the predetermined success criteria. So, the use of short stories as media has an effect on increasing students' vocabulary mastery.

## **B. Suggestion**

In reference to the conclusion above, the researcher proposed suggestions as follows:

### **1. Suggestion to the Teacher**

In this research, English teachers can use this media to be more interesting in teaching vocabulary so that students do not feel bored, stimulate curiosity, and be active in providing responses in the learning process by using short story media.

### **2. Suggestion to the Students**

It is recommended for students be more active in the learning process to increased vocabulary mastery in English learning. use short story media to add more vocabulary that can be mastered.

### **3. Suggestion to the Other Researcher**

This research can be a reference for other researcher who want to use short story media as a means to help students in the learning process, especially in increasing vocabulary mastery. In the future, researcher can use short story media for a variation of student levels and other English language skills such as speaking, speaking, writing, and reading.

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# APPENDIXES



## SILABUS

**Nama Sekolah** : SD N 1 Taman Cari

**Kelas/Semester** : V/I

**Mata Pelajaran** : Bahasa Inggris

**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   | Materi Pembelajaran  | Kegiatan Pembelajaran  | Penilaian   | Alokasi Waktu | Sumber Belajar   |
|--|--|--|---|---------------|--|
| 3.1 Memahami kata, frasa, dan kalimat yang berkaitan dengan <i>short story</i> | <ul style="list-style-type: none"> <li>• Short story</li> <li>• Mengetahui karakter, kata kerja, dan kata benda</li> <li>• Taks</li> </ul> | <ul style="list-style-type: none"> <li>• Membaca teks bahasa inggris berupa short story</li> <li>• Mengetahui karakter dari short story</li> <li>• Mengenal kosata baru</li> <li>• Mengetahui arti dari kosakata baru</li> <li>• Mengenal kata kerja (verb)</li> <li>• Mengenal kata benda (noun)</li> </ul> | <p><b>Pengetahuan :</b></p> <ul style="list-style-type: none"> <li>• Mengetahui text dari short story</li> <li>• Mengenal kosa kata baru</li> </ul> | <b>12 JP</b>  | <ul style="list-style-type: none"> <li>• Buku teks wajib</li> <li>• Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi</li> <li>• Contoh teks dari sumber otentik.</li> </ul> |

|   |  |  |   |  |  |
|---|--|--|---|--|--|
| <p>4.1 Mengetahi teks lisan dan tulis menggunakan kata, frasa, dan kalimat yang berkaitan dengan <i>short story</i></p> |  | <ul style="list-style-type: none"> <li>• Menyelesaikan soal- soal tentang bedasarlam short story.</li> </ul> | <p><b>Ketrampilan :</b></p> <ul style="list-style-type: none"> <li>• Membaca teks bahasa inggris berupa short story</li> <li>• Mengetahui arti dari kosakata baru</li> <li>• Mengenal kata kerja (verb)</li> <li>• Mengenal kata benda (noun)</li> <li>• Menyelesaikan soal- soal berdasarkan short story.</li> </ul> |  |  |
|---|--|--|---|--|--|

**RENCANA PELAKSANAAN PEMBELAJARAN****( R P P )**

**Satuan Pendidikan : SD N 1 Taman Cari**

**Mata Pelajaran : Bahasa Inggris**

**Kelas / Semester : V / 1**

**Topik : Short Story**

**Alokasi Waktu : 2x35 menit**

**A. 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.

## B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

| Kompetensi Dasar  | Indikator Pencapaian Kompetensi  |
|---|--|
| Memahami kata, frasa, dan kalimat yang berkaitan dengan short story                         | <p>Mengetahui kosakata bahasa Inggris yang berkaitan dengan short story.</p> <p>Mengidentifikasi hal penting yang terdapat dalam teks short story.</p> <p>Menganalisis soal berdasarkan short story.</p> |
| Mengetahi teks lisan menggunakan kata, frasa, dan kalimat yang berkaitan dengan short story | Menyajikan kosakata tentang short story dengan tepat. Menyelesaikan soal latihan tentang short story   |

## C. TUJUAN PEMBELAJARAN

1. Mengetahui text dari short story
2. Mengenal kosakata baru
3. Mengetahui verb dan noun dalam short story
4. Mengetahui mengetahui arti dari kosakata baru.
5. Mengetahui arti dari verb dan noun dalam shrot story

## D. MATERI PEMBELAJARAN

Short story 1

Titel: TWO FROGS

A group of frogs were traveling through the woods, and two of them fell into a deep pit. When the other frogs saw how deep the pit was, they told the two frogs that they were as good as dead. The two frogs ignored the comments and tried to jump up out of the pit with all their might. The other frogs kept telling them to stop, that they were as good as dead. Finally, one of the frogs took heed to what the other frogs were saying and gave up. He fell down and died. The other frog continued to jump as hard as he could. Once again, the crowd of frogs yelled at him to stop the pain and just die. He jumped even harder and finally made it out. When he got out, the other frogs said, "Did you not hear us?" The frog explained to them that he was deaf. He thought they were encouraging him the entire time.

Vocabulary:

| CARACTER | VERB  | NOUN         |
|----------|---|--------------|
| FROG     | Traveling<br>Ignored<br>Jump<br>Telling<br>Expalained | Wood<br>Frog |

Arti:

1. Frog: kodok
2. Traveling: berpergian
3. Ignored: diabaikan
4. Jump: lompat
5. Expalained: dijelaskan
6. Wood: kayu

#### **E. MODEL/METODE PEMBELAJARAN**

Pendekatan : Percakapan searah dan percakapan dua arah

Strategi : Storytelling

## F. MEDIA PEMBELAJARAN

1. Short story text
2. White Board

## G. KEGIATAN PEMBELAJARAN

| KEGIATAN    | DESKRIPSI KEGIATAN  | ALOKASI WAKTU |
|-------------|---|---------------|
| Pendahuluan | <ul style="list-style-type: none"> <li>☞ Guru masuk kelas dan langsung menyapa menggunakan Bahasa Inggris</li> <li>☞ Guru dan murid berdo'a bersama-sama sebelum memulai pembelajaran.</li> <li>☞ Guru dapat memulai dengan menanyakan kabar peserta didik</li> <li>☞ Pastikan peserta didik mampu merespon pertanyaan dari guru</li> <li>☞ Guru melakukan pengecekan kehadiran siswa.</li> </ul> | 5 menit       |
| Inti        | <ul style="list-style-type: none"> <li>☞ Guru membacakan short story.</li> <li>☞ Guru membaca short story bersama murid.</li> <li>☞ Guru memberi tahu vocabulary baru, verb dan noun.</li> <li>☞ Murid mengartikan vocabulary.</li> <li>☞ Murid membaca kata dan artinya</li> </ul>   | 25 menit      |
| Penutup     | <ul style="list-style-type: none"> <li>☞ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi.</li> <li>☞ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas.</li> <li>☞ Guru menyimpulkan materi</li> <li>☞ Guru dan murid bersama-sama menutup pelajaran dengan berdo'a.</li> </ul>          | 5 menit       |

## H. PENILAIAN HASIL PEMBELAJARAN

Teknik test : Lisan dan tertulis

Instrument : artikan kosakata baru short story dan hapalkan

### 1. Penilaian Pengetahuan (Knowledge)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

| No | Aspek yang Dinilai              | Nilai |
|----|---------------------------------|-------|
| 1  | Mengetahui arti dari kata       |       |
| 2  | Mengetahui spelling kata        |       |
| 3  | Dapat menulis kata dengan tepat |       |
| 4  | Menghafal vocabulary            |       |

### 2. Penilaian Dari Segi Sikap (Attitude)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

| No | Aspek yang Dinilai        | Nilai |
|----|---------------------------|-------|
| 1  | Rasa Hormat (Respect)     |       |
| 2  | Peduli (Care)             |       |
| 3  | Berani (Brave)            |       |
| 4  | Percaya Diri (Confidence) |       |
| 5  | InginTahu (Curiosity)     |       |

- a. Rasa Hormat
  - 5= Selalu menunjukkan sikap rasa hormat
  - 4= Pernah menunjukkan sikap tidak hormat
  - 3= Beberapa kali menunjukkan sikap tidak hormat
  - 2= Sering menunjukkan sikap tidak hormat
  - 1= Sangat sering menunjukkan tidak hormat
- b. Peduli
- c. Berani
- d. Percayadiri
- e. InginTahu

Mengetahui  
Guru Mata Pelajaran



**Ratri Setiawati, S.Pd**

Taman Cari, 24 November 2022

Peneliti



**Cahya Ibrahim Suaib**



**RENCANA PELAKSANAAN PEMBELAJARAN**  
**( R P P )**

**Satuan Pendidikan** : SD N 1 Taman Cari

**Mata Pelajaran** : Bahasa Inggris

**Kelas / Semester** : V / 1

**Topic** : Short Story

**Alokasi Waktu** : 2x35 menit

**A. 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.

**B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN  
KOMPETENSI**

| <b>Kompetensi Dasar</b>   | <b>Indikator Pencapaian Kompetensi</b>  |
|---|---|
| Memahami kata, frasa, dan kalimat yang berkaitan dengan short story                         | Mengetahui kosakata bahasa inggris yang berkaitan dengan short story.<br><br>Mengidentifikasi hal penting yang terdapat dalam teks short story.<br><br>Menganalisis soal berdasarkan short story. |
| Mengetahi teks lisan menggunakan kata, frasa, dan kalimat yang berkaitan dengan short story | Menyajikan kosakata tentang short story dengan tepat. Menyelesaikan soal latihan tentang short story  |

**C. TUJUAN PEMBELAJARAN**

1. Mengetahui text dari short story
2. Mengenal kosakata baru
3. Mengetahui verb dan noun dalam short story
4. Mengetahui mengetahui arti dari kosakata baru.
5. Mengetahui arti dari verb dan noun dalam shrot story

**D. MATERI PEMBELAJARAN**

Short story 2

Titel: THE WIND AND THE SUN

Once the Wind and the Sun had an argument. "I am stronger than you," said the Wind. "No, you are not," said the Sun. Just at that moment they saw a traveler walking across the road. He was wrapped in a shawl. The Sun and the Wind agreed that whoever could separate the traveller from his shawl was stronger. The Wind took the first turn. He blew with all his

might to tear the traveller's shawl from his shoulders. But the harder he blew, the tighter the traveller gripped the shawl to his body. The struggle went on till the Wind's turn was over. Now it was the Sun's turn. The Sun smiled warmly. The traveller felt the warmth of the smiling Sun. Soon he let the shawl fall open. The Sun's smile grew warmer and warmer... hotter and hotter. Now the traveller no longer needed his shawl. He took it off and dropped it on the ground. The Sun was declared stronger than the Wind.

Vocabulary:

| CARACTER  | VERB     | NOUN      |
|-----------|----------|-----------|
|           | Walking  | Wind      |
| THE SUN   | Separate | Sun       |
| THE WIND  | Blew     | Traveller |
| TRAVELLER | dropped  | Shawl     |

Arti:

1. Sun: matahari
2. Wind angin
3. Walking: berjalan
4. Blew: meniup
5. Dropped: menjatuhkan
6. Traveller: pengelana
7. Shawl: selendang

#### **E. MODEL/METODE PEMBELAJARAN**

Pendekatan : Percakapan searah dan percakapan dua arah

Strategi : Storytelling

#### **F. MEDIA PEMBELAJARAN**

1. Short story text
2. White Board

### G. KEGIATAN PEMBELAJARAN

| KEGIATAN    | DESKRIPSI KEGIATAN  | ALOKASI WAKTU |
|-------------|---|---------------|
| Pendahuluan | <ul style="list-style-type: none"> <li>☞ Guru masuk kelas dan langsung menyapa menggunakan Bahasa Inggris</li> <li>☞ Guru dan murid berdo'a bersama-sama sebelum memulai pembelajaran.</li> <li>☞ Guru dapat memulai dengan menanyakan kabar peserta didik</li> <li>☞ Pastikan peserta didik mampu merespon pertanyaan dari guru</li> <li>☞ Guru melakukan pengecekan kehadiran siswa.</li> </ul> | 5 menit       |
| Inti        | <ul style="list-style-type: none"> <li>☞ Guru membacakan short story.</li> <li>☞ Guru membaca short story bersama murid.</li> <li>☞ Guru memberi tahu vocabulary baru, verb dan noun.</li> <li>☞ Murid mengartikan vocabulary.</li> <li>☞ Murid membaca kata dan artinya</li> </ul>   | 25 menit      |
| Penutup     | <ul style="list-style-type: none"> <li>☞ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi.</li> <li>☞ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas.</li> <li>☞ Guru menyimpulkan materi</li> <li>☞ Guru dan murid bersama-sama menutup pelajaran dengan berdo'a.</li> </ul>          | 5 menit       |

## H. PENILAIAN HASIL PEMBELAJARAN

Teknik test : Teknik test : Lisan dan tertulis

Instrument : artikan kosakata baru short story dan hapalkan

### 1. Penilaian Dari Aspek Pengetahuan (Knowledge)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

| No | Aspek yang Dinilai              | Nilai |
|----|---------------------------------|-------|
| 1  | Mengetahui arti dari kata       |       |
| 2  | Mengetahui spelling kata        |       |
| 3  | Dapat menulis kata dengan tepat |       |
| 4  | Menghafal vocabulary            |       |

### 2. Penilaian Dari Segi Sikap (Attitude)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

| No | Aspek yang Dinilai       | Nilai |
|----|--------------------------|-------|
| 1  | Rasa Hormat (Respect)    |       |
| 2  | Peduli (Care)            |       |
| 3  | Berani (Brave)           |       |
| 4  | PercayaDiri (Confidence) |       |
| 5  | InginTahu (Curiosity)    |       |

- a. Rasa Hormat
  - 5= Selalu menunjukkan sikap rasa hormat
  - 4= Pernah menunjukkan sikap tidak hormat
  - 3= Beberapa kali menunjukkan sikap tidak hormat
  - 2= Sering menunjukkan sikap tidak hormat
  - 1= Sangat sering menunjukkan tidak hormat
- b. Peduli
- c. Berani
- d. Percayadiri
- e. InginTahu

Mengetahui  
Guru Mata Pelajaran



**Ratri Setiawati, S.Pd**

Taman Cari, 24 November 2022

Peneliti



**Cahya Ibrahim Suaib**

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**( R P P )**

**Satuan Pendidikan** : SD N 1 Taman Cari  
**Mata Pelajaran** : Bahasa Inggris  
**Topik** : Short Story  
**Kelas / Semester** : V / 1  
**Alokasi Waktu** : 40 menit

**A. 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.

## B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

| Kompetensi Dasar   | Indikator Pencapaian Kompetensi   |
|--|---|
| Memahami kata, frasa, dan kalimat yang berkaitan dengan short story                          | Mengetahui kosakata bahasa Inggris yang berkaitan dengan short story.<br>Mengidentifikasi hal penting yang terdapat dalam teks short story.<br>Menganalisis soal berdasarkan short story. |
| Mengetahui teks lisan menggunakan kata, frasa, dan kalimat yang berkaitan dengan short story | Menyajikan kosakata tentang short story dengan tepat. Menyelesaikan soal latihan tentang short story  |

## C. TUJUAN PEMBELAJARAN

1. Mengetahui text dari short story
2. Mengenal kosakata baru
3. Mengetahui verb dan noun dalam short story
4. Mengetahui mengetahui arti dari kosakata baru.
5. Mengetahui arti dari verb dan noun dalam short story

## D. MATERI PEMBELAJARAN

Short story 3

Titel: THE FARMER AND HIS SONS

A farmer had five sons. They were strong and hardworking. But they always quarrelled with one another. Sometimes, they even fought. The farmer wanted his sons to stop quarrelling and fighting. He wanted them to live in peace. Plain words of advice or scolding did not have much effect



on these young people. The farmer always thought what to do to keep his sons united. One day he found an answer to the problem. So he called all his sons together. He showed them a bundle of sticks and said, "I want any of you to break these sticks without separating them from the bundle." Each of the five sons tried one by one. They used their full strength and skill. But none of them could break the sticks. Then the old man separated the sticks and gave each of them just a single stick to break. They broke the sticks easily. The farmer said, "A single stick by itself is weak. It is strong as long as it is tied up in a bundle. Likewise, you will be strong if you are united. You will be weak if you are divided."

Vocabulary:

| CARACTER | VERB        | NOUN   |
|----------|-------------|--------|
| FARMER   | Quarrelling | Farmer |
| SON      | Fighting    | Son    |
|          | Called      | sticks |
|          | Showed      |        |

Arti:

1. Farmer: petani
2. Son: anak laki laki
3. Quarrelling; bertengkar
4. Fighting: berkelahi
5. Called: memanggil
6. Showed: menunjukan
7. Sticks: tongkat

#### **E. MODEL/METODE PEMBELAJARAN**

Pendekatan : Percakapan searah dan percakapan dua arah

Strategi : Storytelling

#### **F. MEDIA PEMBELAJARAN**

1. Short story text
2. White Board

## G. KEGIATAN PEMBELAJARAN

| KEGIATAN    | DESKRIPSI KEGIATAN  | ALOKASI WAKTU |
|-------------|---|---------------|
| Pendahuluan | <ul style="list-style-type: none"> <li>☞ Guru masuk kelas dan langsung menyapa menggunakan Bahasa Inggris</li> <li>☞ Guru dan murid berdo'a bersama-sama sebelum memulai pembelajaran.</li> <li>☞ Guru dapat memulai dengan menanyakan kabar peserta didik</li> <li>☞ Pastikan peserta didik mampu merespon pertanyaan dari guru</li> <li>☞ Guru melakukan pengecekan kehadiran siswa.</li> </ul> | 5 menit       |
| Inti        | <ul style="list-style-type: none"> <li>☞ Guru membacakan short story.</li> <li>☞ Guru membaca short story bersama murid.</li> <li>☞ Guru memberi tahu vocabulary baru, verb dan noun.</li> <li>☞ Murid mengartikan vocabulary.</li> <li>☞ Murid membaca kata dan artinya</li> </ul>   | 25 menit      |
| Penutup     | <ul style="list-style-type: none"> <li>☞ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi.</li> <li>☞ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas.</li> <li>☞ Guru menyimpulkan materi</li> <li>☞ Guru dan murid bersama-sama menutup pelajaran dengan berdo'a.</li> </ul>          | 5 menit       |

## H. PENILAIAN HASIL PEMBELAJARAN

Teknik test : Lisan dan tertulis

Instrument: artikan kosakata baru short story dan hapalkan

### 1. Penilaian Dari Aspek Pengetahuan (Knowledge)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

| No | Aspek yang Dinilai              | Nilai |
|----|---------------------------------|-------|
| 1  | Mengetahui arti dari kata       |       |
| 2  | Mengetahui spelling kata        |       |
| 3  | Dapat menulis kata dengan tepat |       |
| 4  | Menghafal vocabulary            |       |

### 2. Penilaian Dari Segi Sikap (Attitude)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

| No | Aspek yang Dinilai       | Nilai |
|----|--------------------------|-------|
| 1  | Rasa Hormat (Respect)    |       |
| 2  | Peduli (Care)            |       |
| 3  | Berani (Brave)           |       |
| 4  | PercayaDiri (Confidence) |       |
| 5  | InginTahu (Curiosity)    |       |

- a. Rasa Hormat
  - 5= Selalu menunjukkan sikap rasa hormat
  - 4= Pernah menunjukkan sikap tidak hormat
  - 3= Beberapa kali menunjukkan sikap tidak hormat
  - 2= Sering menunjukkan sikap tidak hormat
  - 1= Sangat sering menunjukkan tidak hormat
- b. Peduli
- c. Berani
- d. Percayadiri
- e. InginTahu

Mengetahui  
Guru Mata Pelajaran



**Ratri Setiawati, S.Pd**

Taman Cari, 24 November 2022

Peneliti



**Cahya Ibrahim Suaib**

**RENCANA PELAKSANAAN PEMBELAJARAN****( R P P )****Satuan Pendidikan : SD N 1 Tamana Cari****Mata Pelajaran : Bahasa Inggris****Kelas / Semester : V / 1****Topik : Short Story****Alokasi Waktu : 2x35 menit****A. 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.

## B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

| Kompetensi Dasar   | Indikator Pencapaian Kompetensi   |
|--|---|
| Memahami kata, frasa, dan kalimat yang berkaitan dengan short story                          | Mengetahui kosakata bahasa Inggris yang berkaitan dengan short story.<br>Mengidentifikasi hal penting yang terdapat dalam teks short story.<br>Menganalisis soal berdasarkan short story. |
| Mengetahui teks lisan menggunakan kata, frasa, dan kalimat yang berkaitan dengan short story | Menyajikan kosakata tentang short story dengan tepat. Menyelesaikan soal latihan tentang short story  |

## C. TUJUAN PEMBELAJARAN

1. Mengetahui text dari short story
2. Mengenal kosakata baru
3. Mengetahui verb dan noun dalam short story
4. Mengetahui mengetahui arti dari kosakata baru.
5. Mengetahui arti dari verb dan noun dalam short story

## D. MATERI PEMBELAJARAN

Short story 3

Titel: THE WOLF IN SHEEP'S CLOTHING

One day a wolf found a sheepskin. He covered himself with the sheepskin and got into a flock of sheep grazing in a field. He thought, "The shepherd will shut the sheep in the pen after sunset. At night I will run away with a fat sheep and eat it. All went well till the shepherd shut the sheep in the

pen and left. The wolf waited patiently for the night to advance and grow darker. But then an unexpected thing happened. One of the servants of the shepherd entered the pen. His master had sent him to bring a fat sheep for supper. As luck would have it, the servant picked up the wolf dressed in the sheepskin. That night the shepherd and his guests had the wolf for supper

Vocabulary:

| CARACTER | VERB     | NOUN         |
|----------|----------|--------------|
| Wolf     | Grazing  | Wolf         |
|          | Run away | Sheepskin    |
|          | Waited   | Sheep        |
|          | Bring    | The shepherd |

Arti:

1. Wolf: serigala
2. Grazing: merumput
3. Run away: melarikan diri
4. Waited: menunggu
5. Bring: membawa
6. Sheepskin: kulit domba
7. Sheep: domba
8. The shepherd: pengembala

#### **E. MODEL/METODE PEMBELAJARAN**

Pendekatan : Percakapan searah dan percakapan dua arah

Strategi : Storytelling

#### **F. MEDIA PEMBELAJARAN**

1. Short story text
2. White Board

## G. KEGIATAN PEMBELAJARAN

| KEGIATAN    | DESKRIPSI KEGIATAN  | ALOKASI WAKTU |
|-------------|---|---------------|
| Pendahuluan | <ul style="list-style-type: none"> <li>☞ Guru masuk kelas dan langsung menyapa menggunakan Bahasa Inggris</li> <li>☞ Guru dan murid berdo'a bersama-sama sebelum memulai pembelajaran.</li> <li>☞ Guru dapat memulai dengan menanyakan kabar peserta didik</li> <li>☞ Pastikan peserta didik mampu merespon pertanyaan dari guru</li> <li>☞ Guru melakukan pengecekan kehadiran siswa.</li> </ul> | 5 menit       |
| Inti        | <ul style="list-style-type: none"> <li>☞ Guru membacakan short story.</li> <li>☞ Guru membaca short story bersama murid.</li> <li>☞ Guru memberi tahu vocabulary baru, verb dan noun.</li> <li>☞ Murid mengartikan vocabulary.</li> <li>☞ Murid membaca kata dan artinya</li> </ul>   | 25 menit      |
| Penutup     | <ul style="list-style-type: none"> <li>☞ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi.</li> <li>☞ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas.</li> <li>☞ Guru menyimpulkan materi</li> <li>☞ Guru dan murid bersama-sama menutup pelajaran dengan berdo'a.</li> </ul>          | 5 menit       |



## H. PENILAIAN HASIL PEMBELAJARAN

Teknik test : tertulis

Instrument: artikan kosakata baru short story dan hapalkan

### 1. Penilaian Dari Aspek Pengetahuan (Knowledge)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

| No | Aspek yang Dinilai              | Nilai |
|----|---------------------------------|-------|
| 1  | Mengetahui arti dari kata       |       |
| 2  | Mengetahui spelling kata        |       |
| 3  | Dapat menulis kata dengan tepat |       |
| 4  | Menghafal vocabulary            |       |

### 2. Penilaian Dari Segi Sikap (Attitude)

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

| No | Aspek yang Dinilai       | Nilai |
|----|--------------------------|-------|
| 1  | Rasa Hormat (Respect)    |       |
| 2  | Peduli (Care)            |       |
| 3  | Berani (Brave)           |       |
| 4  | PercayaDiri (Confidence) |       |
| 5  | InginTahu (Curiosity)    |       |

#### a. Rasa Hormat

5= Selalu menunjukkan sikap rasa hormat

4= Pernah menunjukkan sikap tidak hormat

3= Beberapa kali menunjukkan sikap tidak hormat

2= Sering menunjukkan sikap tidak hormat

1= Sangat sering menunjukkan tidak hormat

- b. Peduli
- c. Berani
- d. Percayadiri
- e. InginTahu

Mengetahui  
Guru Mata Pelajaran



**Ratri Setiawati, S.Pd**

Taman Cari, 24 November 2022

Peneliti



**Cahya Ibrahim Suaib**

| Day |              | Activity   |
|-----|--------------|--|
| 1   | Pre test     | Mengerjakan soal pretest   |
| 2   | Pembelajaran | Pengenalan materi yang akan digunakan dalam proses pembelajaran, dengan cerita pendek yang berjudul "THE WIND AND THE SUN", mengenalkan verb dan noun pada cerita tersebut, memberikan vocabulary untuk diartikan bersama dan dikuasai murid.        |
| 3   | Pembelajaran | Mengulas materi yang diberikan pada pertemuan pertama.   |
| 4   | Post test 1  | Mengerjakan soal post test   |
| 5   | Pembelajaran | Pengenalan materi yang akan digunakan dalam proses pembelajaran, dengan cerita pendek yang berjudul "THE FARMER AND HIS SONS", mengenalkan verb dan noun pada cerita tersebut, memberikan vocabulary untuk diartikan bersama dan dikuasai murid      |
| 6   | Pembelajaran | Pengenalan materi yang akan digunakan dalam proses pembelajaran, dengan cerita pendek yang berjudul "THE WOLF IN SHEEP'S CLOTHING", mengenalkan verb dan noun pada cerita tersebut, memberikan vocabulary untuk diartikan bersama dan dikuasai murid |
| 7   | Pembelajaran | Mengulas materi yang diberikan pada pertemuan kelima dan keenam.   |
| 8   | Post test 2  | Mengerjakan soal post test   |

Titel: TWO FROGS

A group of frogs were traveling through the woods, and two of them fell into a deep pit. When the other frogs saw how deep the pit was, they told the two frogs that they were as good as dead. The two frogs ignored the comments and tried to jump up out of the pit with all their might. The other frogs kept telling them to stop, that they were as good as dead. Finally, one of the frogs took heed to what the other frogs were saying and gave up. He fell down and died. The other frog continued to jump as hard as he could. Once again, the crowd of frogs yelled at him to stop the pain and just die. He jumped even harder and finally made it out. When he got out, the other frogs said, "Did you not hear us?" The frog explained to them that he was deaf. He thought they were encouraging him the entire time.

Judul : DUA KATAK

Sekelompok katak bepergian melalui hutan, dan dua dari mereka jatuh ke dalam lubang yang dalam. Ketika katak lain melihat seberapa dalam lubang itu, mereka memberi tahu kedua katak itu bahwa mereka sama saja sudah mati. Kedua katak itu mengabaikan komentar itu dan mencoba melompat keluar dari lubang dengan sekuat tenaga. Katak-katak lainnya terus menyuruh mereka berhenti, bahwa mereka sama saja sudah mati. Akhirnya, salah satu katak memperhatikan apa yang dikatakan katak lainnya dan menyerah. Dia jatuh dan mati. Katak lainnya terus melompat sekuat tenaga. Sekali lagi, kerumunan katak berteriak padanya untuk menghentikan rasa sakit dan mati saja. Dia melompat lebih keras dan akhirnya berhasil keluar. Ketika dia keluar, katak lainnya berkata, "Apakah kamu tidak mendengar kami?" Katak itu menjelaskan kepada mereka bahwa dia tuli. Dia pikir mereka mendorongnya sepanjang waktu.

## Vocabulary:

| CARACTER | VERB  | NOUN         |
|----------|---|--------------|
| FROG     | Traveling<br>Ignored<br>Jump<br>Telling<br>Expalained | Wood<br>Frog |

## Arti:

1. Frog: kodok
2. Traveling: berpergian
3. Ignored: diabaikan
4. Jump: lompat
5. Expalained: dijelaskan
6. Wood: kayu

Titel: THE WIND AND THE SUN

Once the Wind and the Sun had an argument. "I am stronger than you," said the Wind. "No, you are not," said the Sun. Just at that moment they saw a traveller walking across the road. He was wrapped in a shawl. The Sun and the Wind agreed that whoever could separate the traveller from his shawl was stronger. The Wind took the first turn. He blew with all his might to tear the traveller's shawl from his shoulders. But the harder he blew, the tighter the traveller gripped the shawl to his body. The struggle went on till the Wind's turn was over. Now it was the Sun's turn. The Sun smiled warmly. The traveller felt the warmth of the smiling Sun. Soon he let the shawl fall open. The Sun's smile grew warmer and warmer... hotter and hotter. Now the traveller no longer needed his shawl. He took it off and dropped it on the ground. The Sun was declared stronger than the Wind.

Judul: ANGIN DAN MATAHARI

Suatu ketika Angin dan Matahari bertengkar. "Aku lebih kuat darimu," kata Angin. "Tidak, kamu tidak," kata Matahari. Tepat pada saat itu mereka melihat seorang musafir berjalan di seberang jalan. Dia terbungkus selendang. Matahari dan Angin sepakat bahwa siapa pun yang bisa memisahkan musafir dari selendangnya lebih kuat. Angin mengambil giliran pertama. Dia meniup dengan sekuat tenaga untuk merobek selendang musafir dari bahunya. Namun semakin keras ia meniup, semakin erat pengelana itu mencengkram selendang itu ke tubuhnya. Perjuangan berlanjut hingga giliran Angin usai. Sekarang giliran Matahari. Matahari tersenyum hangat. Sang musafir merasakan hangatnya matahari yang tersenyum. Segera dia membiarkan selendang itu terbuka. Senyum Matahari semakin hangat dan hangat... semakin panas. Sekarang musafir tidak lagi membutuhkan selendangnya. Dia melepaskannya dan menjatuhkannya ke tanah. Matahari dinyatakan lebih kuat dari Angin.

## Vocabulary:

| CARACTER  | VERB     | NOUN      |
|-----------|----------|-----------|
| THE SUN   | Walking  | Wind      |
| THE WIND  | Separate | Sun       |
| TRAVELLER | Blew     | Traveller |
|           | dropped  | Shawl     |

## Arti:

1. Sun: matahari
2. Wind angin
3. Walking: berjalan
4. Blew: meniup
5. Dropped: menjatuhkan
6. Traveller: pengelana
7. Shawl: selendang

#### Titel: THE FARMER AND HIS SONS

A farmer had five sons. They were strong and hardworking. But they always quarrelled with one another. Sometimes, they even fought. The farmer wanted his sons to stop quarrelling and fighting. He wanted them to live in peace. Plain words of advice or scolding did not have much effect on these young people. The farmer always thought what to do to keep his sons united. One day he found an answer to the problem. So he called all his sons together. He showed them a bundle of sticks and said, "I want any of you to break these sticks without separating them from the bundle." Each of the five sons tried one by one. They used their full strength and skill. But none of them could break the sticks. Then the old man separated the sticks and gave each of them just a single stick to break. They broke the sticks easily. The farmer said, "A single stick by itself is weak. It is strong as long as it is tied up in a bundle. Likewise, you will be strong if you are united. You will be weak if you are divided."

#### Judul: PETANI DAN ANAK-ANAKNYA

Seorang petani memiliki lima putra. Mereka kuat dan pekerja keras. Tapi mereka selalu bertengkar satu sama lain. Terkadang, mereka bahkan bertengkar. Petani itu ingin anak-anaknya berhenti bertengkar dan berkelahi. Dia ingin mereka hidup damai. Kata-kata nasihat atau omelan yang polos tidak banyak berpengaruh pada anak-anak muda ini. Petani itu selalu memikirkan apa yang harus dilakukan agar anak-anaknya tetap bersatu. Suatu hari ia menemukan jawaban untuk masalah itu. Jadi dia memanggil semua putranya bersama. Dia menunjukkan kepada mereka seikat tongkat dan berkata, "Saya ingin salah satu dari kalian mematahkan tongkat ini tanpa memisahkannya dari bungkusan itu." Masing-masing dari lima putra mencoba satu per satu. Mereka menggunakan kekuatan dan keterampilan penuh mereka. Tapi tak satu pun dari mereka yang bisa mematahkan tongkatnya. Kemudian lelaki tua itu memisahkan tongkat-tongkat itu dan memberikan masing-masing satu tongkat untuk dipatahkan. Mereka mematahkan tongkat dengan mudah. Petani itu berkata, "Satu batang saja sudah lemah. Itu kuat asalkan diikat



dalam satu bundel. Begitu juga kalian akan kuat jika kalian bersatu. Kamu akan menjadi lemah jika kamu terbagi.”

Vocabulary:

| CARACTER | VERB        | NOUN   |
|----------|-------------|--------|
| FARMER   | Quarrelling | Farmer |
| SON      | Fighting    | Son    |
|          | Called      | sticks |
|          | Showed      |        |

Arti:

1. Farmer: petani
2. Son: anak laki laki
3. Quarrelling; bertengkar
4. Fighting: berkelahi
5. Called: memanggil
6. Showed: menunjukan
7. Sticks: tongkat

Titel: THE WOLF IN SHEEP'S CLOTHING

One day a wolf found a sheepskin. He covered himself with the sheepskin and got into a flock of sheep grazing in a field. He thought, "The shepherd will shut the sheep in the pen after sunset. At night I will run away with a fat sheep and eat it. All went well till the shepherd shut the sheep in the pen and left. The wolf waited patiently for the night to advance and grow darker. But then an unexpected thing happened. One of the servants of the shepherd entered the pen. His master had sent him to bring a fat sheep for supper. As luck would have it, the servant picked up the wolf dressed in the sheepskin. That night the shepherd and his guests had the wolf for supper

Judul: SERIGALA BERPAKAIAN DOMBA

Suatu hari serigala menemukan kulit domba. Dia menutupi dirinya dengan kulit domba dan masuk ke sekawanan domba yang sedang merumput di ladang. Dia berpikir, "Gembala akan mengurung domba di kandang setelah matahari terbenam. Pada malam hari saya akan melarikan diri dengan seekor domba gemuk dan memakannya. Semua berjalan dengan baik sampai gembala menutup domba di kandang dan pergi. Serigala menunggu dengan sabar sampai malam datang dan menjadi lebih gelap. Tapi kemudian hal tak terduga terjadi. Salah satu pelayan gembala memasuki kandang. Tuannya telah mengirimnya untuk membawa seekor domba gemuk untuk makan malam. Seperti keberuntungan, pelayan itu mengambil serigala yang mengenakan kulit domba. Malam itu gembala dan tamunya makan malam dengan serigala.

## Vocabulary:

| CARACTER | VERB                                   | NOUN                                       |
|----------|--|--|
| Wolf     | Grazing<br>Run away<br>Waited<br>Bring | Wolf<br>Sheepskin<br>Sheep<br>The shepherd |

## Arti:

1. Wolf: serigala
2. Grazing: merumput
3. Run away: melarikan diri
4. Waited: menunggu
5. Bring: membawa
6. Sheepskin: kulit domba
7. Sheep: domba
8. The shepherd: pengembala

**PRE-TEST OF STUDENTS' VOCABULARY MATERY**

Direction:

Isilah pilihan ganda dibawah ini!

1. Apa arti dari kata *jump*?
  - a. Melompat
  - b. Berjalan
  - c. Lari
  
2. Apa arti dari kata *ignore*?
  - a. Melompat
  - b. Mengabaikan
  - c. Lari
  
3. Apa arti dari kata *frog*?
  - a. Katak
  - b. Kayu
  - c. Kuda
  
4. Apa arti dari kata *wood*?
  - a. Katak
  - b. Kayu
  - c. Kuda
  
5. Apa arti kata dari *traveling*?
  - a. Berpergian
  - b. Melompat
  - c. Menjelaskan

6. Apa arti kata dari *explain*?
  - a. Berpergian
  - b. Melompat
  - c. Menjelaskan
  
7. Apa arti kata dari *stop*?
  - a. Berhenti
  - b. Melompat
  - c. Menjelaskan
  
8. Apa arti kata dari *good*?
  - a. Berhenti
  - b. Bagus
  - c. Menjelaskan
  
9. Apa arti kata dari *they*?
  - a. Berhenti
  - b. Bagus
  - c. Mereka
  
10. Apa arti kata dari *time*?
  - a. Berhenti
  - b. Bagus
  - c. Waktu

Direction:

Isilah pilihan ganda susunan ejaan kata yang tepat dibawah ini!

Contoh: G-O-D-O = G-O-O-D

11. Perbaiki susunan kata ini T-R-A-V-L-I-N-G-E!

- a. T-R-A-V-E-L-I-N-G
- b. T-R-A-V-I-L-E-N-G
- c. T-R-I-V-A-L-E-N-G

12. Perbaiki susunan kata ini F-R-G-O!

- a. F-R-O-G
- b. F-O-R-G
- c. G-F-O-R

13. Perbaiki susunan kata ini W-O-D-O!

- a. D-O-O-W
- b. W-D-O-O
- c. W-O-O-D

14. Perbaiki susunan kata ini I-G-N-E-R-O!

- a. I-G-N-O-R-E
- b. I-G-N-E-O-R
- c. I-N-G-E-O-R

15. Perbaiki susunan kata ini T-M-I-E!

- a. T-E-M-I
- b. T-I-M-E
- c. E-M-I-T

16. Perbaiki susunan kata ini T-H-Y-E!

- a. T-Y-H-E
- b. H-Y-E-T
- c. T-H-E-Y

17. Perbaiki susunan kata ini E-X-P-L-A-N-I!

- a. E-X-P-L-A-I-N
- b. E-X-P-L-N-A-I
- c. P-L-A-I-N-E-X

18. Perbaiki susunan kata ini S-T-P-O!

- a. T-P-O-S
- b. P-T-O-S
- c. S-T-O-P

19. Perbaiki susunan kata ini J-U-P-M!

- a. J-U-M-P
- b. J-P-M-U
- c. M-U-J-P

20. Perbaiki susunan kata ini G-R-U-O-P!

- a. G-R-P-U-O
- b. G-R-O-U-P
- c. P-U-O-R-G

Derection:

Tulislah kata yang diucapkan guru dengan benar!

21. Two
22. Pit
23. Deep
24. You
25. Even

Derection:

Jawab menggunakan (yes) or (no)!

26. Apakah kata disamping benar (group)

Jawab:

27. Apakah kata disamping benar (took)

Jawab:

28. Apakah kata disamping benar (once)

Jawab:

29. Apakah kata disamping benar (pain)

Jawab:

30. Apakah kata disamping benar (koot)

Jawab:



## PRE-TEST

Nama: Adelinda Putri, r  
: ✓ B


No. \_\_\_\_\_  
Date: \_\_\_\_\_

|  |      |      |                 |      |
|--|------|------|-----------------|------|
| <input type="checkbox"/> 1             | a    | G c  | 11 b            | 16 c |
| <input type="checkbox"/> 2             | b    | 7 a  | 12 a            | 17 a |
| <input type="checkbox"/> 3             | a    | 8 b  | 13 b            | 18 c |
| <input type="checkbox"/> 4             | b    | 9 c  | <del>14</del> b | 19 a |
| <input checked="" type="checkbox"/> 5  | c    | 10 c | 15 a            | 20 b |
| <input type="checkbox"/>               |      |      |                 |      |
| <input type="checkbox"/> 21            | Two  |      |                 |      |
| <input type="checkbox"/> 22            | Pit  |      |                 |      |
| <input checked="" type="checkbox"/> 23 | Dip  |      |                 |      |
| <input type="checkbox"/> 24            | You  |      |                 |      |
| <input type="checkbox"/> 25            | Ezen |      |                 |      |
| <input type="checkbox"/>               |      |      |                 |      |
| <input type="checkbox"/> 26            | Yes  |      |                 |      |
| <input type="checkbox"/> 27            | Yes  |      |                 |      |
| <input type="checkbox"/> 28            | Yes  |      |                 |      |
| <input type="checkbox"/> 29            | No   |      |                 |      |
| <input checked="" type="checkbox"/> 30 | No   |      |                 |      |
| <input type="checkbox"/>               |      |      |                 |      |
| <input type="checkbox"/>               |      |      |                 |      |
| <input type="checkbox"/>               |      |      |                 |      |
| <input type="checkbox"/>               |      |      |                 |      |
| <input type="checkbox"/>               |      |      |                 |      |
| <input type="checkbox"/>               |      |      |                 |      |
| <input type="checkbox"/>               |      |      |                 |      |
| <input type="checkbox"/>               |      |      |                 |      |
| <input type="checkbox"/>               |      |      |                 |      |

BTL = 24

80

You'll never know till you have tried



No. \_\_\_\_\_  
Date: \_\_\_\_\_

Nama: Fiki Rajar Pebriangah  
 Kelas : V6 BTL = 18

|                            |   |              |              |      |
|----------------------------|---|--------------|--------------|------|
| <input type="checkbox"/> 1 | a | <del>a</del> | <del>b</del> | 16 c |
| <del>2</del>               | C | 7 a          | 12 a         | 17 a |
| <input type="checkbox"/> 3 | a | 8 b          | <del>b</del> | 18 c |
| <del>4</del>               | C | 9 c          | <del>c</del> | 19 a |
| <del>5</del>               | C | 10 c         | 15 b         | 20 a |

|                             |      |                      |
|-----------------------------|------|----------------------|
| <input type="checkbox"/> 21 | Two  | 26 Yes               |
| <input type="checkbox"/> 22 | pit  | <del>27</del> NO     |
| <del>23</del>               | DeP  | 28 Yes               |
| <del>24</del>               | yu   | <del>29</del> Yes    |
| <input type="checkbox"/> 25 | even | <del>30</del> Yes NO |

60



**POST TEST 1 OF STUDENT VOCABULARY MASTERY**

Direction:

Isilah pilihan ganda dibawah ini!

1. Apa arti dari kata *sun*?
  - a. Matahari
  - b. Angin
  - c. berjalan
  
2. Apa arti dari kata *wind*?
  - a. Matahari
  - b. Angin
  - c. berjalan
  
3. Apa arti dari kata *walking*?
  - a. Matahari
  - b. Angin
  - c. berjalan
  
4. Apa arti dari kata *blew*?
  - a. Meniup
  - b. Menjatuhkan
  - c. Pengelana
  
5. Apa arti kata dari *dropped*?
  - a. Meniup
  - b. Menjatuhkan
  - c. Pengelana

6. Apa arti kata dari *traveller*?
  - a. Meniup
  - b. Menjatuhkan
  - c. Pengelana
  
7. Apa arti kata dari *shawl*?
  - a. Berhenti
  - b. Melompat
  - c. Menjelaskan
  
8. Apa arti kata dari *turn*?
  - a. Belok
  - b. Senyum
  - c. Sekarang
  
9. Apa arti kata dari *smile*?
  - a. Belok
  - b. Senyum
  - c. Sekarang
  
10. Apa arti kata dari *now*?
  - a. Belok
  - b. Senyum
  - c. Sekarang

Direction:

Isilah pilihan ganda susunan ejaan kata yang tepat dibawah ini!

Contoh: G-O-D-O = G-O-O-D

11. Perbaiki susunan kata ini J-U-T-S!

- a. J-U-S-T
- b. T-S-U-J
- c. S-U-J-T

12. Perbaiki susunan kata ini S-M-E-L-I!

- a. S-E-M-L-I
- b. S-M-I-L-E
- c. E-L-I-M-S

13. Perbaiki susunan kata ini T-U-N-R!

- a. T-N-U-R
- b. N-R-U-T
- c. T-U-R-N

14. Perbaiki susunan kata ini D-R-O-P-P-D-E!

- a. D-R-O-P-P-E-D
- b. D-R-E-P-P-O-D
- c. D-E-P-P-O-R-D

15. Perbaiki susunan kata ini T-R-A-V-E-L-L-R-E!

- a. T-R-E-V-A-L-L-R-E
- b. T-R-A-V-E-L-L-E-R
- c. R-E-L-L-E-V-A-R-T

16. Perbaiki susunan kata ini S-H-A-W-L!

- a. L-W-A-H-S
- b. S-H-W-A-L
- c. S-H-A-W-L

17. Perbaiki susunan kata ini W-A-L-K-I-G-N!

- a. W-A-L-K-I-N-G
- b. W-A-L-K-N-G-I
- c. G-N-I-K-L-A-W

18. Perbaiki susunan kata ini B-L-W-E!

- a. B-W-L-E
- b. B-L-E-W
- c. W-E-L-B

19. Perbaiki susunan kata ini W-I-D-N!

- a. D-N-I-W
- b. W-D-I-N
- c. W-I-N-D

20. Perbaiki susunan kata ini S-N-U!

- a. S-U-N
- b. U-N-S
- c. N-U-S

Decription:

Tulislah kata yang diucapkan guru dengan benar!

- 21. But
- 22. Over
- 23. Soon
- 24. Sun

25. Open

direction

Jawab menggunakan (yes) or (no)!

26. Apakah kata disamping benar (moment)

Jawab:

27. Apakah kata disamping benar (traveller)

Jawab:

28. Apakah kata disamping benar (rood)

Jawab:

29. Apakah kata disamping benar (but)

Jawab:

30. Apakah kata disamping benar (wer)

Jawab:

### POST-TEST 1

NAMA: Nazma azka tanna  
 KELAS: V B

|               |      |               |     |
|---------------|------|---------------|-----|
| 1             | a .  | 11            | a . |
| 2             | b .  | 12            | b . |
| 3             | c .  | 13            | c . |
| 4             | a .  | 14            | b . |
| 5             | b .  | 15            | b . |
| 6             | c .  | 16            | c . |
| <del>7</del>  | a .  | 17            | a . |
| 8             | a .  | <del>18</del> | a . |
| 9             | b .  | 19            | c . |
| 10            | c .  | 20            | a . |
|               |      |               |     |
| 21            | but  |               |     |
| <del>22</del> | oper |               |     |
| <del>23</del> | son  |               |     |
| 24            | sun  |               |     |
| 25            | Open |               |     |
| <del>26</del> | no   |               |     |
| <del>27</del> | no   |               |     |
| <del>28</del> | yes  |               |     |
| 29            | yes  |               |     |
| <del>30</del> | yes  |               |     |
|               |      |               |     |
|               |      |               |     |
|               |      |               |     |
|               |      |               |     |

70

You'll never know till you have tried



Nama : miladiar rahmawati

kelas : VB

No. \_\_\_\_\_

Date: \_\_\_\_\_

|                          |   |                |    |   |    |   |    |   |
|--------------------------|---|----------------|----|---|----|---|----|---|
| <input type="checkbox"/> | 1 | a              | 6  | c | 11 | a | 16 | c |
| <input type="checkbox"/> | 2 | b              | 7  | a | 12 | b | 17 | a |
| <input type="checkbox"/> | 3 | <del>x</del> c | 8  | a | 13 | c | 18 | b |
| <input type="checkbox"/> | 4 | a              | 9  | b | 14 | a | 9  | c |
| <input type="checkbox"/> | 5 | b              | 10 | c | 15 | c | 20 | a |

$$B+L = 24$$

|                                     |               |      |               |     |
|-------------------------------------|---------------|------|---------------|-----|
| <input checked="" type="checkbox"/> | 21            | but  | <del>26</del> | no  |
| <input type="checkbox"/>            | 22            | over | 27            | yes |
| <input checked="" type="checkbox"/> | <del>23</del> | son  | <del>28</del> | yes |
| <input type="checkbox"/>            | 24            | SUN  | <del>29</del> | no  |
| <input type="checkbox"/>            | 25            | open | <del>30</del> | yes |

80%



**POST TEST 2 OF STUDENT VOCABULARY MASTERY**

Direction:

Isilah pilihan ganda dibawah ini!

1. Apa arti dari kata *farmer*?
  - a. Petani
  - b. Anak laki-laki
  - c. Bertengkar
  
2. Apa arti dari kata *son*?
  - a. Petani
  - b. Anak laki-laki
  - c. Bertengkar
  
3. Apa arti dari kata *quarrelling*?
  - a. Petani
  - b. Anak laki-laki
  - c. Bertengkar
  
4. Apa arti dari kata *fighting*?
  - a. Bertarung
  - b. Memanggil
  - c. Menunjukkan
  
5. Apa arti kata dari *called*?
  - a. Bertarung
  - b. Memanggil
  - c. Menunjukkan

6. Apa arti kata dari *showed*?
  - a. Bertarung
  - b. Memanggil
  - c. Menunjukkan
  
7. Apa arti kata dari *stick*?
  - a. tongkat
  - b. Lima
  - c. kuat
  
8. Apa arti kata dari *five*?
  - a. tongkat
  - b. Lima
  - c. kuat
  
9. Apa arti kata dari *strong*?
  - a. tongkat
  - b. Lima
  - c. kuat
  
10. Apa arti kata dari *people*?
  - a. tongkat
  - b. Lima
  - c. kuat

Direction:

Isilah pilihan ganda susunan ejaan kata yang tepat dibawah ini!

Contoh: G-O-D-O = G-O-O-D

11. Perbaiki susunan kata ini F-A-R-M-R-E!

- a. F-A-R-M-E-R
- b. F-E-R-M-A-R
- c. R-E-M-R-A-F

12. Perbaiki susunan kata ini S-N-O!

- a. N-O-S
- b. O-N-S
- c. S-O-N

13. Perbaiki susunan kata ini F-I-E-V!

- a. E-V-I-F
- b. F-V-I-E
- c. F-I-V-E

14. Perbaiki susunan kata ini STROGN!

- a. S-T-R-O-N-G
- b. S-T-O-R-N-G
- c. G-N-O-R-T-S

15. Perbaiki susunan kata ini PEOPEL!

- a. L-E-P-O-E-P
- b. P-O-E-P-LE
- c. P-E-O-P-L-E

16. Perbaiki susunan kata ini W-O-F-L!
- W-F-O-L
  - W-O-L-F
  - O-L-F-W
17. Perbaiki susunan kata ini G-R-A-Z-N-G-I!
- G-N-I-Z-A-R-G
  - G-R-I-Z-A-N-G
  - G-R-A-Z-I-N-G
18. Perbaiki susunan kata ini B-I-R-N-G!
- B-R-I-N-G
  - B-I-N-G-R
  - G-N-I-R-B
19. Perbaiki susunan kata ini S-E-H-E-P!
- P-E-E-H-S
  - S-H-E-P-E
  - S-H-E-E-P
20. Perbaiki susunan kata ini W-I-A-T-E-D!
- W-A-I-T-E-D
  - W-A-E-T-I-D
  - D-E-T-I-A-W

Decription:

Tulislah kata yang diucapkan guru dengan benar!

- Run Away
- One
- Then
- Eat

25. Sent

direction

Jawab menggunakan (yes) or (no)!

26. Apakah kata disamping benar (master)

Jawab:

27. Apakah kata disamping benar (shepherd)

Jawab:

28. Apakah kata disamping benar (sheepskin)

Jawab:

29. Apakah kata disamping benar (pen)

Jawab:

30. Apakah kata disamping benar (supper)

Jawab:

## POST-TEST 2

NAMA : Ferdian Nur Hakim  
 Kelas : VB

|                                       |   |                |      |                 |
|---------------------------------------|---|----------------|------|-----------------|
| <input type="checkbox"/> 1            | a | <del>8</del> b | 11 a | 16 b            |
| <input type="checkbox"/> 2            | b | 7 a            | 12 c | <del>18</del> c |
| <input checked="" type="checkbox"/> 3 | b | 8 b            | 13 b | <del>18</del> b |
| <input type="checkbox"/> 4            | a | 9 c            | 14 a | 19 c            |
| <input type="checkbox"/> 5            | b | 10 c           | 15 c | 20 a            |

~~21~~ run away  
 22 one  
 23 then  
 24 eat  
 ~~25~~ sent

26 .  
 ~~27~~ .  
 ~~28~~ = 3  
 29 .  
 30 .

BTL : 23 ~~25~~  
 76

Experience is the best teacher

Bt1: 23+3 slh: 2

Nama: Nurul Izzah

Kelas: Vb

|              |   |                 |                 |                 |
|--------------|---|-----------------|-----------------|-----------------|
| <del>1</del> | a | <del>b</del> c  | <del>11</del> a | <del>16</del> c |
| <del>2</del> | b | <del>a</del> a  | <del>12</del> c | <del>17</del> c |
| <del>3</del> | c | <del>a</del> b  | <del>13</del> c | <del>18</del> a |
| <del>4</del> | a | <del>a</del> c  | <del>14</del> a | <del>19</del> c |
| <del>5</del> | b | <del>10</del> c | <del>15</del> b | <del>20</del> a |

- 21 run away ✓
- 22 one ✓
- 23 Ten X
- 24 eat ✓
- 25 Sent X

86

- 26 .
- 27 /
- 28 /
- 29 .
- 30 .



**The Score of the Students Vocabulary Mastery in Pre-test**

| <b>NO</b>          | <b>NAME</b> | <b>SCORE</b> |
|--------------------|-------------|--------------|
| 1                  | APR         | 80           |
| 2                  | ASR         | 60           |
| 3                  | ANP         | 53           |
| 4                  | CDP         | 46           |
| 5                  | DAP         | 50           |
| 6                  | FRS         | 76           |
| 7                  | FNH         | 70           |
| 8                  | FJF         | 50           |
| 9                  | FFF         | 60           |
| 10                 | HRS         | 76           |
| 11                 | KPTS        | 66           |
| 12                 | MR          | 80           |
| 13                 | MA          | 60           |
| 14                 | NA          | 50           |
| 15                 | NAT         | 60           |
| 16                 | NEP         | 56           |
| 17                 | ND          | 40           |
| 18                 | NI          | 60           |
| 19                 | SRK         | 60           |
| 20                 | SK          | 60           |
| 21                 | YAW         | 40           |
| <b>Total Score</b> |             | 1253         |
| <b>Average</b>     |             | 59,6         |

**The Score of Students Vocabulary Mastery in Post-test 1**

| <b>NO</b>          | <b>NAME</b> | <b>SCORE</b> |
|--------------------|-------------|--------------|
| 1                  | APR         | 80           |
| 2                  | ASR         | 70           |
| 3                  | ANP         | 60           |
| 4                  | CDP         | 56           |
| 5                  | DAP         | 56           |
| 6                  | FRS         | 76           |
| 7                  | FNH         | 76           |
| 8                  | FJF         | 50           |
| 9                  | FFF         | 66           |
| 10                 | HRS         | 76           |
| 11                 | KPTS        | 66           |
| 12                 | MR          | 80           |
| 13                 | MA          | 60           |
| 14                 | NA          | 55           |
| 15                 | NAT         | 70           |
| 16                 | NEP         | 56           |
| 17                 | ND          | 50           |
| 18                 | NI          | 66           |
| 19                 | SRK         | 66           |
| 20                 | SK          | 60           |
| 21                 | YAW         | 55           |
| <b>Total Score</b> |             | 1350         |
| <b>Average</b>     |             | 64,2         |

**The Score of Students Vocabulary Mastery in Post-test 2**

| <b>NO</b>          | <b>NAME</b> | <b>SCORE</b> |
|--------------------|-------------|--------------|
| 1                  | APR         | 86           |
| 2                  | ASR         | 86           |
| 3                  | ANP         | 70           |
| 4                  | CDP         | 56           |
| 5                  | DAP         | 60           |
| 6                  | FRS         | 76           |
| 7                  | FNH         | 76           |
| 8                  | FJF         | 70           |
| 9                  | FFF         | 86           |
| 10                 | HRS         | 80           |
| 11                 | KPTS        | 76           |
| 12                 | MR          | 90           |
| 13                 | MA          | 60           |
| 14                 | NA          | 70           |
| 15                 | NAT         | 80           |
| 16                 | NEP         | 76           |
| 17                 | ND          | 70           |
| 18                 | NI          | 86           |
| 19                 | SRK         | 80           |
| 20                 | SK          | 70           |
| 21                 | YAW         | 60           |
| <b>Total Score</b> |             | 1564         |
| <b>Average</b>     |             | 74,4         |

### The Students' Activity In Cycle 1

| No           | Name | Learning Activity Indicators               |                |  |                |   |                |
|--------------|------|--|----------------|--|----------------|---|----------------|
|              |      | Pay attention the explanation from teacher |                | Actively ask/ answer the question from the teacher |                | Able to do assignments from the teacher |                |
|              |      | First meeting                              | Second meeting | First meeting                                      | Second meeting | First meeting                           | Second meeting |
| 1            | APR  | ✓  | ✓              | -  | ✓              | ✓                                       | ✓              |
| 2            | ASR  | -  | ✓              | ✓  | ✓              | ✓                                       | ✓              |
| 3            | ANP  | -  | -              | -  | ✓              | ✓                                       | ✓              |
| 4            | CDP  | ✓  | ✓              | ✓  | -              | -                                       | ✓              |
| 5            | DAP  | -  | ✓              | ✓  | -              | -                                       | ✓              |
| 6            | FRS  | -  | ✓              | -  | ✓              | -                                       | -              |
| 7            | FNH  | ✓  | ✓              | ✓  | -              | ✓                                       | -              |
| 8            | FJF  | ✓  | -              | -  | ✓              | -                                       | ✓              |
| 9            | FFF  | -  | ✓              | ✓  | ✓              | -                                       | -              |
| 10           | HRS  | ✓  | ✓              | -  |                | -                                       | -              |
| 11           | KPTS | -  | -              | -  | ✓              | ✓                                       | -              |
| 12           | MR   | ✓  | -              | -  | ✓              | ✓                                       | ✓              |
| 13           | MA   | ✓  | -              | -  | ✓              | -                                       | ✓              |
| 14           | NA   | ✓  | -              | -  | -              | -                                       | -              |
| 15           | NAT  | -  | ✓              | ✓  | ✓              | ✓                                       | -              |
| 16           | NEP  | -  | ✓              | ✓  | ✓              | -                                       | -              |
| 17           | ND   | -  | ✓              | -  | -              | -                                       | ✓              |
| 18           | NI   | -  |                | ✓  | -              | -                                       | ✓              |
| 19           | SRK  | -  | -              | -  | ✓              | ✓                                       | ✓              |
| 20           | SK   | -  | ✓              | ✓  | ✓              | ✓                                       | -              |
| 21           | YAW  | ✓  | -              | -  | ✓              | ✓                                       | ✓              |
| <b>Total</b> |      | <b>9</b>                                   | <b>12</b>      | <b>9</b>   | <b>14</b>      | <b>10</b>                               | <b>12</b>      |

**The Students' Activity In Cycle 2**

| No           | Name | Learning Activity Indicators               |                |  |                |   |                |
|--------------|------|--|----------------|--|----------------|---|----------------|
|              |      | Pay attention the explanation from teacher |                | Actively ask/ answer the question from the teacher |                | Able to do assignments from the teacher |                |
|              |      | First meeting                              | Second meeting | First meeting                                      | Second meeting | First meeting                           | Second meeting |
| 1            | APR  | ✓  | ✓              | ✓  | ✓              | ✓                                       | ✓              |
| 2            | ASR  | -  | ✓              | ✓  | ✓              | ✓                                       | ✓              |
| 3            | ANP  | -  | ✓              | -  | ✓              | ✓                                       | ✓              |
| 4            | CDP  | -  | ✓              | ✓  | -              | ✓                                       | ✓              |
| 5            | DAP  | ✓  | -              | ✓  | -              | -                                       | ✓              |
| 6            | FRS  | -  | ✓              | -  | ✓              | -                                       | -              |
| 7            | FNH  | ✓  | ✓              | ✓  | -              | ✓                                       | ✓              |
| 8            | FJF  | ✓  | ✓              | ✓  | ✓              | -                                       | ✓              |
| 9            | FFF  | -  | ✓              | ✓  | ✓              | ✓                                       | ✓              |
| 10           | HRS  | ✓  | ✓              | ✓  | ✓              | -                                       | ✓              |
| 11           | KPTS | ✓  | ✓              | -  | ✓              | ✓                                       | -              |
| 12           | MR   | ✓  | ✓              | ✓  | ✓              | ✓                                       | ✓              |
| 13           | MA   | ✓  | -              | -  | ✓              | ✓                                       | -              |
| 14           | NA   | ✓  | -              | ✓  | ✓              | ✓                                       | ✓              |
| 15           | NAT  | ✓  | ✓              | ✓  | ✓              | ✓                                       | -              |
| 16           | NEP  | -  | ✓              | ✓  | ✓              | -                                       | ✓              |
| 17           | ND   | ✓  | ✓              | -  | ✓              | -                                       | ✓              |
| 18           | NI   | ✓  | ✓              | ✓  | ✓              | ✓                                       | ✓              |
| 19           | SRK  | ✓  | ✓              | -  | ✓              | ✓                                       | ✓              |
| 20           | SK   | -  | ✓              | ✓  | ✓              | ✓                                       | ✓              |
| 21           | YAW  | ✓  | -              | -  | ✓              | ✓                                       | ✓              |
| <b>Total</b> |      | <b>14</b>                                  | <b>17</b>      | <b>14</b>  | <b>18</b>      | <b>15</b>                               | <b>17</b>      |

## DOCUMENTATION



Pre-Test



Teaching in Cycle 1

Post-test 1



Teaching in Cycle 2

## Post-test 2







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

Jalan Ki Hajar Dewantara Kavling 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111  
 Telpun (0725) 41507, Faksimil (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah@metrouniv.ac.id

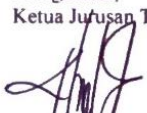
KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 IAIN METRO

Nama : Cahya Ibrahim Suaib  
 NPM : 1801070014

Jurusan : TBI  
 Semester : IX

| No | Hari/<br>Tanggal   | Pembimbing | Materi yang dikonsultasikan  | Tanda Tangan<br>Dosen |
|----|--------------------|------------|--|-----------------------|
| 1  | 9/Januari<br>2022  |            | Chapter Ganti judul  |                       |
| 2  | 10/Agustus<br>2022 |            | Chapter I<br>- Definisi reading<br>- Problem formulation<br>- Prior research |                       |
| 3  | 25/Agustus<br>2022 |            | Chapter II<br>- aksi hipotesis<br>- Reading indicator                        |                       |
| 4  |                    |            | Acce Seminar   |                       |

Mengetahui,  
 Ketua Jurusan TBI

  
 Andianto, M.Pd.  
 NIP. 19871102 201503 1 004

Dosen Pembimbing

  
 Andianto, M.Pd.  
 NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH 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


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

Nama : Cahya Ibrahim Suaib  
NPM : 1801070014


Jurusan : TBI  
Semester : IX

| No | Hari/ Tanggal     | Pembimbing | Materi yang dikonsultasikan          | Tanda Tangan Mahasiswa |
|----|-------------------|------------|--------------------------------------|------------------------|
| 1  | Kamis, 10/11/2022 |            | Menambah intrumen pembelajaran (APD) |                        |
| 2  | Rabu, 16/11/2022  |            | perbaiki soal/ARE Post dan post test |                        |
|    | 28/11/2022        |            | Doc Revisi                           | ce                     |

Mengetahui  
Ketua Jurusan TBI

  
**Andianto, M.Pd**  
NIP. 1987110 2201503 1 004

Dosen Pembimbing

  
**Andianto, M.Pd**  
NIP. 1987110 2201503 1 004



**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

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

Nama : Cahya Ibrahim Suaib  
 NPM : 1801070014

Jurusan : TBI  
 Semester : IX

| No | Hari/<br>Tanggal | Pembimbing | Materi yang dikonsultasikan              | Tanda Tangan<br>Mahasiswa |
|----|------------------|------------|--|---------------------------|
|    | 8/22<br>/12      |            | Complete Appendix.<br>prepa All chapter. |                           |
|    | 15/22<br>/12     |            | Review all.                              |                           |
|    | 16/22<br>/12     |            | See Muragoshi.                           |                           |

Mengetahui  
 Ketua Jurusan TBI

Andhanto, M.Pd  
 NIP. 19871102 201503 1 004

Dosen Pembimbing

Andhanto, M.Pd  
 NIP. 19871102 201503 1 004

21/06/2022

IZIN PRASURVEY



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

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

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

Nomor : B-4128/In.29/J/TL.21/06/2022  
 Lampiran : -  
 Perihal : IZIN PRASURVEY

Kepada Yth.,  
 KEPALA SD N 1 TAMAN CARI  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **CAHYA IBRAHIM SUAIB**  
 NPM : 1801071002  
 Semester : 8 (Delapan)  
 Jurusan : Tadris Bahasa Inggris  
 Judul : INCREASING STUDENTS READING ABILITY THROUGH  
 SHORT STORY OF FOURT GRADE AT SD N 1 TAMAN CARI

untuk melakukan prasurvey di SD N 1 TAMAN CARI, 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, 29 Juni 2022  
 Ketua Jurusan,



**Andianto M.Pd**  
 NIP 19871102 201503 1 004



**PEMERINTAH KABUPATEN LAMPUNG TIMUR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
UPTD SEKOLAH DASAR NEGERI 1 TAMAN CARI  
KECAMATAN PURBOLINGGO**

NPSN : 10806535    NSS: 101120412049    NIS : 100060

Alamat: Jln. Pasar Taman Cari Kecamatan Purbolinggo Kabupaten Lampung Timur Kode Pos 34192

Nomor : 422.2/ 016/sd-tc.0083/2022  
Lampiran :  
Perihal : **BALASAN IZIN SURVEI**

Kepada Yth  
Dekan Tarbiyah dan ilmu keguruan  
Institut Agama Islam Negeri Metro  
di-  
Tempat

*Assalamu'alaikum wr wb*

Membalas surat saudarara tanggal 14 Agustus 2022 Perihal IZIN RESERCH, dengan ini kami sampaikan bahwa kami telah menerima mahasiswa tersebut di bawah ini :

Nama : **CAHYA IBRAHIM SUAIB**  
NPM : 1801071002  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Telah melaksanakan penelitian dalam rangka menyelesaikan Tugas Akhir/ Skripsi di UPTD SDN 1 Taman Cari Kecamatan Purbolinggo Kabupaten Lampung Timurdengan judul : “ INCREASING STUDENTS READING ABILITY THROUGH SHORT STORY OF FOURT GRADE AT SD N I TAMAN CARI “

Demikian surat balasan dari kami untuk dapat di pergunakan sebagaimana mestinya.

*Wassalamu'alaikum wr. wb*

Taman Cari, 31 Agustus 2022  
Kepala Sekolah



**SUPRAPTI S. Pd. SD**  
NIP. 19651110 198603 2 016



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

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

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

Nomor : B-4962/In.28.1/J/TL.00/11/2022  
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     | : CAHYA IBRAHIM SUAIB  |
| NPM      | : 1801070014   |
| Semester | : 9 (Sembilan)   |
| Fakultas | : Tarbiyah dan Ilmu Keguruan   |
| Jurusan  | : Tadris Bahasa Inggris  |
| Judul    | : INCREASING THE STUDENTS VOCABULARY MASTERY THROUGH SHORT STORY OF THE FIFTH GRADE OF SD N 1 TAMAN CARI IN ACADEMIC YEAR OF 2022/2023 |

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 November 2022  
Ketua Jurusan,



**Andianto M.Pd**



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

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-1475/ln.28/S/U.1/OT.01/11/2022**

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

Nama : Cahya Ibrahim Suaib  
NPM : 1801070014  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801070014

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, 29 November 2022  
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**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan Ki Hajar Dewantara Kampus 15A Iningmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0726) 41507, Faksimili (0725) 47296  
Website [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

---

### SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Cahya Ibrahim Suaib  
NPM : 1801070014  
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 29 November 2022

Ketua Jurusan TBI

**Andjianto, M.Pd.**

NIP. 1987 1102 201503 1 004





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

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

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

Nomor : B-5214/In.28/D.1/TL.00/12/2022  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
Kepala Sekolah SD N TAMAN CARI  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-5213/In.28/D.1/TL.01/12/2022, tanggal 01 Desember 2022 atas nama saudara:

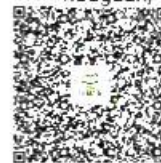
Nama : **CAHYA IBRAHIM SUAIB**  
NPM : 1801070014  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SD N TAMAN CARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS VOCABULARARY MASTERY THROUGH SHORT STORY OF THE FIFTH GRADE OF SD N 1 TAMAN CARI IN THE ACADEMIC YEAR OF 2022/2023".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 01 Desember 2022  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**PEMERINTAH KABUPATEN LAMPUNG TIMUR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
UPTD SEKOLAH DASAR NEGERI 1 TAMAN CARI  
KECAMATAN PURBOLINGGO**

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Alamat: Jln. Pasar Taman Cari Kecamatan Purbolinggo Kabupaten Lampung Timur Kode Pos 34192

Nomor :422.2/023/SD-TC.0083/2022  
Lampiran :  
Perihal : **IZIN MELAKSANAKAN RESEARCH**

Kepada Yth  
Dekan Tarbiyah dan ilmu keguruan  
Institut Agama Islam Negri Metro  
di-  
Tempat


*Asslamu'alikum wr. wb*

Membalas surat saudara tanggal 01 Desember 2022, teang izin Research atas nama:

Nama : Cahya Ibrahim Suiab  
NPM : 1801070014  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

Dengan ini memberi izin untuk melaksanakn research di UPDT SD N I Taman Cari Kecamatan Purbolinggo Kabupaten Lampung Tumur dengan judul "INCREASING THE STUDENTS VOCABULARY MASTERY THROUGH SHORT STORY OF THE FIFTH GRADE OF SD NI TAMAN CARI IN THE ACADEMIC YEAR OF 2022"

Demikian surat balasan dari kami untuk dapat dipergunakan sebagaimana mestinya  
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Nama : **CAHYA IBRAHIM SUAIB**  
NPM : 1801070014  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SD N TAMAN CARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS VOCABULARARY MASTERY THROUGH SHORT STORY OF THE FIFTH GRADE OF SD N 1 TAMAN CARI IN THE ACADEMIC YEAR OF 2022/2023".
  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 : 01 Desember 2022

Mengetahui,  
Pejabat Setempat

  
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**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003

## INCREASING THE STUDENTS VOCABULARY MASTERY THROUGH SHORT STORY OF THE FIFTH GRADE OF SD N 1 TAMAN CARI IN THE ACADEMIC YEAR OF 2022/2023

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### **Curriculum Vintae**



The name of the writer is Cahya Ibrahim Suaib. He was born Taman Cari, on Agustus 27<sup>th</sup>, 2000. He is third child by couple, Mr. Ansori and Mrs. Cik Idah, he live in Taman Cari. He was graduated from SD N 1 Taman Cari in 2013. He is continued his study at SMP N 2 Taman Asri, and graduated in 2015. He studied in SMA N 1 Purbolinggo, and graduated in 2018. After he from the Senior High School, he chose Islamic Institute of Metroas a continue S1 student of English Education Department until now.