



**IMPROVING STUDENTS' VOCABULARY MASTERY
BY USING STORYTELLING AT X GRADE MAN 2
PADANG LAWAS**

A THESIS

Submitted to English Education Department of Syekh Ali Hasan Ahmad Addary
State Islamic University Padangsidempuan as a Partial Fullfilment of the
Requirement for the Graduate Degree of Education (S.Pd.) in English

Written By:

IKA MAYA SARI DLT

Reg. Number. 17 203 00012

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2022



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LETTER OF AGREEMENT

Term : Munaqasyah
a.n. Ika Maya Sari Dlt
Item : 7 (seven) exemplars

Padangsidempuan, 14 November 2022
To:
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Teacher Training Faculty UIN
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Assalamu'alaikumwr.wb.

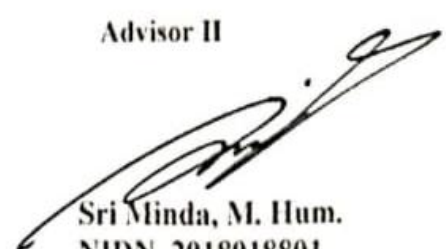
After reading, studying and giving advice for necessary revision on the thesis belongs to **Ika Maya Sari Dlt** entitled "**Improving Students' Vocabulary Mastery by Using Storytelling at X Grade MAN 2 Padang Lawas**", We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.
Wassalam'alaikumwr.wb.

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DECLARATION LETTER OF WRITING OWN THESIS

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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidempuan in article 14 verse 2.

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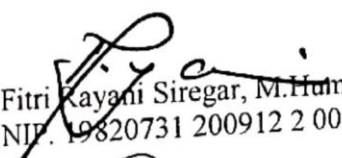
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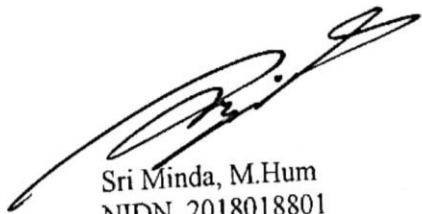

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Storytelling at X Grade MAN 2 Padang Lawas

ABSTRACT

This research was motivated by the low results of students' English tests at MAN 2 Padang Lawas. This is due to the fact that there are still many students who are less active in the learning process and still have difficulty in answering the questions given by the teacher, one of which is the low English vocabulary of students. Thus the researcher ensure that storytelling can improve students' vocabulary.

The formulation of the problem in this research is whether storytelling can improve students' vocabulary in X IIS-1 MAN 2 Padang Lawas?. So that the purpose is to find out whether vocabulary can improve vocabulary by using storytelling at X IIS-1 MAN 2 Padang Lawas.

. This research was conducted by Classroom Action Research (CAR). This research conducted in two cycles, by each consisted of planning, action, observing , and reflecting. Every cycle conducted in two meetings. The participants of this research was students at X IIS 1 grade of MAN 2 Padang Lawas which consisted of 20 students and researcher collaborator was an English Teacher. This research used test and observation as instrument of collecting data. Test was used to find out the score of students' vocabulary mastery, then find out mean score and percentage as formulation. Next observation was used to know the condition and to contribute the test.

Based on the result of this research, the students' vocabulary mastery was improved with mean score of pre –test which was 39,6 and students passed the KKM 2 persons (10%) , while the mean score of post- test cycle one was 55,8 and the students passed the KKM 6 students (30%), the mean score of post- test cycle two was 75,2 and students passed the KKM 16 persons (80%). It can be concluded that the score from pre- test until post test in cycle two was improved. Furthermore, the result of the observation showed that the students were motivated in the teaching- learning process during the implementation of storytelling. So, storytelling was recommended in teaching learning process to improve students' vocabulary based on this tresearch.

Key Word: Improving, Vocabulary, Mastery, Storytelling

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ABSTRAK

Penelitian ini dilatar belakangi oleh rendahnya hasil tes bahasa inggris siswa di MAN 2 Padang Lawas. Hal tersebut disebabkan masih banyaknya siswa yang kurang aktif dalam proses pembelajaran dan masih kesulitan dalam menjawab soal yang diberikan guru, yang mana salah satu penyebabnya adalah rendahnya kosakata bahasa inggris siswa. Dengan demikian peneliti meyakini bahwa dengan *mendongeng* dapat meningkatkan kosakata siswa.

Rumusan masalah dalam penelitian ini apakah Storytelling dapat meningkatkan vocabulary siswa di kelas X IIS-1 MAN 2 Padang Lawas. Sehingga yang menjadi tujuan penelitian ini adalah untuk mengetahui apakah vocabulary dapat meningkat dengan menggunakan teknik Storytelling di kelas X IIS-1 MAN 2 Padang lawas.

Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dalam dua siklus, dengan masing- masing siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Setiap siklus dilakukan dalam dua kali pertemuan. Partisipan dalam penelitian ini adalah siswa kelas X IIS 1 MAN 2 Padang Lawas yang terdiri dari 20 siswa dan kolaborator penelitian yaitu seorang guru bahasa inggris. Penelitian ini menggunakan tes dan observasi sebagai instrument pengumpulan data. Tes digunakan untuk mengetahui skor penguasaan kosakata siswa, kemudian mencari skor rata- rata dan persentase sebagai rumus. Selanjutnya observasi digunakan untuk mengetahui kondisi dan kontribusi tes.

Berdasarkan hasil penelitian, penguasaan kosakata siswa meningkat dengan nilai rata- rata pre- tes yaitu 39,6 dan siswa yang lulus KKM 2 orang (10%), sedangkan nilai rata-rata post- tes pada siklus satu adalah 55,8 dan siswa yang lulus KKM 6 siswa (30%), nilai rata- rata post tes siklus dua adalah 75,2 dan siswa yang lulus KKM 16 orang (80%). Dapat disimpulkan bahwa skor dari pre test sampai post tes pada siklus dua meningkat. Selanjutnya hasil observasi menunjukkan bahwa siswa termotivasi dalam proses belajar mengajar selama pelaksanaan storytelling. Jadi, *mendongeng* direkomendasikan dalam proses belajar mrngajar untuk meningkatkan kosakata siswa berdasarkan penelitian ini.

Kata Kunci: Meningkatkan Penguasaan Kosakata, Menceritakan Cerita

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Padangsidempuan, Juni 2022
Researcher

IKA MAYA SARI DLT
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CHAPTER I

INTRODUCTION

A. Background of the problem

Knowledge of English is very important for students, students can get to know how to frame sentences, how to use words in dialogues while speaking to others. As every word has a particular context where it fits right, using words in such a manner in English is an art that can only be mastered by practice. When the students really have positive attitude towards the target language (English), they will enjoy learning English as much as possible and thinking English as an important part of learning and will put great effort to learn.¹ Therefore, they will improve their language skill also.

In the classroom, the lecturers and students are the language learners. The lecturers learn from what they teach to students and the students learn from what they get from the lecturers.² When one of those two learners does not interact well with each other's, communication will fail.

Learning vocabulary is important because people are able to speak, write, and listen nicely we have to know vocabulary first. Without vocabulary, there is nothing we can express. Richards and Renandya believing that vocabulary plays crucial part in one's foreign language learning and language proficiency that can affect how well learners speak,

¹ Fitri Rayani Siregar and Rahmadiny Siregar, "Students' Motivation in Learning English," *ENGLISH EDUCATION English Journal for Teaching and Learning* 08, no. 02 (2020): p.178, <http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ%0AStudents>.

² Sokhira Linda Vinde Rambe., "Varying Interaction Patterns to Create Communicative Teaching and Learning," *English Journal for Teaching and Learning* 08, no. 01 (2020): p.92, <http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ%0AVarying>.

listen, read and write.³ Vocabulary is very important to be learned because people cannot convey something in communication if they do not master vocabulary. In learning vocabulary, learner have to know the meaning of it and also understand and can use it in sentence context.

Hornby defines mastery as complete knowledge or complete skill. The mastery of vocabulary cannot sometimes be reached optimal. It is needed by each language skill.⁴ By mastering vocabulary well, students can apply their vocabulary at four language skills. By having knowledge of what the purpose are, the mastery of vocabulary could be arranged or designed to reach the goals. The environment support students in learning English vocabulary.

There are many things that hinder students' learning abilities and even frequent failures in teaching and learning process which are marked by low student learning outcomes which in fact have not achieved the desired result. The researcher found from some of student in MAN 2 Padang Lawas students' self confidence and motivation are still low. A student in MAN 2 Padang Lawas said that English language is not their daily language. English language will never be used at home.⁵ Another student said lerning English is only a requirement that must be met. The important thing is that

³ Jack C. Richards and Willy A. Renadya, "Methodology in Language Teaching 2002" (Cambridge University Press, 2002), 255.

⁴ Mofareh Alqahtani, "The Importance Of Vocabulary In Language Learning and How To Be Taught" III, no. 3 (2015): 26, <https://doi.org/10.20472/TE.2015.3.3.002>.

⁵ R. Putri, "Private Interview to Student of MAN 2 PALAS" (Binanga, Barumun Tengah: MAN 2 PALAS 27,2021)

they can pass the English test, with a minimum score that does not matter.⁶ As a result, they learn without a commitment to do their best. Such motivation, just to fulfill school requirements. Students feel bored, and not enthusiastic in learning, because many words in English are different in writing and pronunciation, so students find it difficult to understand English.

Based on the results of interview conducted by researcher with one of English teacher in MAN 2 Padang Lawas Rukiah Khairani Sipahutar stated that there were 30 students in X IIS 1 and average English test students still have not reached the graduation standard. It's about 85 % of students still have not reached the graduation standard.⁷ Lack of interest and student training is one of the students learning outcomes have not reached the minimum passing standard and only a small percentage of students in the class got the graduation standard.

In the classroom, the lecturers and students are the language learners. The lecturers learn from what they teach to students and the students learn from what they get from the lecturers.⁸ When one of those two learners does not interact well with each other's, communication will fail.

Through the integrated learning technique students gain direct experience so that students can gain convey and apply good concepts. The researcher offers a storytelling learning technique. by using storyteling

⁶ Vina Harahap, "Private Interview to Student of MAN 2 PALAS" (Binanga, Barumun Tengah: MAN 2 PALAS 27, 2021)

⁷ Rukiah Khairani Sipahutar, "Private Interview to Teacher of MAN 2 PALAS" (Binanga, Barumun Tengah: MAN 2 PALAS 28, 2021)

⁸ Sokhira Linda Vinde Rambe., "Varying Interaction Patterns to Create Communicative Teaching and Learning," *English Journal for Teaching and Learning* 08, no. 01 (2020): p.92, <http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ%0AVarying>.

learning technique, it is hoped that students can better understand and remember the material taught by teacher better. Learning technique are not everything in learning. There are many things that are factors in determining success in learning, including the curriculum that is used as a basic reference for, quality of teacher, learning programs, learning strategies and teaching materials, learning techniques are only one of the factors that determine in learning success.

English learning can be done by using short story, especially in improving vocabulary mastery. Stories are motivating, challenging and fun and can develop positive attitude. They can create desire to continue learning. Of course story makes students interested in studying English. They can make their own imagination or fantasy.

Gere defines “storytelling as the act of using language and gesture in colorful ways to create scenes in a sequence”.⁹ It means storytelling aims to entertain. According to McDrury and Alterio, storytelling is a unique human experience that enables us to convey, through the language of words, stories enable us to know real and imagined worlds and our place in them.¹⁰ From these definition, it can be concluded that storytelling is a way of conveying something, news, ideas, or experiences through movement, pictures, or other improvisations.

⁹ Hassan Soleimani and Mahkameh Akbari, “The Effect of Storytelling on Children’s Learning English Vocabulary: A Case in Iran,” *International Research Journal of Applied and Basic Sciences* 4, no. 11 (2013): 4005, www.irjabs.com.

¹⁰ Soleimani and Akbari, 4005.

Storytelling fosters creative thinking. O' Malley and pierce state that retelling can also be used to determine students' understanding of story structure.¹¹ Storytelling can be an enjoyable activity for tellers and also listener and should be engaged in at all grade levels.

There have been a lot of complete research on *storytelling* learning techniques. Dewi Nur Halimah in her research entitle Improving The Students' Vocabulary By Using *Storytelling* at The Seventh Grade of SMP Ta'mirul Islam Surakarta in The Academic Year of 2016/2017.¹² The result of her research show that storytelling can improve students' vocabulary.

Puji Hidayati with the tittle Increasing Vocabulary Mastery Through Storytelling For The Fifth Year Student Of SD Negeri 1 Gondang In 2011/2012 Academic Year.¹³ Using storytelling to improve students' vocabulary have positive responses from the English teacher at there, students' more actively in class with activity that the researcher gave and they got new vocabulary.

Based on the description above, the researcher concludes that creating Storytelling is one of the learning media that will motivate students to learn vocabulary. Researcher want to make students interested in learning vocabulary using storytelling because almost all students are fascinated by a

¹¹ Sarjana Pendidikan, "The Effectiveness of Storytelling Technique in Teaching Spoken Narrative Text To Eleventh Grade of Senior High Faculty of Languages and Arts," 2017, 3, http://lib.unnes.ac.id/view/creators/Catur_Windy_Astuti_=3A2201413095_=3A=3A.html.

¹² Dewi Nur Halimah, "Improving The Students' Vocabulary Mastery By Using Storytelling", *Thesis*, (Surakarta: IAIN Surakarta, 2017)

¹³ Publication Paper and Puji Hidayati, "Increasing Vocabulary Mastery Through Storytelling for the Fifth Year Student of Sd Negeri 1 Gondang in 2011 / 2012 Academic Year School of Teacher Training and Education Muhammadiyah University of Surakarta," 2013.

story. It can give a lot of happiness and not make students bored in learning and can also give the possibility of students to remember words and know sentence easily. Furthermore, researcher are interested in using storytelling, especially in improve students' vocabulary mastery. So the researcher conducted "Improving Student's Vocabulary Mastery by Using Storytelling at X Grade MAN 2 Padang Lawas" as a title for this research.

B. Identification of the Problem

Based on the explanation of background of the problem, there are some factors or problems that make students difficulty in mastering vocabulary. They are identified as follows:

1. The students have low in English test
2. The students have low in vocabulary
3. The students have difficulty remembering the words they have memorized.
4. The students are lazy to find out the meaning of word in dictionary.

C. The limitation of the problem

Focused of the research, this research focused on solving students problems in vocabulary especially in noun, verb, and adjective. Thereafter the researcher chooses Storytelling because this technique is easier to improve students' vocabulary mastery, because in storytelling there is repetition so it makes student easier to remembering and memorizinng the vocabularies.

D. The formulation of the problem

The formulations of the problem in this research are:

1. Does storytelling improve the students' vocabulary at X Grade MAN 2 Padang Lawas ?
2. How does storytelling improve the students' vocabulary mastery at X Grade MAN 2 Padang Lawas ?

E. The purpose of the problem

The purpose of this research is based on the formulation above. I had been specified that the research was done to object these:

1. To know whether storytelling improve students' vocabulary mastery at X Grade MAN 2 Padang Lawas.
2. To describe how storytelling improve students' vocabulary mastery at X Grade MAN 2 Padang Lawas.

F. The significanses of the study

The results of the study is expected to give some benefits to the following parties:

1. For teacher of English in MAN 2 Padang Lawas, provide some information about how to teach vocabulary and overcome students' difficulties in learning. This allows them to understand the essence of teaching English vocabulary. Knowing the factors that cause difficulties in learning vocabulary and determining appropriate steps to overcome these problem.

2. For students, to improve their interest in vocabulary mastery. Provide some informations about how to improve vocabulary and overcome students' difficulties in learning. This allows them to understand the essence of teaching English vocabulary. Students can know and understand vocabulary and some sentence in English. In addition, they can identify and anticipate their difficulties in learning English and overcome low test scores.
3. For readers, it can be used to improve vocabulary using storytelling and the result of this study can be used as a reference for other researchers who have the same interest in the same field.

G. Definition of Key Term

To avoid misunderstanding in taking the title of this research, the researcher defined the terms used in this research, they are:

1. Improving

Improving is all efforts for elevating something from a low position to a higher position. Improvement is a way or effort to improve skills or abilities.

2. Vocabulary

Vocabulary according to KBBI is vocabulary. In OED (Oxford English Dictionary), vocabulary are the words used in a certain language. The synonym is power of words and lexicons. Apart from that vocabulary also means the words used on a particular context or in the

realm certain.¹⁴ See the definition of OED, vocabulary is not only contain vocabulary, but also pay attention their use. Knowledge of vocabulary is not only limited to knowing the sound of vocabulary only, however know its use.

3. Storytelling

Storytelling is a technique or ability to tell a story, event, and also dialogue by using the presenter's ability to tell a story with style, intonation, and tools that attract the listener. Storytelling is the conveying of events in words, images, and sound often by improvisation or embellishment. Educators have been saying that the arts can play a role in student academic success and emotional well being.

4. Classroom Action Research

Classroom Action Research (CAR) is a form of research that occurs in the classroom in the form of certain actions taken to improve the teaching and learning process in order to improve learning outcomes better than before.

CAR is an action research conducted by the teacher as well as a researcher at the class with other people (collaboration) to improve the quality of the learning process in the classroom through a certain actions

¹⁴ Tasnim Lubis, "Faktor Yang Mempengaruhi Kesulitan Mahasiswa Dalam Menyelesaikan Daily English Vocabulary," *Jurnal Bisnis Administrasi* 06, no. 1 (2017): 30, <https://ejournal.plm.ac.id/index.php/BIS-A/article/view/170/148>.

in a cycle.¹⁵ So, to improve student learning outcomes, teacher can re-introspect their teaching methods.

The purpose of classroom action research is to change teacher teaching behavior, student behavior in the class, increase or improve learning practices, and or change the structure for implementing classroom learning taught by the teacher so that there is an increase in teacher professional service in handling the learning process.

H. Outlines of The Thesis

The systematic of this research consist of five chapters. Each chapters will be divided into many sub chapters in detail as follows:

The first chapter, contains of background of the probleb, identification of the problem, limitation of the problem, formulation of the research, the purpose of the research, significance of the research, and the last is about definition of operational variabels.

The second chapter, contains of theoretical description which bring explanation about storytelling, review related finding is an addition information for this research. Conceptual pramework, and participant will be research.

The third chapter, contains of research methodology to find out improving students' vocabulary mastery by using storytelling at x grade Man 2 Padang Lawas. Research methodology consist of time and place of

¹⁵ Dini Siswani Mulia and Suwarno, "PTK (Penelitian Tindakan Kelas) Dengan Pembelajaran Berbasis Kearifan Lokal Dan Penulisan Artikel Ilmiah Di SD Negeri Kalisube, Banyumas," *Khazanah Pendidikan Jurnal Ilmiah Kependidikan IX*, no. 2 (2016): 3–4, <http://jurnalnasional.ump.ac.id/index.php/khazanah/article/view/1062/983>.

the research, the technique of the data collection, and the technique of data analysis and the thesis outline.

The fourth chapter, contains of research result, this research consist of description of the data and discussion of result research.

The fifth chapter, contains of suggestion and conclusionof research. The conclusion and suggestion briefly presents all research findings that were related to the research.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Description

1. Concept of Vocabulary

a. Definition of vocabulary

There are many definitions stated by some expert about vocabulary. Using storytelling in improving vocabulary is very effective, because there is repetition of word, it has stated by Thornbury.¹⁶ But one kind of repetition that is important is repetition of encounters with a word, in short story there are so many word, students will understand the meaning of the words. At the first, when students learn English using short story, they will have a great enthusiasm because they want to know about the story. If they have enthusiasm it encourages students learn more.

According to Linse, "Vocabulary is the collection of words that an individual knows".¹⁷ That is a reason why without a sufficient vocabulary, student will have difficulties in learning language. The only words that can easily be shown are nouns. It is important to remember that even though nouns are important, vocabulary is more than just nouns. As a teacher, it is important that you include verb, adjectives, adverbs, and prepositions as part of vocabulary curriculum.

¹⁶ Scott Thornbury, "How to Teach Vocabulary" (United Kingdom: Longman: Pearson Education Limited, 2002), 24.

¹⁷ Caroline Linse, "Practical English Language Teaching PELT Young Learners" (New York: MC Graw-Hill, 2005), 24.

When learning language we cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, idea, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.¹⁸ Generically, vocabulary is the knowledge of meaning of words.¹⁹ It means knowledge to translate words.

Sherrie stated that vocabulary is a major part of almost every standardized test, including reading achievement test, college entrance exam, and armed forces and vocational placement test. Test developers know that vocabulary is a key of both one's learning and one's ability to learn. It is for this reason that they include a separate vocabulary section as well as a reading comprehension section. The more words you know, then the better you are likely to do on such important tests.²⁰ So, a person's test score can be determined from how well a person understands the vocabulary.

Pawley and syder said "If learners want to use language fluently and want to sound like Native –speakers, they need to be

¹⁸ Marianne Celc e- Murcia, "Teaching English as a Second or Foreign Language" (USA: Heinle, 2001), 285.

¹⁹ Elfrieda H. Hiebert and Michael L. Kamil, "Teaching and Learning Vocabulary: Bringing Research to Practice" (USA: Lawrence Erlbaum Associates, Inc., 2005), 3.

²⁰ Sherrie L., "Improving Vocabulary Skills" (USA: Townsend Press, 2002), 1.

able to put words together quickly in typical combination”.²¹ So, that is why we have to master a lot of vocabulary, someone who wants to combine words must understand the vocabulary first.

Ur stated that “vocabulary can be defined, roughly, as the word we teach in foreign language”.²² It means vocabulary can be said as one of the important aspects in learning a language and vocabulary can be formed from one word to another word that make the meaning.

It can be concluded that vocabulary is an important aspect in language. It is the key to get all skills and it the basic unit in a language. To master a language, a learner must master the vocabulary of language. In other words, learner cannot use a language without having knowledge of the vocabulary of that language. Vocabulary is the important element in learning English; it is the first step for the students if they want to get their goal in learning English skill.

b. Kinds of Vocabulary

There are some words in a sentence and those collections of words are included into the vocabulary because vocabulary is a list or collections of words arranged in alphabetical order explained. And there are many kinds of vocabulary by Harmer such as:

²¹ I.S.P. Nation. “Vocabulary”. David Nunan (ed) *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 130.

²² Penny Ur, “A Course in Language Teaching,” (New York: Cambridge University Press, 1991), 60.

1) Synonym

A synonym is a word that has a different form but have the same or almost the same meaning.²³ So synonym is a word that has the same meaning but different in writing.

2) Antonym

Antonym is a word which means opposite.²⁴ Or in other word antonym is a word which is opposite in meaning to other word

3) Polysemy

Polysemy means words which have two or more related meaning.

4) Homonym

Homonym is a word that share the same form but has unrelated meaning.²⁵ It assumed that there are two or more words with some pronunciation rather than single words with different meaning.

5) Definition

Definition is statemet that defides a word.²⁶

²³ Nilawati, "Relasi Makna (Sinonim, Antonim Dan Homonim) Dalam Bahasa Makassar Dialek Lakiung Di Kecamatan Sanrobone Kabupaten Takalar," *Skripsi*, 2020, 29.

²⁴ Nilawati, 32.

²⁵ Thornbury, "How to Teach Vocabulary," 8.

²⁶ Aswal Syarifudin, Rismaya Marbun, and Dewi Novita, "Analysis on the Students' Vocabulary Mastery a Descriptive Study on the MTs," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 3, no. 9 (2014): 4.

Moreover the vocabulary or words are divided into two kinds they are:

1) The Fuctional Words

The functional words are used chiefly to express grammatical fuction. Function words are seen as belonging more to the grammar of the language than to its vocabulary. Such as articles, conjunctions, auxiliaries, pronouns, prepositions, etc. It means that the function word have no lexical meaning, and it has a meaning to express grammatical relationship. In other word function word is used to make sentences grammatical correct.

2) The Content Words

They have little if any meaning in isolation and serve more to provide links within sentence, modify the meaning of content and words and so on. The kinds of these words are verb, noun, adjective, and adverb. It means content word can tell which object, can tell about action that happen, about detail object, and tell about how, when, or when something is done. In other word, content word can convey meaning or information in a text or sentence.²⁷

Tarigan footnote categorizes the basic vocabulary which commonly used into seven types as follows:

1) Kindship, for example; child, son, father, uncle, nephew,etc.

²⁷ John Read, "Assessing Vocabulary" (New York: Cambridge University Press, 2000), 18.

- 2) Part of body, for example; head, leg, nose, eye, hand, etc.
- 3) Pronoun, for example; I, she, he, they, we, it, etc.
- 4) Numerical, for example; one, two, three, fourty, sixty, one hundred, etc.
- 5) Verbs, for example; drink, eat, play, read, write, sit, walk, etc.
- 6) Adjective, for example; good, sweet, beautiful, clean, etc.
- 7) Universal matter, for example; book, picture, door, table, chair, etc.²⁸

Vocabulary can also be classified into receptive and expressive.

- 1) Receptive or recognize vocabulary is the set of words that an individual can use when listening and reading. Receptive vocabulary is also considered as passive process since the learner only received thought from other.
- 2) Expressive or productive vocabulary is the set of words that an individual can use when writing and speaking. Therefore, the expressive vocabulary can be addressed as an active process because the learner produces or expresses thought to other.²⁹

Generally, receptive vocabulary is much larger than expressive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes.

Nation states that there are four kinds of vocabulary in the text:

- 1) High frequency word. These words are almost eighty percent of the running words in the text.

²⁸ Dewi Nur Halimah, "Improving The Students' Vocabulary Mastery by Using Storytelling", *Thesis*, (Surakarta: IAIN Surakarta, 2017), 28.

²⁹ Hiebert and Kamil, 3.

- 2) Academic words. The text is from an academic textbook and contains many words that are common in different kinds of academic texts. Typically, these words make up about nine persen of the running words in the text.
- 3) Technical words. These words make up about five persen of the running words in the text. The text contains of words that are very closely related to the topic and subject area of text. These words are famous in this topic area however are not so common elsewhere. If we look at technical dictionaries, such as dictionaries of economics, geography, electronics, we usually find about 1,000 entries in each dictionary.
- 4) Low frequency words. There are thousands of them in the language. They are by far the biggest group of words. They consist of technical words for other subject areas, proper nouns, word that almost got into the high frequency list, and words that we rarely meet in our use of the language. They make up five persen of the words in an academic text.³⁰

Wren and Martin state that words are divided into different kinds of classes, called “Parts of Speech”, thus parts of speech are: Noun, Adverb, Adjective, Verb, Preposition, Pronoun, Conjunction,

³⁰ I. S. P. Nation, “Teaching Vocabulary: Strategies and Techniques” (Boston: Heinle Cengage Learning, 2008), 15-17.

and Interjection.³¹ So from kinds above researchers focused on noun, verb, and adjective. Below are some description about it.

1) Noun

“Noun is the name of a person, place, thing, or idea”.³² Example budi, father, jakarta, inspiration, book, and another.

2) Verb

Verb shows the action of sentence. The verb may a single word and the verb may be a predicate. So, verb is important componrnt in the sentence. Without verb is not sentence. Example: bring, do, go, run, and other.

3) Adjective

“A word used with a noun to describe or point out, the person, animal, place or thing which the noun names, or tell the number or quantity is called adjective”.³³ Example: beautiful, big, sweet. Exmple in the sentence: “she is beautiful”.

c. Vocabulary mastery

There are some definition of vocabulary by some Expert. According to thornbury, without vocabulary, nothing can be conveyed.³⁴ It means that without vocabulary there is no message can be conveyed to others. By mastering vocabulary, the students will be easy to learn English. It help the learners to understand the

³¹ Wren and Martin, “High School English Grammar” (Jakarta: Prasada Rao, 1990), 3.

³² Naely Muchtar, “Nine Parts of Speech in Teaching English to Electrical Engineering Students,” 2017, 541.

³³ Wren and Martin, “High School English Grammar,” 19.

³⁴ Thornbury, “How to Teach Vocabulary,” 13.

message of communication. Allah SWT has given us much ability to do everything even to communicate especially in improving vocabulary. He says the words in Al-Qur'an surah Al- Baqarah in the 31-33thverse:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ
هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾ قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا
إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿٣٢﴾ قَالَ يَتَّبِعُونَ آدَمَ أَنْبِئَهُمْ بِأَسْمَائِهِمْ فَلَمَّا أَنْبَأَهُمْ
بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ الْغَيْبَ السَّمَاوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا
تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ ﴿٣٣﴾

“And he taught Adam the nature of all things, then he placed them before the angels, and said “Tell me the nature of these if you are right(31). They said Glory to thee of knowledge we have none, save what thou has taught us in truth it is thou art perfect in knowledge and wisdom(32). He said, “O Adam! Tell them the names. Whwn we had told them, Allah said “ Did I tell you what I know the secret of the heavenand earth, and I know what ye reveal and what ye conceal?”³⁵

Based on the verse above, in the first verse shows, that man was created in a state of not knowing anything (not knowledgeable). Learning vocabulary can be seen from the process teaching as Allah taught Adam the name of whole thing. Education is a process that must exist in human life. Allah SWT has prepared the human ability to call out words from names of things. So, it is

³⁵Departemen Agama Republik Indonesia, *Al-Qur'an dan Terjemahannya*, (Jakarta : Pustaka Jaya Ilmu, 2014), p. 6

fact even human can communicate well if they know the name of something.

As Cameron declared a person said to 'know' a word if they can recognize its meaning when they see it.³⁶ It means to understand vocabulary not only has enough vocabulary but also know the meaning and is able to use it to make a good sentence.

Cameron added that learning word is not something that is done and finished.³⁷ So to improve our vocabulary is not only memorizing but we also have to feel familiar with the word until we understand the meaning of the word. This can be done if we have memorized and seen many times both in term of pronunciation, meaning, and also the usefulness of the word.

Vocabulary mastery is one of the factors to master English as a foreign english.³⁸ It means learner has ability to improve and to use the word and meaning. The larger vocabulary the students master, the better they do their language. But, by having a limited vocabulary, the learner will find difficulties in mastering English skill.

Vocabulary mastery is always being an essential part of English. Vocabulary is important for students. It is more than grammar for communication purpose, particularly in the early

³⁶ Lynne Cameron, "Teaching Languages to Young Learners" (New York: Cambridge University Press, 2001), 75.

³⁷ Cameron, 74.

³⁸ Syarifudin, Marbun, and Novita, "Analysis on the Students' Vocabulary Mastery a Descriptive Study on the MTs," 2.

stage when students are motivated to learn the basic words.³⁹ Without having proportional English vocabulary, students will get some difficulties in using English. So, a learner who learns English language as a second language must master words, and meaning, have enough vocabulary and be able to apply them in sentence.

From several statements above, the research takes one conclusion that vocabulary mastery is not only knowing each vocabulary, but learners also have a knowledge to make them recognize and arrange to be a good and meaningful sentence. Vocabulary mastery is endless knowledge because vocabulary always increases forever.

d. Principles of Teaching Vocabulary

There are some basic principles that teachers should remember in teaching vocabulary.⁴⁰ First, focus on the most useful vocabulary first. Teaching useful vocabulary before less useful vocabularies in their learning effort gives learners the best return. The most useful vocabulary that English language learners need whether they use in listening, reading, writing, and speaking is the language that they use in their daily life. Teachers teach the words that learners often use in daily life. It helps students to develop their ability to use English language.

³⁹ Budi Setiawan, "Improving The Students' Vocabulary Mastery Through Direct Instruction", *Thesis* (Surakarta: Universitas Surakarta, 2010), 10.

⁴⁰ Nation, 135.

Next, focus on the vocabulary in the most appropriate way. The first principles looked what word will teach and learn. In this principles we will look at how they should be taught and learned. Teacher uses some ways to learn vocabulary. Such as, most important vocabulary learning strategies are using word parts, guessing from context, using word cards, and using dictionaries. Here teacher needs clearly to distinguish how to teach high frequency and how to teach low frequency words.

Third, give attention to the high frequency word across the four strands of a course. For high frequency words, the teacher should pay more attention to teaching them. High frequency vocabulary is more difficult to understand, so it must get deliberate attention through teaching and learning and used in communicating messages in listening, speaking, writing and reading. High frequency also must be easily accessible for receptive and productive use.

The last, encourage learners to reflect on and take responsibility for teaching. In teaching vocabulary, teacher should encourage the learners to know not only about its word but also other. Better for teacher to introduce other word that have any connection with the words being taught. So, learner will be motivated in the teacher give encouragement.

2. Storytelling

a. The History of Storytelling

The art of storytelling as a tradition according to oral stories in Indonesia actually has grown since centuries ago. Long live the storyteller even guaranteed by the king. They got a little from the kingdom as an entertainer.⁴¹ When sang the king in mourning, storyteller are invited as solace.

Along with the passage of time, Oral tradition cannot be avoided competition with modern culture forget a place in the facility modern communication such as print media, electronics, cinema, and the world stage. Little by little storytelling eroded by the frenzy of progress technology. However, this condition did not last long. In developed and developing countries, storytelling activities began to be looked at again even already computerized and in every library held a lecture about fairy tales. Fairy tales began to bloom back in the classroom until it penetrates virtual world of the internet. In Indonesia, though still a little hampered, currently activities storytelling has begun to flourish, has even grown a number storyteller association.

In explain, both in the past and nowadays, the presence of storytellers indeed needed as a medium of entertainment noble value,

⁴¹ Sukarno Budi Utomo, "Mendongeng Dalam Perspektif Pendidikan," *Agastya: Jurnal Sejarah Dan Pembelajarannya* 3, no. 01 (2013): 1–2.

as well as media entertainment of great value, all at once as an easy educational medium accepted by children.

b. Definition of Storytelling

Maynard defined stories as the way people communicate their experience, the way they understand the experience of the others, the way they liberate their imaginations, the way they make sense of the world and their own position within it. So, stories very important to people, politics, and educations. In educations, the teacher can use stories as a way to give lesson or education to their student. Teacher can use their experience to share education.⁴² So storytelling is very important for Students moral education.

Ellis states that storytelling is telling a story to people who are willing to listen.⁴³ This can be telling a story from a book by reading it aloud, telling a story without a book by word of mouth in the age old oral tradition or telling an anecdote or even a joke. So, a storyteller must be able to maintain the interest of the listener, the storyteller must be able to bring an interesting story. So, a good storyteller must master storytelling techniques and keep practicing. A good storyteller also can manage and bring listener to feel the story.

⁴² Ratih Inayah, "Improving Students' Speaking Skill Through Storytelling Technique," *Eltin* 3, no. 1 (2015): 30.

⁴³ Gail Ellis et al., *The Storytelling Handbook for Primary English Language Teachers* (UK: British Council, 2014), 25.

Storytelling can be defined as an act of someone directly telling one or more listener, verbally not in writing with a reasonable explanation or an events.⁴⁴ The story structure is arranged in a logical (most often chronological) sequence, incorporating plot, characters, context, motivating factor (such as a problem to be solved) and perspective for the narrator. Not just a retelling of a series facts or events, storytelling episodes must also contain emotional content that convey the personal meaning the story has for the storyteller.

Storytelling is a tale to one or more listener through voice, gesture in storytelling there is a repeating if the students having difficult to following. This one the reason for research to choose storytelling, because in storytelling there is repeating words or sentence, so students easier to memorizing the words in the text or stories. Ellis states that vocabularies in the story are presented in clear context and illustration help to convey meaning.⁴⁵ If it is told in clear context and with funny illustration. It is enough to attract student's interest to listen the story.

So , it can be conclude that storytelling is an ability or way to convey information to someone orally by using body movements, photos, pictures, or other profession with the aim of giving message to listeners.

⁴⁴ Sektonir Oscarini and Wati Bhakti, "Vocabulary Mastery by Using Storytelling," *Script* 3, no. 1 (2018): 86.

⁴⁵ Nurhalimah, 39.

c. Kinds of Story

Amy E. Spaulding in her book classifying storytelling to several types. Including folklore, fairytales, folktales, wondertales, myths, legends, fables, parables, ballads, hero tales, modern tales, drool, and urban legend.⁴⁶ To support this research the researcher used folklore with the title “Malin Kundang” and fable of “The Monkey and Crocodile”.

d. The Advantage and Disadvantages

Every technique has its own advantages or disadvantages, one of them is improving vocabulary by using storytelling. There are some advantages in using storytelling. They are:

- 1) Stories are motivating, challenging and enjoyable and can help develop positive attitudes towards the foreign language, culture, and language learning. Short stories provide ideal opportunities for presenting cultural about other cultures.
- 2) Stories are useful tools in linking fantasy and the imagination with the child's real world. They have a way to make sense of child's everyday life and make relationships between their home and school.

⁴⁶ Telling Stories, *The Art of Storytelling Telling Stories* (United Kingdom: Scarecrow Press, 2011), 35–39.

- 3) Learning English through stories can lay the foundations for secondary school in term of learning basic language functions and structures, vocabulary and language learning skill. Story cover the foundation in learning english.
- 4) Listening to stories in class is a shared social experience. Can help build up the child's confidence and encourage social and emotional development. Storytelling provokes a shared response of laughter sadness, excitement and anticipant.⁴⁷

According to Asfandiyar there are so many advantages of storytelling.⁴⁸ They are encourage children to love books and stimulate child's interest in reading, learner able to train concentration power, opening child's horizon of kknowledge, stimulate child's imagination, fantasy and creativity. Trigger child's critical, thingking, cultivation of values, and the las building literal skill.

Storytelling also has some disadvantages. They are:

- 1) The story that too long will make students bored, so the length of the story must be considered.
- 2) If there is a mistake in choosing short story it will difficult to understand the meaning because it depends on student's level of thingking. So, the teacher must be smarter in choosing a good and intersting story.

⁴⁷ Ellis et al., *The Storytelling Handbook for Primary English Language Teachers*, 6–7.

⁴⁸ Nofalita, 13-14

The researcher know that there are advantages and disadvantages of storytelling in improving vocabulary. Short story provide ideal opportunities for presenting cultural information and encourage cross, cultural comparison. It means from advantages is provide student's knowledge about othrer cultural and from disadvantages too much time wouldbe taken up in the classroom if we had to constantly explain every culture reference in the text. Sometimes, the teacher just focuses on teaching culture.

e. Teaching Vocabulary by using Storytelling

Teaching means teacher transfer knowledge to students by following some procedures. In teaching vocabulary by using storytelling, there are some procedures that teacher will apply in classroom. The procedures like table below.

Table 2. 1
Teaching Vocabulary by Using Storytelling

Teachers' Activities	Students' Activities
<p>Pre-Teaching</p> <ol style="list-style-type: none"> 1. Teacher opens the class by greeting and praying before learning. 2. Teacher takes the attendance list. 3. Teacher prepares participants educate psychologically and physically as well as coordinating class is clen and tidy before starting learning process. 4. Teacher explains the purpose of the study. 5. Teacher asks the students about related matery. 	<ol style="list-style-type: none"> 1. Pray before learning. 2. Students listen to the teacher while take attendance list. 3. Students tidy up the class before the lesson starts. 4. Students listen of teachers' explanations. 5. Students give greeting and answer the teacher's questions.

<p>While-Teaching</p> <ol style="list-style-type: none"> 1. Teacher asks students around the material that will be learn in that day. 2. Teacher started the main activity by review the material about text. 3. Teacher explains the Vocabulary (Noun, Verb, and Adjective) 4. The teacher makes student to some group. 5. Teacher gives the text about story of Malin kundang or The Rabbit and The Turtle to each group. 6. All of students try to translate it. They look for difficult word. Students made a list of vocabulary that has been studied. 7. One of student from each group go to the front class to persentase their text and the translation of text. 8. After that the teacher and students disscuss it together. 9. To make students more understand, teacher make student into pairs. The teacher prepares the text and puts it on the wall. One of each pairs will read the text and retell to his friend. While the other students write each sentences or story that is conveyed by his friend. 10. After the sentences is written. Both students try to translate the text and write the vocabulary they find in the text. Then it is presented in front of the class. 11. After that student and teacher disscuss and feedback about the presentation. 	
<p>Post- test</p> <ol style="list-style-type: none"> 1. Teacher gives reward to pairs that who presented well and presented the most vocabulary and translations. 2. Teacher asks student to make summary about the lesson today. 3. Teacher closes the meeting by praying together 	<ol style="list-style-type: none"> 1. Students receive the result of game. 2. Teacher listen to the teacher. 3. Students do praying before close the class.

B. Related Findings

This research is not the first research that had been done, there are some previous related studies about vocabulary mastery using storytelling.

The first, research paper by Mimi Tarina with the title “Developing Students’ Vocabulary Through Short Story”.⁴⁹ In her research has successfully applied vocabulary learning through short story. The result of t-test shows that the values of t-score is -7,808 and t-table is -2.179 on degree of significance is 0.05. it means that t-score is higher than t-table. Therefore, the research hypothesis (Ha) is accepted and Null hypothesis (Ho) is rejected. As for the difference from this research, it is found in the type of research, this research uses a classroom action research, while the previous research is an experimental research.

The second, research was done by Muzayyin Habibi with the title “Improving Students’ Vocabulary Mastery Through Digital Storytelling at The Eight Grade of Mts NW Juet In The Academic Year 2018/ 2019”.⁵⁰ Digital storytelling is able to enhance students’ vocabulary mastery for the eighth grade of Mts NW Juet. It is shown that the average result of cycle 2 test (post- test) was much higher than the pre- test and cycle 1 test. The average score of the pre- test was only 44.42, the average score of cycle 1 test was 62.31, and the average score of cycle 2 was 73.89. it means that there was an increment of average score in cycle 1 as many as 11.58 points from the average of cycle 1 score. Finally, there is an increment of 29.47 points from average of post-test scores from the pre- test score which means the students have better vocabulary mastery after being taught using digital

⁴⁹ Mimi Tarina, “Developing Students’ Vocabulary Through Short Story in Rural Area,” 2021.

⁵⁰ Muzayyin Habibi, “Improving Students’ Vocabulary Mastery Through Digital Storytelling at The Eight Grade of MTS NW JUET,” 2020.

storytelling media. The difference between the researcher's research and previous research is in the research subject and research material.

The third, research by Stefani Dewi Rosaria with the title "Improving Students' English Vocabulary Mastery Through Total Physical Response (TPR) Storytelling at SD Negeri Mlatiharjo 01 Semarang Academic Year 2011/2012."⁵¹ In cycle 1 she gets 58,33% or classified in fair criteria. Meanwhile, in cycle 2 she gets 83,33%. It means that she reached the target and categorized in good criteria. Students activities increased 20% from 60,33% in cycle 1 to 80% in cycle 2. It can be conclude that the TPR Storytelling increased the vocabulary. the difference between this research and previous research are in technique and material.

The fourth is Puji Hidayati with the title "Increasing Vocabulary Mastery Through Storytelling for The Fifth Year Student of SD Negeri 1 Gondang in 2011/2012 Academic Year".⁵² The research concludes technique for teaching vocabulary can overcome the students' problem effectively. The students can easily remember the new words with the meaning, they also can pronounce words correctly, and their motivation to learn is improving. The result of the hypothesis testing showed that the observation is always greater than the t-table, in degrees of freedom $N-1=41$ and level of significance 0,05. It means that there is a significant difference of students' achievement before and after the action. From here

⁵¹ Stefani Dewi Rosaria, *Improving Students' English Vocabulary Mastery Through Total Physical Response (TPR) Storytelling*, 2014.

⁵² Puji Hidayati, "Increasing Vocabulary Mastery Through Storytelling for the Fifth Year Student of Sd Negeri 1 Gondang in 2011 / 2012 Academic Year School of Teacher Training and Education Muhammadiyah University of Surakarta."

that can be conclude that storytelling is appropriate method in increasing vocabulary mastery of the students. The difference between the researcher's research and previous research is in the methods of collecting data. In previous research there are 3 methods of collecting data namely: observation, interview and content analysis. While the researcher's research there are 2 methods of collecting data namely: observation and test.

The last, the research By farizawati with the title "Using Storytelling For Teaching Vocabulary".⁵³ The result showed that the mean score of the post test from the Experimental Class was significantly higher than that from the Control Class ($77 > 65$). Furthmore, the result of the t-test from the Experimental Class was higher that than from Control Class ($10.98 > 7.45$). These result showed that the Storytelling technique can improve students' vocabulary. The difference between this research and previous research can be seen from the type of research. This research uses a classroom action research, while the previous research is an experimental research.

From the explanation above, the writer conclude that many methods can to improve students' vocabulary mastery and their research are similarly with writers' title. The researcher will try to improve students' vocabulary mastery that using various kinds of stories that interest students' learning at MAN 2 Padang Lawas. Hopefully, this research will complete and contribute a finding in teaching vocabulary.

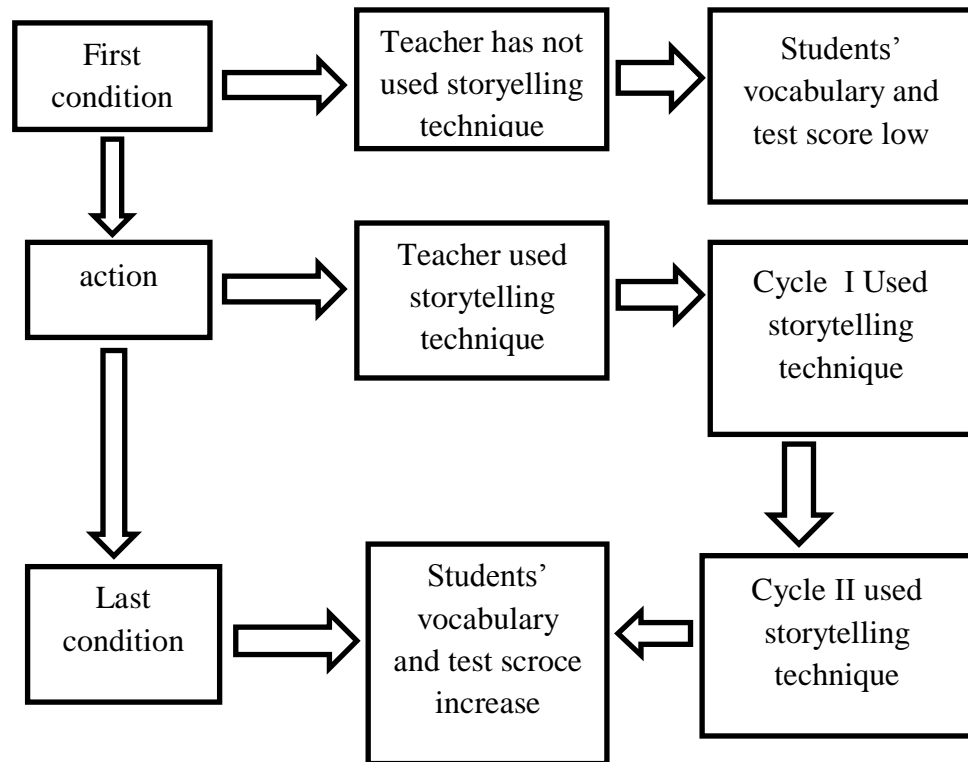
⁵³ Farizawati, "Using Vocabulary For Teaching Vocabulary," *English Education* 7, no. 2 (2016): 246–59.

C. Conceptual Framework

Vocabulary is basic in English. Vocabulary is a tool to starting for building or making sentence. In MAN 2 PALAS many problem were found that occur in students' English skills. They are low on the English test. They have difficulty in answering English test question. The researcher tries to find the students' problem and tries to make a solution by applying storytelling technique to solve the problem and see the results or achievements after the researcher takes action about it. Storytelling gives many positive impacts, so it is hoped that storytelling can improve students' vocabulary.

In this research, researcher will use test and observation as instrument test. The researcher will give test to XI IIS 1 at Man 2 Palas as participants in this researcher. Researcher will conduct Classroom Action Research. Researcher will do 2 cycles but if the problem has not been resolved with 2 cycles. Then the researcher will make a continuation cycle until the problem is solved.

Figure 2.1 Conceptual framework



D. Hypotesis of Action

In accordance with the formulation and limitation of the problem above as well as with related theories, the hypotesis of action that can be formulated by researcher are “the storytelling can improve the students’ vocabulary mastery at X Grade MAN 2 Padang Lawas”.

CHAPTER III

RESEARCH METHODOLOGY

A. Place And Time of Research

The research will be conducted at MAN 2 Padang Lawas. It located at Jl. Besar Binanga- Gunung Tua No. 96, Binanga, Kec. Barumon Tengah, Kab. Padang Lawas, Prov. North Sumatera. The schedule of the research is started from June 2021 until finish.

B. Type of Research

This type of research is a classroom action research, which is one of the efforts made by teachers to improve the quality of the roles and responsibilities of teacher, especially in managing the classroom.⁵⁴ From explanation above, it can be conclude that classroom action research is an investigation process that is shown to information providers to solve problems found in real life in the field in the world of education.

Classroom action research is carried out by the teacher in the classroom and carried out in a structured manner in order to solve problem through a series of activities and finally the problem can be solved. This is in line with the goal of classroom action research, which is to bring about practical, innovative, improvements the development of social practices and better understanding of practices than ever before. This means that action research is research that can be carried out on an ongoing basis to get the best expected results.

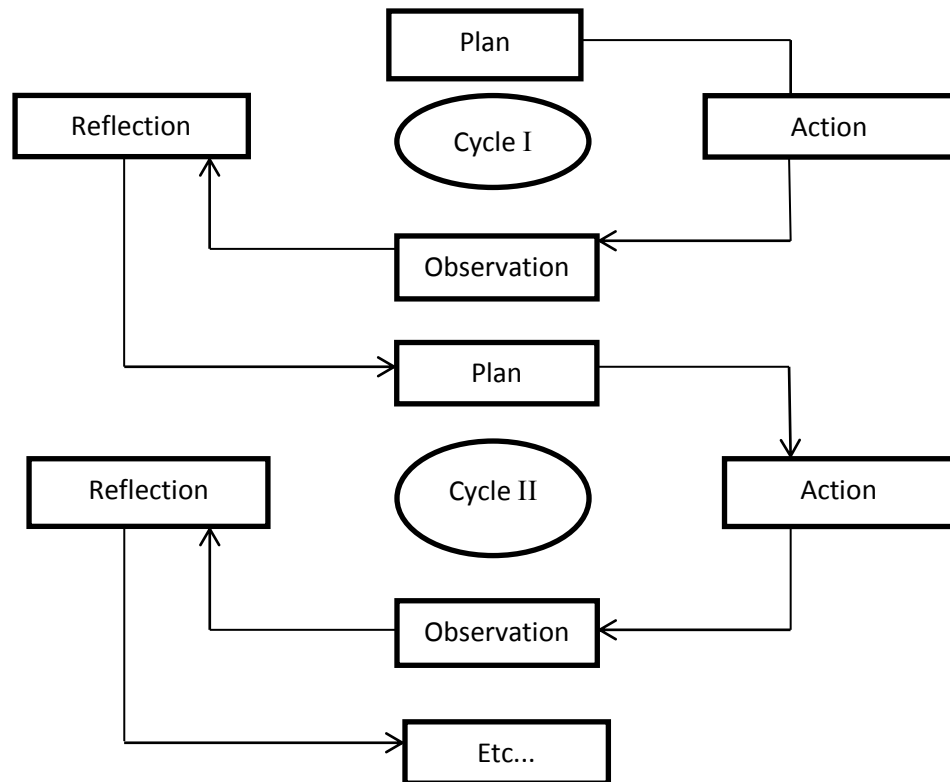
⁵⁴Wina Sanjaya, *Penelitian Tindakan Kelas* (Jakarta: Prenada Media, 2016), p. 11.

The model of action research that will be used in this research is the model made by Kemmis and Mc Taggart in Burn. According to the model, the implementation of the classroom action research comprised in four steps at the following:

1. Identifying problems and planning the action
2. Applying the action
3. Observing the action
4. Reflecting the result of the observation

Planning means the reflecting of the action had done. Action means the implementation about content in the classroom. The action and observation cannot be separated each other, because the teacher just do return observation while vocabulary was being done. Reflecting was to purpose what have done. The model is described in the following figure below:

Figure 3. 1 Action Research Spiral



C. Participants

The research take one class of the tenth grade students of MAN 2 Padang Lawas as participants. The participants is X IIS 1 at MAN 2 Padang Lawas. The class consists of 30 students with 19 female and 11 male. The researcher choose this class because their achievement in English is lower than other classes. They get the lowest score in English test, so they need a new way to improve their score in English.

D. Research Instrument

A researcher must be having a good instrument because a good instrument can guarantee for taking the valid data. in this research there were three instruments that is use. They are:

1. Observation

Observation is a complex process which consists of various processes directly and systematically and the most important thing from observation is observation and memory.⁵⁵ bservation is a data collection technique in which researcher go directly to the field to observe thing related to the place, destination, actors, time of events and activities that take place.

Observation is used to explore data regarding vocabulary improvement in the prepared material such as giving examples, accuracy in aswearing questions during learning, both individually and in groups.

Observation activities are carried out when the lesson starts until the learning ends. Observations are carried out to see action regarding the results and actions of students using the storytelling learning model.

In this research, researcher acts as a teacher who applies the storytelling method. The researcher will be assisted by an co-observer. Which will co-observer is teacher english in the class that will be

⁵⁵ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2011), p. 203.

researched. Co-observer whose job is to record everything that happens during the learning process.

2. Test

Test of this research is vocabulary test. Test is a method of measuring a person's ability; knowledge or performance in a given domain.⁵⁶ Suharsimi Arikunto say test used to know how far competence of the object which is research.⁵⁷ In this research test will be done of the researcher to collection data and to know the students' vocabulary mastery especially noun, verb, adjective, and adverb

The test will be given by the teacher, the test are matching, multiple choice, and fill in the blank. The researcher chooses matching, multiple choice, and fill the blanks because it appropriate with students in this age levels, they will be easy to answer the question because they have some choice. They have translation to make easy to matching the vocabularies. In fill the blank it easy because there are some word there. The test about noun is 9, verb 8, adjective 8. So the total is 25 items in this test. So, the total score is 100, indicator of the vocabulary can be seen on the following the table.

⁵⁶ H. Douglas Brown, *Language Assessment, Principles and Practice*, (New York: Pearson Education, 2004), p.3.

⁵⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 223.

Table 3. 1
Indicator of Vocabulary Mastery

No	Indicators	Number items	Score	Total score
1.	Noun	1, 2, 3, 4, 5, 6, 7, 8, 9	1 items x 4 scores	36
2.	Adjective	10, 11, 12, 13, 14, 15, 16, 17		32
3.	Verb	18, 19, 20, 21, 22, 23, 24, 25		32

E. Research Procedure

The steps in classroom action research in this research consist of two cycles. Classroom action research consists of four series that exist in each cycle, namely observation, reflection, action, and planning.

Before the cycle 1 meeting 1 was held, a pre test was held first. The type of pre test are matching, multiple choice, and fill in the blanks about vocabulary (Noun, Adjective, and Verb). The pre test is useful to find out extent to which the students' abilities or extent to which students master the vocabulary in a story.

1. Cycle I

a. First meeting

1) Planning

- a) Preparing lesson plan that is consist of the step action.
- b) Making learning planning that using technique storytelling in teaching noun and adjective on the story of Malin Kundang.
- c) Making question
- d) Preparing the topic to do rearrange in teaching noun.

- e) Preparing all material that will be needed in teaching- learning process.

2) Action

- a) Greeting in the classroom.
- b) Praying before starting the lesson.
- c) Tell learning objectives to students in the classroom.
- d) Giving text of the topic of to students in the classroom. Topic is about Malin Kundang.
- e) Making the class into several groups. After that giving the students' story to retelling in the class.
- f) Asking the students to translate that they.
- g) Making feedback
- h) Asking the students to memorize the vocabulary.
- i) Asking the students to take note of material
- j) Teacher repeat the material (if needed).

3) Observation

- a) Co observer make observations and record what happens in order to obtain accurate data to improve the next cycle.
- b) Observing and filling out the observation format according to the real conditions when the researcher carries out learning.
- c) Setting up the camera for taking pictures or videos during the learning activity.
- d) Calculating the first test.

4) Reflection

- a) Analyze the data that has been found.
- b) Claryfying problems found in activities.
- c) Evaluating or interpreted the data gotten from the class and make the descisions for next meeting.

b. Second meeting

1) Planning

- a) Cotinue the previous lesson plan
- b) Preparing the learning material for the first meeting
- c) Preparing the test for students and sheet observation for co observer
- d) Preparing an evaluation tool
- e) Managing the results to improve students' vocabulary and also test score.

2) Action

- a) Greet students before starting the lesson.
- b) Make attendance list.
- c) Reviewing the last materi
- d) Preparing the solution if had problems when the result had found.
- e) Asking some stuentns to reading story
- f) Asking all of students to write noun and adjective on whiteboard.

g) Asking students to pronounce the good vocabulary together.

h) Asking students to make resume about material.

3) Observation

a) Observing the steps that have been arranged whether it is success or not.

b) Observing students' vocabulary whether it is better that before or not.

c) Observing students' vocabulary with instrument.

d) Making a note in every activities of teaching learning.

e) Discussing with the English teacher about the weakness teaching learning process.

4) Reflection

a) Analyzing the weakness and progress when storytelling was done to determine the next activity planning.

b) Analyzing the finding during the observation is done.

c) Reflecting the teacher learning activity and reflecting the student's learning activity.

d) Evaluating or interpreted the data that getting from class, students results and make any decision for the next meeting.

2. Cycle II

c. Third meeting

1) Planning

a) Making lesson plan

- b) Making learning planning that using storytelling in teaching verb by using The rabbit and Turtle
- c) Designing the procedures of teaching and preparing the instruments for students, teacher, and observer.
- d) Preparing the all the material and media that will be needed in teaching learning process.

2) Action

- a) Greeting in the classroom.
- b) Praying before starting the teaching learning activity.
- c) Make attendance list.
- d) Teacher teach just like usually. Teacher explain about Verb
- e) Dividing student into pairs
- f) Making students to read and write text. But with games
- g) Make the conclusion and feedback from the games.
- h) Asking students to reading story

3) Observation

- a) Observing the steps that have been arranged whether it is successful or not.
- b) Observing students' vocabulary whether it is better than before or not.
- c) Observing students' vocabulary with instrument.
- d) Solving the problems by using the sollution.

4) Reflection

- a) Analyzing the finding during the observation was done.
- b) Analyzing the weakness and the teacher progress to determine the follow up activity.
- c) Evaluating or interpreted the data gotten from the class and make the decision for next meeting.

d. Fourth meeting

1) Planning

- a) Continue the lesson plan.
- b) Reviewing the first material and second material
- c) Preparing the score list.

2) Action

- a) Greeting in the classroom.
- b) Praying before starting the teaching learning process.
- c) Taking attendance list.
- d) Reviewing the last materi. By asking students to reading the story from the game.
- e) Asking students to write the vocabulary from the story before.
- f) Asking students to make resume
- g) Giving a test to students from the text.

3) Observation

- a) Observations were made by researcher from beginning to the end of the lesson.
- b) Noted the changes that occurred same with cycle 1.

4) Reflecting

From the actions that have been taken by researcher taken from the research subject then analyzed and the results of the analysis indicated the success or not obtained by students. If students' vocabulary and test result increase, this research will be ended, but if there is no improvement, the research will take place in the next cycle.

F. Data Analysis Technique

In this research, the researcher will use mix method. Qualitative is describe situation during the teaching process. The process of data analysis involves making sense out of text. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data and making an interpretation of the large meaning of the data. the qualitative data is analyzed from observation sheet.

Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of test to know means of student score for each cycle.

Assessment tests will conduct by researcher by adding up the scores that have been obtained by students, then divided by the number of students

in the class, the average or mean value will be calculated using the formula:⁵⁸

$$M = \frac{\sum f \times}{N}$$

Where:

M = The mean of student

$\sum f \times$ = The total of score

N = The number of students

The percentages of students' vocabulary by using storytelling was calculated by applying the following formula:⁵⁹

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P = The percentage of students

R = The number of students

T = The total number of students

After calculating and scoring students' performance then, their score were consulted the clarification quality on the table below:

Table 3. 2 The classification quality of students score

No.	Alphabet	Value
1.	Very low	0-20
2.	Low	21-40
3.	Enough	41-60
4.	Good	61- 80
5.	Very good	81-100

After researcher found the mean score off all students, it was consulted to the criteria as follows:

1. If the value of mean score 81-100%. It can be categorized into very high.

⁵⁸ Anas Sujono, *Pengantar Statistik Pendidikan I* (Jakarta: Rajawali Pers, 2010), p. 80

⁵⁹ Hartono, *Statistik Untuk Pendidikan* (Yogyakarta: Pusat Pelajar, 2012), p. 22

2. If the value of mean score 61-80%. It can be categorized into high,
3. If the value of mean score 41-60%. It can be categorized into enough.
4. If the value of mean score 21-40%. It ca be categorized into low.
5. If the value of mean score 0-20%. It can be categorized into very low.

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CHAPTER IV

RESEARCH RESULT

A. Storytelling Improve Students' Vocabulary

This chapter presents the results of the research and discussion based on the analysis of data collected from the storytelling to improve students' vocabulary mastery. After researcher has done the research in MAN 2 PALAS, researcher would describe how the storytelling can improve students' vocabulary and research was done. It discussion about the way to improve students' vocabulary mastery by using storytelling. The description are follow:

B. Data Description

1. Cycle I

From the student's pre test, before improving the student's vocabulary by using strorytelling the first step the researcher was disscussing with the English teacher in MAN 2 Padang lawas. The result of this research are as follows:

a. First meeting

First meeting in this cycle was done at 07th of February 2022. The teaching and learning process had some stages from opening the class until closing the class. Some stages have been described as follows:

1) Planning

Planning was the first steps of Classroom Action Research, the researcher was compiled research instrument by making lesson plan (RPP) which included steps that support the implementation of storytelling and tests at each meeting. This research instrument was compiled based on the first observation that had been made so that it could support the learning process using storytelling technique.

2) Acting

Based on the planned lesson plan in cycle 1, the researcher has carried out learning activities in accordance with the learning procedures that have been prepared previously. Implementation of actions in cycle 1 there were 2 meetings where after 2 meetings was conducted teacher gave a test to measured the extent to which learning outcomes increased in vocabulary material.

Pre teaching, in this process teacher came to class and opened the class by greeting and praying. Teacher took attendance list. Next teacher explained the purpose of learning. Teacher gave motivation. Teacher conducted brainstorming by asked the student about related material.

While teaching, in this process include the following steps:

- a) Teacher explained noun and adjective related to material that the students' gave example before.

- b) Teacher made student to some groups. Total number of students in class X IIS 1 was 20 students. In each group consists of 4 students.
- c) Teacher gave text about story of Malin Kundang to each groups. Each group tried to translate into indonesia by using dictionary.
- d) Previously the teacher had divided the class into 5 groups. The teacher asked one student of each group to retold one paragraf of the story of malin kundang in front of the class.
- e) Malin kundang story consisted of 4 paragraph. While there were 5 groups, so the last paragraf told by 2 groups.
- f) Students who told stories were allowed to see the text. But without seeing the text would be given a plus value.
- g) Teacher and students conducted feedback.

Post teaching, in this process before closed the class, the researcher asked students about material that did not understood. There were 2 students asked how to pronounced the vocabulry that they still confused. After that, researcher explained and said that the material for the next meeting was still same. The researcher thanked them than closed meeting by salam and goodbye.

3) Observing

Through observation that have been made by co observer who act as observer during learning process. learning process by using storytelling technique could brought up spirit and motivated student. The co observer saw that many students were enthusiastic in discussing. The discussion were quite effective, but there were still group discussion which were dominated by less active students. Furtmore, the result of student learning observation can be seen as follows :

- a) There were 6 students are not ready to study.
- b) There were 3 students who made noisy in the classroom.
- c) There were 7 students did not active in the group discussion.
- d) There were 4 students have not full attention to teacher explanation
- e) There were 3 students did not have motivation to telling the story.
- f) There were 2 students sat on the move.
- g) There were 2 students felt boring when learning process

4) Reflecting

In reflecting, researcher analyzed the the finding during the observation was done. Teacher clarified problem during learning. In this stage teacher evaluated and interpreted the data gotten from the class and made decision for the next meeting.

Student's problem in this meeting was that many students had difficulty pronouncing the vocabulary that they just heard and when the group discussion was carried out it made class noisier. So, teacher made solution in next meeting.

b. Second meeting

Second meeting in this cycle was done at 10th of February 2022. The teaching and learning process was same with first meeting. It had some stages from opening the class until closing the class. Some stages have been described as follows:

1) Planning

Planning was the first stage of Classroom Action Research, this stage was prepared before the action given to the researcher subject. The researcher collected information related to the teaching and learning process, in this stage the researcher continued the lesson plan before . The researcher analyzed the reflection results in the cycle 1. Prepared all materials needed in teaching and learning process, both lesson plan and value criteria. The last researcher, coded problems and progress in the learning process.

2) Acting

Pre teaching, in this process teacher started the class by saying greeting and praied together. Teacher made attendance list. Teacher asked the student's condition. Teacher and student

played game by asked students to clapped, if teacher mentioned one, the students clapped 3 times, if teacher mentioned 2, the students clapped 2 times, and if teacher said 3, the students clapped once. Students who did not clapped according to the rules would be punished by mentioned 3 vocabulary related to the text at previous meeting.

While teaching, in this process the material was same with first meeting. In this process teacher asked 2 students to read the story of Malin Kundang. After that, teacher asked students to wrote noun and adjective vocabulary and wrote the translation on the whiteboard. Each students wrote only one vocabulary. On whiteboard there were almost 20 vocabularies, then teacher and students checked it together. For adjective vocabulary teacher made synonym and antonym. Like beautiful = sweet, new =old. Teacher pronounced the vocabulary and students followed.

Post teaching, in this process teacher asked to make resume about material. Students made a list vocabulary in their book. Teacher remained students to learn at home, because they would conducted test. Teacher asked the leader to leading the prayer. The teacher said thanks and closed the class.

3) Observing

In the second meeting, the students were more active than the first meeting. In first meeting conducted by discussion group, while second meeting did not conduct grouping. So in the second meeting students more active because during learning the students listen their friend read the story, they looked afraid if researcher asked them to read the next. So they listen be carefully. When read or told story, there were many repetitions of vocabulary of word in paragraph. So students could easy to remember the vocabulart and remember the pronunciation. Furtmore, the result of student learning observation can be seen as the follows:

- a) There were 4 students are not ready to study.
- b) There were 4 students who made noisy in the classroom.
- c) There was 1 students slept in the classroom.
- d) There were 4 students did not able to write and pronounce vocabulary well.
- e) There were 3 students did not have motivation to telling the story.
- f) There were 2 students asked permission.
- g) There were 3 students felt boring when learning process.

4) Reflecting

After doing the first cycle, the researcher evaluated in teaching learning for the next researcher gave test to students. After the test there was an increase in the average score of students from 10% increased to 30% was completed. But the increase in learning outcomes was not maximal than what the researcher expected. Students still do not master the vocabulary. Students still difficult to remember new vocabulary. Less active students during group discussions. There were still many students who did not dare to express their opinions during the learning process. So , it nedds to revised the acting and planning before implemented to see next cycle so that it could achieve the criteria of success of this study.

Therefore , this research has been continued in the next cycle, in cycle 1 second meeting with the application of the same technique. It was storytelling technique.

From the research on student learning outcame in cycle 1, there was an increase in the average value of the class from before the action was 39,6 to 55,8 in other words 10% students completed (2 students) in pre test, while in cycle I, students that completed in test there were 30% (6 students completed).

c. Students' vocabulary mastery score in the first cycle

The researcher had found the students' vocabulary mastery score in the first cycle as the following table below:

Table 4. 1 Students' Vocabulary Score in Cycle I

NO	Name of Students	Indicator of Vocabulary			Total	Score (Total ×4)
		Noun	Adjective	Verb		
1	AA	4	4	3	11	44
2	AZ	7	8	4	19	76
3	AS	5	3	2	10	40
4	AT	7	7	6	20	80
5	AP	7	8	4	19	76
6	BS	3	5	4	12	48
7	DR	6	8	5	19	76
8	ER	5	5	3	13	52
9	EP	6	5	3	14	56
10	FP	7	7	5	19	76
11	IH	4	3	3	10	40
12	ID	4	4	4	12	48
13	KZ	7	7	5	19	76
14	LJ	6	5	4	15	60
15	ML	4	2	3	9	36
16	MJ	5	5	3	13	52
17	MS	4	4	3	11	44
18	MH	4	3	4	11	44
19	NP	4	4	3	11	44
20	ND	5	4	3	12	48
Total Score		104	101	74	279	1116
Mean Score		5,2	5,05	3,7	13,95	55,8
Percentage		30%				

From the table above, the students' mean score of noun was 5,2. 5 students matched 7 correctly. There were 3 students who matched 6 correct . There were only 4 students can matched 5 vocabulary of noun. 7 students matched 4 noun . There was only a student matched 3 vocabulary corretly.

Adjective was 5,05 of mean score. From 20 students in the classroom, 3 students filled the blank correctly all question of adjective. There were 3 students has a mistake to filled the blank. 5 students filled 5 the blank vocalularies corretly. There were 5 students can filled 4 question. There were 3 students filled the blank with 3 question. A students only filled the blank 2 adjective.

Students' score of verb was low 3,7. From 20 students in the classroom, There was a students answered 2 multiple choices. 3 question of multiple choices was answered 9 students. 6 students answered 4 question of multiple choices. There were 3 students chose 5 question correctly. There only a students answerd 6 question. There was no students answered all question correctly.

The students' achievement in every indicator of vocabulary in the first cycle could be seen in the following chart.

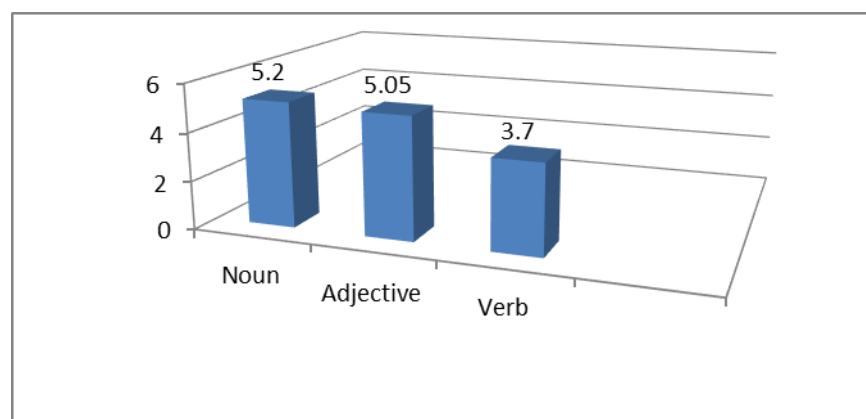


Chart 4.1 The Students' achievement every indicator of vocabulary in first cycle

Based on the table and chart above, it concluded the students' achievement in vocabulary was law. In the first cycle, there were only six students passed the passing grade (75). The students' mean score in the first cycle was 55,8 and the percentage was 30%. It means this test result could not fulfill of the criteria of succes. It showed improvement, but still a bit. So, the researcher would continue to second cycle. In the next learning, it was needed to overcome students' motivation to have high vocabulay mastery.

From the score students, it could be concluded that there were fourteen who did not pass khe KKM. There were six students who pass the KKM. They were categorized into very high category. The classification of student' scores would describe as the following:

Table 4. 2 The Classification of Students' Vocabulary Mastery Score in First Cycle

No	Classification	Predicate	Total of Students	Percentage
1	0% - 20%	Very Low	-	-
2	21% - 40%	Low	3 students	15
3	41% - 60%	Enough	11 students	55
4	61% - 80%	High	6 students	30
5	81% - 100%	Very High	-	-
Total				100%

After getting students' vocabulary score in cycle I, the researcher found the students' achievement were categorized in to good category. It means that, the students who had some problems in vocabulary in the first cycle were improved and could solve the problem in the second cycle.

2. Cycle II

a. Third meeting

Third meeting in cycle II was done at 17th of February 2022. The teaching and learning process had some stages from opening the class until closing the class. Some stages have been described as follows:

1) Planning

Based on the result implementation and the test 1 score in cycle 1, the revised action was conducted in cycle 2. Researcher made lesson plan before conducted the action. The plan in cycle 2 focused on vocabulary verb in the story. In this part, researcher still used story with the title The Rabbit and The Turtle.

2) Acting

Pre teaching, in this process teacher started the class by greeting salam and praying together. The teacher asked student's condition. The teacher checked the students attendance. Teacher and student conducted brainstorming by asked students who knows and wrote the vocabulary verb on whiteboard.

While teaching, Teacher explained there were verb 1, verb 2, and verb 3 in english, and each verb is placed in the sentence according to the rules. Teacher explained that when told story using verb 2. Next, the story of The Rabbit and The Turtle consisted of 5 paragraph. Each paragraph was written on paper and teacher put it on the wall randomly. Students made into pairs.

Teacher asked one student per pair to search the first paragraph. Next students read and told to their partner. While other students wrote on paper. Pairs that the first wrote the paragraph correctly got the point and got gift after learning process finished. For the next paragraph the rule same, but students who told and wrote paragraph of story took turns.

Post teaching, teacher and students conducted feedback of activities that have already conducted. Teacher asked some students to read story. And the last read together.

3) Observing

In this cycle, researcher used different story. Researcher used story entitled with "The Rabbit and The Turtle". This story was easier to pronunciation because the words were familiar and easier to listen so they could write the words. At this meeting, students were made into pairs so that almost no students did not follow the learning process. All students were enthusiastic in the learning process to get score. Furthermore, the result of student learning observation can be seen as the follows:

- a) There were 3 students are not ready to study.
- b) There were 2 students who made noisy in the classroom.
- c) There were 4 students did not active in the group discussion/pairs.

- d) There were 4 students have not full attention to teacher explanation
- e) There were 4 students did not have motivation to telling the story.
- f) There was 1 students sat on the move.
- g) There were 5 students did not able to write and pronounce the vocabulary well.

4) Reflecting

In reflecting, researcher analyzed the the finding during the observation was done. Teacher clarified problem during learning. In this stage teacher interpreted the data gotten from the class and made decision for the next meeting.

In this meeting students were enthusiastic in learning, they knew some vocabulary and knew the meaning. But they still got the pronunciation wrong when tell it to their partner.

b. Fourth meeting

Fourth meeting in this cycle was done at 21st of February 2022. The teaching and learning process was same with another meeting. It had some stages from opening the class until closing the class. Some stages have been described as follows:

1) Planning

This meeting was continuity of the first meeting in cycle 2.

In this meeting, the researcher made lesson plan and the material

same with first meeting in cycle 2 was about verb. Then researcher gave the second test to students.

2) Acting

Pre teaching, in this process teacher started the class by greeting salam and paraying toghther. Teacher checked attendance list. Teacher played games with the title 3,6,9 dorr. Students counted from one to the next according to who was appointed by the teacher. The requirement was that every number 3,6,9 was replaced with Dorr!!!. For students who were appointed and mentioned the number 3,6,9 would be punishment. The punishment was to retell the previous story in front of the class by looked at student notebooks.

While teaching, in this process teacher asked students to found verb in the story of The Rabbit and The Turtel. Teacher made list in white board verb 1, verb 2, and also verb 3. Teacher made list on whiteboard. So students wrote on whiteboard. After that teacher and studets checked it together,

Post teaching, teacher asked students to make resume in their home. Teacher and students pronounced the vocabulary corretly. Students memorized the vocabulary. Teacher closed the class by saying salam.

3) Observing

The observation was done for the last time. The activity of students was observed and it showed that condition of class was very well after implementing the storytelling. The atmosphere of class made the students interested to follow the lesson because the story is familiar to students. They have heard or even often heard the story of The Rabbit and The Turtle in Indonesian

Almost all students were active and enthusiastic in learning. They were also able to remember vocabulary more easily. In this meeting there were only 2 students who were not able to write and pronounce the vocabulary well. There was no student who sat on the move. But there was a student who felt bored. There was 1 student who asked permission.

4) Reflecting

Based on the observation and the result test, the students could use storytelling as their media in memorizing and retaining their vocabulary. It can be concluded that the students could improve their vocabulary mastery by using storytelling.

After doing the second cycle, the researcher evaluated the teaching learning for the next researcher gave test to students. After the test there was an increase in the average score of students from 30% in pre test to 80% in post test. For this reason, cycle II has reached a learning mastery percentage of 80%. That is enough,

80 % already included in the high rating category. So, this research ended in this cycle.

c. Students' Vocabulary Mastery Score in the Second Cycle

The result of students' vocabulary mastery improvement is presented in the following table.

Table 4.3 Students' Vocabulary Score in the Second Cycle

No	Name of Students	Indicator of Vocabulary			Total	Score (Total ×4)
		Noun	Adjective	Verb		
1	AA	7	6	6	19	76
2	AZ	5	6	7	18	72
3	AS	7	6	7	20	80
4	AT	7	8	7	22	88
5	AP	6	7	7	20	80
6	BS	4	6	6	16	64
7	DR	6	7	7	20	80
8	ER	7	5	7	19	76
9	EP	7	6	6	19	76
10	FP	7	6	7	20	80
11	IH	6	6	7	19	76
12	ID	7	5	7	19	76
13	KZ	7	7	7	21	84
14	LJ	6	6	7	19	76
15	ML	4	5	6	15	60
16	MJ	5	7	7	19	76
17	MS	7	5	7	19	76
18	MH	4	4	6	14	56
19	NP	6	6	7	19	76
20	ND	7	6	6	19	76
Total score		122	120	134	376	1504
Mean score		6,1	6	6,7	18,8	75,2
Percentage		80%				

From the table, Students' achievement in this indicator was improved. The students' mean score in noun was 6,1. There were 3 students got 4 question correctly. 2 students matched 5 question correctly. 5 students got enough category by matching 6 nouns. 7 nouns matched by 10 students.

Adjective was 6 from 20 students in the classroom, a students got score very high, she answered all question about adjective. There were 4 students answered 7 question correctly. 10 student answered 6 question. 4 students answered 5 questions. There was a students got enough score with 4 question.

Verb was 6,7, it was high score. From 20 students in the classrom, 6 students answered 6 multiple choice correctly. 14 students answered 7 question about verb correctly.

The students' achievement in every indicator of vocabulary in the second cycle could be seen in the following chart:

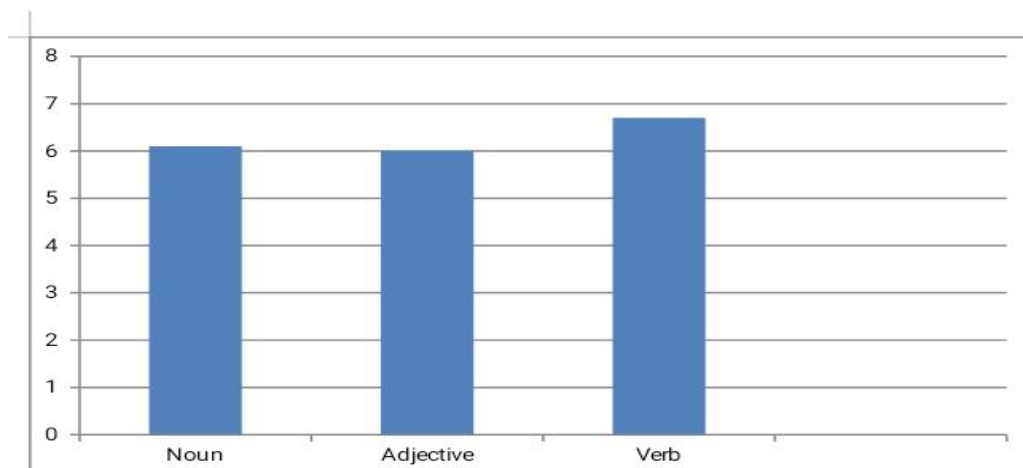


Chart 4. 2 The Students' Achievement in Every Indicator in the Second Cycle

From the table and chart above, it could be concluded that the students's achivement in the second cycle was increse. In second cycle, there were only four students did not pass the KKM (75) . the mean score in second cycle was 75,2 and percentage of students score in cycle 2 was 80 %. Students achievement in vocabulary was categorized well. the students' score in te secomd cycle got improvement from the first cycle. It shown that the first cycle was 55,8 (30%) and second cycle was 75,2 (80%). The classification of student' scores would describe in the following table :

Table 4. 4 The Classification of Students' Vocabulary Mastery Score in First Cycle

No	Classification	Predicate	Total of Students	Percentage
1	0% - 20%	Very Low	-	-
2	21% - 40%	Low	-	-
3	41% - 60%	Enough	2 students	10
4	61% – 80%	High	16 students	80
5	81% - 100%	Very High	2 student	10
Total				100%

After getting studebts' vocabulary scorein the second cycle, the researcher found the students' achievement were categorized in to good category. It means that, the students who had some problems in cycle II.

C. Comparison of Students' Achievement in First and Second Cycle

Based on the observation of students vocabulary mastery, it can be concluded that the students' vocabulary mastery had improve by using Storytelling. The researcher divided the teaching classroom by show the table below:

Table 4. 5 Classroom Action Research Cycle I and II

CYCLE I	CYCLE II
<p>1. Planning</p> <p>First meeting</p> <ul style="list-style-type: none"> a. Preparing lesson plan b. Making learning planning that using technique storytelling in teaching noun and adjective on the story of Malin Kundang. <p>2. Making question</p> <ul style="list-style-type: none"> d. Preparing all material that will be needed int eaching learning process. <p>Second meeting</p> <ul style="list-style-type: none"> a. Cotinue the previous lesson plan b. Preparing the learning material for the first meeting. c. Preparing the test for students and sheet observation for co observer d. Preparing an evaluation tool e. Managing the results to improve students' vocabulary and also test score. 	<p>1. Planning</p> <p>Third meeting</p> <ul style="list-style-type: none"> a. Making lesson plan b. Making learning planning that using storytelling in teaching verb by using The rabbit and Turtle c. Designing the procedures of teaching and preparing the instruments for students, teacher, and observer. d. Preparing the all the material and media that will be needed in teaching learning process. <p>Fourth meeting</p> <ul style="list-style-type: none"> a. Continue the lesson plan. b. Reviewing the first material and second material c. Preparing the score list.
<p>2. Action</p> <p>First meeting</p> <ul style="list-style-type: none"> a. Greeting in the classroom. b. Praying before starting the lesson. c. Tell learning objectives to students in the classroom. d. Giving text of the topic of to students in the classroom. Topic is about Malin Kundang. e. Making the class into several groups. After that giving the 	<p>2. Action</p> <p>Third meeting</p> <ul style="list-style-type: none"> a. Greeting in the classroom. b. Praying before starting the teaching learning activity. c. Make attandance list. d. Teacher teach just like usually.e. e. Teacher explain about Verb f. Dividing student into pairs

<p>students' story to retelling in the class.</p> <p>f. Asking the students to translate that they.</p> <p>g. Making feedback</p> <p>h. Asking the students to memorize the vocabulary.</p> <p>i. Asking the students to take note of material</p> <p>j. Teacher repeat the material (if needed).</p> <p>Second meeting</p> <p>a. Greet students before starting the lesson.</p> <p>b. Make attendance list.</p> <p>c. Reviewing the last materi.</p> <p>d. Preparing the solution if had problems when the result had found.</p> <p>e. Asking some stuents to reading story.</p> <p>f. Asking all of students to write noun and adjective on whiteboard.</p> <p>g. Asking students to pronounce the good vocabulary together.</p> <p>h. Asking students to make resume about material.</p>	<p>g. Making students to read and write text. But with games</p> <p>h. Make the conclusion and feedback from the games.</p> <p>i. Asking students to reading story</p> <p>Fourth meeting</p> <p>a. Greeting in the classroom.</p> <p>b. Praying before starting the teaching learning process.</p> <p>c. Taking attendance list.</p> <p>d. Reviewing the last materi. By asking students to reading the story from the game.</p> <p>e. Asking students to write the vocabulary from the story before.</p> <p>f. Asking students to make resume.</p> <p>g. Giving a test to students from the text.</p>
<p>3. Observation</p> <p>First meeting</p> <p>a. Co observer make observations and record what happens in order to obtain accurate data to improve the next cycle.</p> <p>b. Observing and filling out the observation format according to the real conditions when the researcher carries out learning.</p> <p>c. Setting up the camera for taking pictures or videos during the</p>	<p>3. Observation</p> <p>Third meeting</p> <p>a. Observing the steps that have been arranged whether it is successful or not.</p> <p>b. Observing students' vocabulary whether it is better than before or not.</p> <p>c. Observing students' vocabulary with instrument.</p> <p>d. Solving the problems by</p>

<p>learning activity. d. Calculating the data</p> <p>Second meeting</p> <p>a. Observing the steps that have been arranged whether it is success or not. b. Observing students' vocabulary whether it is better than before or not. c. Observing students' vocabulary with instrument. d. Making a note in every activities of teaching learning. e. Discussing with the English teacher about the weakness teaching learning process.</p>	<p>using the solution.</p> <p>Fourth meeting</p> <p>a. Observations were made by researcher from beginning to the end of the lesson. b. Noted the changes that occurred same with cycle 1.</p>
<p>4. Reflecting</p> <p>First meeting</p> <p>a. Analyze the data that has been found. b. Clarifying problems found in activities. c. Evaluating or interpreted the data gotten from the class and make the decisions for next meeting.</p> <p>Second meeting</p> <p>a. Analyzing the weakness and progress when storytelling was done to determine the next activity planning. b. Analyzing the finding during the observation is done. c. Reflecting the teacher learning activity and reflecting the student's learning activity.</p>	<p>4. Reflecting</p> <p>Third meeting</p> <p>a. Analyzing the finding during the observation was done. b. Analyzing the weakness and the teacher progress to determine the follow up activity. c. Evaluating or interpreted the data gotten from the class and make the decision for next meeting.</p> <p>Fourth meeting</p> <p>a. From the actions that have been taken by researcher taken from the research subject then analyzed and the results of the analysis indicated the success or not obtained by students. If</p>

d. Evaluating or interpreted the data that getting from class, students results and make any decision for the next meeting.	students' vocabulary and test result increase, this research will be ended, but if there is no improvement, the research will take place in the next cycle.
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The result of the test of the first cycle got increasing. In the post-test students had given the reaction to pay more attention to the teacher and asked the material they did not know. The result of post test showed the mean score of the class increased to 55,8 The mean score derived the following formula :

$$M = \frac{\sum f \cdot x}{N}$$

$$M = \frac{1116}{20}$$

$$M = 55,8$$

The students' percentage that passed the Minimum Mastery Criterion 75, Using the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{6}{20} \times 100\%$$

$$P = 30\%$$

Based on the result of the post test in cycle I, the data showed that the mean score is 55,8 . There were 6 students or 30% of the students who got the score above the Minimum Mastery Criterion abbreviated as (KKM). The KKM is 75. Meanwhile, the other 14 students were under that criterion.

From the analyze, it could be seen that of XI IIS 1 of MAN 2 Padang Lawas still low but there was been some progress.

Then, in the second cycle the researcher calculated the result of second test was increased. In the post-test II, the situation of class was very well after implementing the story telling, all of the students become actively to the activity given by teacher so the atmosphere of class make the students interested to follow the lesson. The students could found the new vocabulary that contained in the story. From the table, the total score of the students was 1504 and to see the mean of the students in the test, the researcher applied the following formula:

$$M = \frac{\sum f \cdot x}{N}$$

$$M = \frac{1504}{20}$$

$$M = 75,2$$

Then, the calculation of class percentage about the students who passed the Minimum Mastery Criterion (KKM):

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{16}{20} \times 100\%$$

$$P = 80\%$$

Based on the result of the post test, the data showed that the mean score of post test in cycle II is 75,2 . There were 16 students or 80% of the students who got the score above the Minimum Mastery Criterion abbreviated as (KKM). The KKM is 75. Meanwhile, there were only 4 students were under that criterion. It showed in the pots-test II more than 50% students could improve their vocabulary using storytelling

Based on explanatin above, it can be concluded that the mean score and the percentage of the second test the improvement from the first test. In the first test the mean score was 55,8 (30%). It was included low category. The improvement of mean score in the second test was 75,2 (80%), it was included into high category. The comparison of students' vocabulary mastery each cycle based on thei gotten score is shown in the table below:

Table 4. 6 Comparison of Students' Achievement in Cycle I and Cycle II

NO	Initial Name	Score in cycle I	Score in cycle II	State
1	AA	44	76	Improved
2	AZ	76	72	Not Improved
3	AS	40	80	Improved
4	AT	80	88	Improved
5	AP	76	80	Improved
6	BS	48	64	Improved
7	DR	76	80	Improved
8	ER	52	76	Improved
9	EP	56	76	Improved
10	FP	76	80	Improved
11	IH	40	76	Improved
12	ID	48	76	Improved
13	KZ	76	84	Improved
14	LJ	60	76	Improved
15	ML	36	60	Improved
16	MJ	52	76	Improved
17	MS	44	76	Improved
18	MH	44	56	Improved
19	NP	44	76	Improved
20	ND	48	76	Improved
	Total Score	1116	1504	Improved
	Mean Score	55,8	75,2	Improved

Based on the table above, students got improvemet on their score from the students' mean score, the first cycle students' mean score were 55,8 and the second cycle students' mean score were 75,2. From the

students' percentage, the first cycle, there were six students passed the KKM (30%). The second cycle, there were sixteen students passed the KKM (80%). The differences showed that there was an improvement of students' vocabulary mastery. the differences showed the following chart:

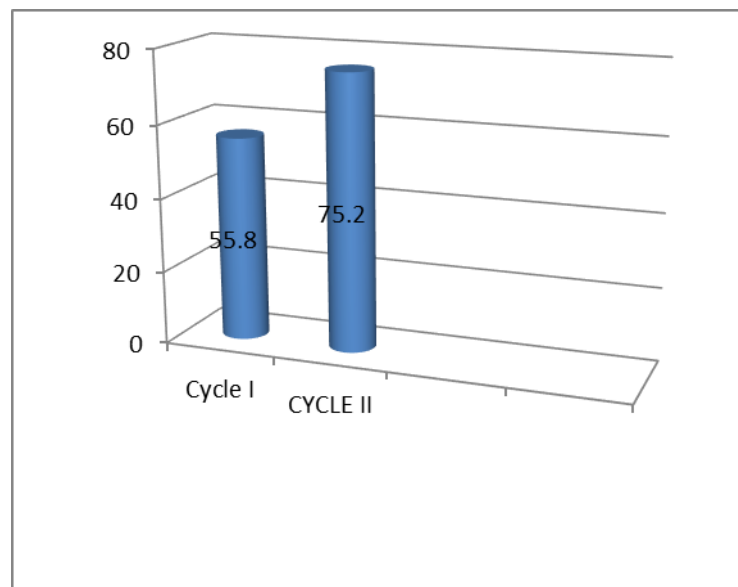


Chart 4. 3 The Comparative Mean Score between Cycle I and Cycle II

So, from the table and chart above that could be concluded the students' vocabulary mastery by using Storytelling could improve their vocabulary at grade X in Man 2 Padang Lawas.

D. Discussion

There are some previous related studies about vocabulary mastery using storytelling. Then researcher will explain it. The one purpose of this research is to describe the result Improving Students' Vocabulary by Using Storytelling at X Grade MAN 2 Padang Lawas.

The first, research paper by Mimi Tarina with the title “Developing Students’ Vocabulary Through Short Story”. In her research has successfully applied vocabulary learning through short story. The result of t-test shows that the values of t-score is -7,808 and t-table is -2.179 on degree of significance is 0.05. it means that t-score is higher than t-table. Therefore, the research hypothesis (Ha) is accepted and Null hypothesis (Ho) is rejected. As for the difference from this research, it is found in the type of research, this research uses a classroom action research, while the previous research is an experimental research.

The second, research was done by Muzayyin Habibi with the title “Improving Students’ Vocabulary Mastery Through Digital Storytelling at The Eight Grade of Mts NW Juet In The Academic Year 2018/ 2019”. Digital storytelling is able to enhance students’ vocabulary mastery for the eighth grade of Mts NW Juet. It is shown that the average result of cycle 2 test (post- test) was much higher than the pre- test and cycle 1 test. The average score of the pre- test was only 44.42, the average score of cycle 1 test was 62.31, and the average score of cycle 2 was 73.89. it means that there was an increment of average score in cycle 1 as many as 11.58 points from the average of cycle 1 score. Finally, there is an increment of 29.47 points from average of post-test scores from the pre- test score which means the students have better vocabulary mastery after being taught using digital storytelling media. The difference between the researcher’s research and previous research is in the research subject and research material.

The third, research by Stefani Dewi Rosaria with the title “Improving Students’ English Vocabulary Mastery Through Total Physical Response (TPR) Storytelling at SD Negeri Mlatiharjo 01 Semarang Academic Year 2011/2012. In cycle 1 she gets 58,33% or classified in fair criteria. Meanwhile, in cycle 2 she gets 83,33%. It means that she reached the target and categorized in good criteria. Students activities increased 20% from 60,33% in cycle 1 to 80% in cycle 2. It can be conclude that the TPR Storytelling incresed the vocabulary. the difference between this research and previous research are in technique and material.

After analyzing data, the researcher found the improvement students’ vocabulary mastery by using storytelling in first cycle and second cycle. It was mean score 55,8 and students passed the KKM 6 person (30%) in first cycle. The mean score of second cycle it was 75,2 and students passed the KKM 16 person (80%). The improvement of mean score between the first cycle and second cycle was (50%). The minimun mastery criterion (KKM) 75. Furthmore, it can be concluded that using storytelling could improve students’ achievement in vocabulary mastery at X Grade IIS-1 MAN 2 Padang Lawas.

Based on explanation, it can be concluded that the problem of students’ vocabulary mastery could be solved immediately by some techniques, especially by usihg storytelling. It could be proven based on this research above Storytelling could improve students’ score in vocabulary mastery. It can be seen from the result of data analyze was

increase of each cycle that has been gotten mean score 55,8 (30%) in first cycle and mean score 75,2 (80%) in second cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After conducting Classroom Action Research (CAR) at Eleventh grade of MAN 2 Padang Lawas, it can be concluded that :

1. Storytelling can improve the students' vocabulary and help them to remember and keep their vocabulary. Students become active, more interested to learn vocabulary.
2. Related to the students' achievement, there were 85% who passed The Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) 75 with the improvement of the students' mean score from pre-test to the post-test. In the pre-test was only 2 students who passed the KKM. Meanwhile, in the post-test of cycle one there were 6 students who passed the KKM or 30%. Next, in the result of post-test in the cycle 2, there gained 17 students 85 % students who passed test.

B. Suggestion

There are some suggestions to offer to the Students, English teachers and the other researchers:

1. For English Teacher

Before conducting teaching learning process, we should able to recognize our students' characteristic and about their problem in learning vocabulary. So we can choose an appropriate media to teach them. The

teacher should be creative to use various media in teaching vocabulary mastery. The English teachers are suggested to use story telling in teaching vocabulary mastery because it can improve students' vocabulary. An appropriate story can improve students' motivation and interest.

2. For The Students

Students expected active in following the class. In learning vocabulary mastery it needs an appropriate dictionary, because there are so many multiple meanings, so the students should bring an appropriate dictionary. Also the students are hoped to keep their desire when following teaching learning process. The students also keep an assumption that English is easy and just try and try, never give up.

3. For other researcher

This study focuses on improving vocabulary mastery story telling uses in teaching eleventh grade students of MAN 2 Padang Lawas. The researcher hopes that the finding of the study will be useful for the other researcher in the future reseach. However, this media needs more development and considering with the situation at the future.

From explanation above also, the researcher can suggests for future researcher, the researcher can use different theories to discuss another material. It can be different in material of the same news or another object of the research.

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Appendix I

Name of Students

X IIS- 1 Grade MAN 2 Padang Lawas

NO	Initial Name	Gender
1	AA	Male
2	AZ	Female
3	AS	Male
4	AT	Femle
5	AP	Male
6	BS	Male
7	DR	Female
8	ER	Female
9	EP	Female
10	FP	Female
11	IH	Male
12	ID	Female
13	KZ	Female
14	LJ	Female
15	ML	Male
16	MJ	Female
17	MS	Female
18	MH	Male
19	NP	Female
20	ND	Female

Appendix II

Lesson Plan

Cycle 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MAN 2 Palas
Mata Pelajaran : Bahasa Inggris
Kelas : X
Materi pokok : Noun and Adjective
Alokasi waktu : 4×45 menit

2 Pertemuan

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional dan kawasan internasional.
3. Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di

sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1. Memahami dan menguasai cerita dan kosakata dalam storytelling.	2. Memahami teks dalam cerita baik dari segi struktur atau unsur kebahasaannya yang diberikan dari storytelling. 3. Mampu menjawab dan menguasai pertanyaan seputar kosa kata dalam teks.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa diharapkan mampu memahami teks dalam cerita dengan baik dari segi struktur maupun dari unsur kebahasaannya yang diberikan dari proses storytelling.
2. Siswa diharapkan mampu menjawab dan mengasai seputar kosakata dalam teks cerita tersebut.

D. Materi Pembelajaran

1. Noun and adjective
2. Struktur teks dalam cerita Malin Kundang.

E. Metode Pembelajaran

- a) Model Pembelajaran : menceritakan cerita, tanya jawab, diskusi, kesimpulan.
- b) Metode : using storytelling

F. Media/Alat Pembelajaran

1. Media :Teks Bacaan (Story Telling), fotokopi materi pembelajaran
2. Alat : Spidol, Papan tulis

G. Sumber Belajar

1. Sumber dari internet, seperti:

<https://borneochannel.com/cerita-pendek-cerpen-dalam-bahasa-inggris-dan-artinya/>

<https://www.ilmubahasainggris.com/teks-short-story-telling-bahasa-inggris-dan-artinya/>

2. Buku pelajaran kelas X

H. Kegiatan Pembelajaran

(4 x 45 Menit)

1. Menceritakan cerita yang terdapat dalam teks
2. Membuat list vocabulary yang ditemukan siswa di cerita tersebut
3. Mencari kata tersebut dalam arti sinonim dan antonim

Kegiatan	Deskripsi kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">1. Guru datang ke kelas dan membuka kelas dengan mengucapkan salam dan berdoa bersama.2. Guru menanyakan kondisi siswa.3. Guru memeriksa kehadiran siswa.4. Guru menjelaskan tujuan pembelajaran.5. Guru memberikan motivasi belajar.6. Guru melakukan brainstorming dengan menanyakan siswa materi yang berkaitan.	30 Menit

KegiatanInti	<ol style="list-style-type: none"> 1. Guru menjelaskan kata benda dan kata sifat yang telah diberikan siswa sebelumnya. 2. Guru membentuk siswa menjadi beberapa kelompok. 3. Guru memberikan teks tentang cerita Malin Kundang kepada setiap kelompok. 4. Guru meminta satu orang dalam setiap kelompok untuk membaca satu paragraf satu orang dalam cerita tersebut. 5. Kelompok yang bisa menceritakan satu paragraf dalam cerita tanpa melihat teks diberikan nilai tambahan. 6. Guru dan siswa melakukan feedback pada materi tersebut. 	50 Menit
Penutup	<ol style="list-style-type: none"> 1. Sebelum menutup kelas, guru bertanya kepada siswa materi yang masih kurang dipahami. 2. Guru menjelaskan materi untuk pertemuan selanjutnya. 3. Guru mengucapkan terima kasih. 4. Guru menutup kelas dengan mengucapkan salam. 	10 menit

Pertemuan ke 2

Kegiatan	Deskripsi kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"><li data-bbox="748 493 1167 598">1. Guru memulai pelajaran dengan mengucapkan salam dan berdoa bersama.<li data-bbox="748 598 1167 672">2. Guru Memeriksa kehadiran siswa.<li data-bbox="748 672 1167 819">3. Guru melakukan permainan yang berhubungan dengan materi belajar.<li data-bbox="748 819 1167 1039">4. Guru Menyiapkan peserta didik secara psikis dan fisik serta mengkoordinasikan kelas dalam keadaan bersih dan rapih sebelum memulai proses pembelajaran.	30 Menit

Kegiatan Inti	<ol style="list-style-type: none"> 6. Guru Meminta 2 siswa untuk membacakan cerita Malin Kundang 7. Selanjutnya guru meminta siswa untuk menulis kata benda dan kata sifat. 8. Siswa menulis kosakata didepan tulis, setiap siswa menuliskan paling sedikit satu kosakata dalam satu orang. 9. Guru dan siswa memeriksa kosakata tersebut bersama-sama. 10. Guru bertanya kepada siswa tentang sinonim antonim dari kata sifat. 11. Guru mengucapkan kosakata yang baik kemudian siswa mengikutinya. 	50 Menit
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Penutup	<ol style="list-style-type: none"> 12. Guru meminta siswa untuk membuat resume materi. 13. Siswa membuat daftar kosakata yang telah dipelajari. 14. Selanjutnya guru meminta ketua kelas untuk memimpin doa. 15. Guru menutup kelas dan mengucapkan salam. 	11 menit
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I. Learning Evaluation

a. Indikator, Teknik, Bentuk, penilaian

Indikator pencapaian kompetensi	Tekhnik penilaian	Bentuk instrument
Noun	Tes tertulis	Matching
Verb		Multiple choice
Adjective		Fill in the blanks

b. Penilaian

Soal terdiri dari 25 butir soal yang terdiri dari pilihan berganda, melengkapi kalimat dan mencocokkan kata. Masing-masing soal diberi score 4. Apabila semua soal (25 soal) berhasil dijawab diberi nilai 100. Nilai KKM siswa yaitu 75. Oleh karena itu setiap siswa untuk mencapai ketuntasan harus bisa menjawab minimal 19 soal dari 25 soal yang tersedia.

Kriteria penilaian dapat dilihat dari tabel dibawah ini:

Huruf	Rentang Angka
Sangat baik (A)	86-100
Baik (B)	71-85
Cukup (C)	56-70
Kurang (D)	55

Binanga, Oktober 2021

Validator

Researcher

Rukiah Khairani Sipahutar, S.Pd

Ika Maya Sari Dlt

Appendix III

A. Match the letters with the numbers according to their each meanings !

- | | |
|-------------|---------------|
| 1. Goldfish | a. bukit |
| 2. Home | b. rumah |
| 3. Firewood | c. danau |
| 4. Women | d. makanan |
| 5. Fields | e. wanita |
| 6. Food | f. ikan mas |
| 7. Island | g. pulau |
| 8. Lake | h. Kayu bakar |
| 9. Hill | i. Ladang |

B. Complete the vocabularies below using letters to make a correct words !

10. _app_
11. _ar_e
12. B_au_if_l
13. Na_gh_y
14. L_zy
15. Hun_r_
16. Di_ige_t
17. Ha_d

C. Complete the blank words by choosing the correct answer in the multiple !

Toba Lake

One day, there was a young man named Toba who was fishing. The bait he had been throwing for a long time was finally eaten by a fish. How surprised he was when he (____) a goldfish with gold scales that he had got.

Finally Toba, who was happy, returned home, but unfortunately all the firewood in his house had run out. He (____) the fish in a large container and looked for firewood. Toba came home with firewood, unfortunately the fish disappeared, he only (____) a container containing gold coins. When he entered his room there was a beautiful woman who was combing her hair.

The woman eventually became his wife, but on one condition, that is not to mention her origin which is the incarnation of a fish. They have a son named Samosir. Every day Toba (____) hard for the two of them, but Samosir instead becomes a naughty and lazy child.

Once Samosir was asked to(_____) food for his father, instead of going straight to the fields, he (_____) with other friends. Even because he was hungry he ate the food. Toba who was very hungry waiting did not (_____) for the lunch he had hoped for. Samosir arrived, but Toba was very angry because his son had finished all the food for him.

An angry Toba hit Samosir saying the words 'you fish, to him. Then he complained to his mother, and his mother ordered Samosir to go up the hill, because Toba had broken his promise not to reveal his mother's past.

A great flood flooded the area, his mother (_____) into it and became a fish again. His father who did not have time to save himself also drowned. Samosir turned into an island called the island of Samosir surrounded by a lake called Lake Toba

- | | | | |
|----------------|------------|------------|-----------|
| 18. a. saw | b. closed | c. opened | d. call |
| 19. a. swap | b. change | c. kept | d. swept |
| 20. a. climb | b. found | c. see | d. saw |
| 21. a. stay | b. works | c. walks | d. staies |
| 22. a. deliver | b. ordered | c. imagine | d. bring |
| 23. a. climb | b. sell | c. played | d. swim |
| 24. a. come | b. went | c. say | d. ask |
| 25. a. stopped | b. played | c. called | d. jumped |

Appendix V

D. Match the letters with the numbers according to their each meanings !

- | | |
|------------|--------------|
| 1. Dream | a. Ibu |
| 2. Kids | b. Desa |
| 3. Farmer | c. Petani |
| 4. Fish | d. Kerajaan |
| 5. Village | e. Mimpi |
| 6. Mother | f. Ikan |
| 7. River | g. Anak |
| 8. Kingdom | h. Sungai |
| 9. Women | i. Perempuan |

E. Complete the vocabularies below using letters to make a correct words !

10. H_al_h_
11. Di_ig__t
12. _tr_ng
13. H_pp_
14. Be_ut_fu_
15. _gly
16. Q_iet_
17. _eal_hy

F. Complete the blank words by choosing the correct answer in the multiple !

The legend of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra(_____)a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish . After getting fish he would (_____) it to his mother, or sell the (_____) fish in the town.

One day, when Malin Kundang was sailing, he (____) a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang

Appendix VII

Observation Sheet
Teacher's Activity in Teaching Learning Process
Classroom Action Research

Subject : English
Class : X
Day/Date Of :
Cycle/ meeting : I/ First Meeting
Observer : Rukiah Khairani Sipahutar, S.Pd

No		Activities	Yes	No
1.	Introducti on	a. Teacher greets students	√	
		b. Teacher checks students' present list	√	
		c. Teacher gives students' motivation	√	
		d. Teacher does brainstorming	√	
2.	Content	a. Teacher divides students into some group	√	
		b. Teacher gives the material about noun and adjective	√	
		c. Teacher explains the material about noun and adjective	√	
		d. Teacher and students discuss together about material	√	
		e. Teacher ask students to tell the story	√	
		f. Teacher and students do feedback about matery	√	
3.	Closing	a. Teacher gives the conclusion	√	
		b. Teacher asks students to make resume		√
		c. Teacher tells students about the next material	√	
		d. Teacher gives test		√
		e. Teacher collects the students' test and analyzes the students' test		√

English Teacher

Researcher

RUKIAH KHAIRANI SIPAHUTAR, S.Pd

IKA MAYA SARI DLT

NIM. 17 203 00012

Appendix VIII

Observation Sheet
Teacher's Activity in Teaching Learning Process
Classroom Action Research

Subject : English
Class : X
Day/Date Of :
Cycle/ meeting : I/ Second Meeting
Observer : Rukiah Khairani Sipahutar, S.Pd

No		Activities	Yes	No
1.	Introducti on	e. Teacher greets students	√	
		f. Teacher checks students' present list	√	
		g. Teacher gives students' motivation		√
		h. Teacher does brainstorming	√	
2.	Content	g. Teacher divides students into some group	√	
		h. Teacher gives the material about noun and adjective	√	
		i. Teacher explains the material about noun and adjective		√
		j. Teacher and students discuss together about material	√	
		k. Teacher ask students to tell the story	√	
		l. Teacher and students do feedback about matery	√	
3.	Closing	f. Teacher gives the conclusion	√	
		g. Teacher asks students to make resume	√	
		h. Teacher tells students about the next material		√
		i. Teacher gives test	√	
		j. Teacher collects the students' test and analyzes the students' test	√	

English Teacher

RUKIAH KHAIRANI SIPAHUTAR, S.Pd

Researcher

IKA MAYA SARI DLT
NIM. 17 203 00012

Appendix XI

Lesson Plan Cycle 2 RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MAN 2 Palas
Mata Pelajaran : Bahasa Inggris
Kelas : X
Materi pokok : Verb
Alokasi waktu : 4×45
2 pertemuan

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, peduli (gotong royong, kerjasama, toleran,damai), bertanggung jawab, responsif dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa negara, kawasan regional dan kawasan internasional.
2. Memahami, menerapkan dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
3. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
4. Memahami dan menguasai cerita dan kosakata dalam storytelling.	5. Memahami teks dalam cerita baik dari segi struktur atau unsur kebahasaannya yang diberikan dari storytelling. 6. Mampu menjawab dan menguasai pertanyaan seputar kosa kata dalam teks.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa diharapkan mampu memahami teks dalam cerita dengan baik dari segi struktur maupun dari unsur kebahasaannya yang diberikan dari proses storytelling.
2. Siswa diharapkan mampu menjawab dan mengasai seputar kosakata dalam teks cerita tersebut.

D. Materi Pembelajaran

1. Verb
2. Struktur teks dalam cerita The Monkey and The Crocodile.

E. Metode Pembelajaran

- c) Model Pembelajaran : menceritakan cerita, tanya jawab, diskusi, kesimpulan.
- d) Metode : using storytelling

F. Media/Alat Pembelajaran

3. Media :Teks Bacaan (Story Telling), fotokopi materi pembelajaran
4. Alat : Spidol, Papan tulis

G. Sumber Belajar

❖ Sumber dari internet, seperti:

<https://borneochannel.com/cerita-pendek-cerpen-dalam-bahasa-inggris-dan-artinya/>

<https://www.ilmubahasainggris.com/teks-short-story-telling-bahasa-inggris-dan-artinya/>

H. Kegiatan Pembelajaran

1. Menceritakan cerita yang terdapat dalam teks
2. Membuat list vocabulary yang ditemukan siswa di cerita tersebut
3. Mencari kata tersebut dalam arti sinonim dan antonim

Kegiatan	Deskripsi kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">1. Guru membuka pelajaran dengan salam dan doa bersama.2. Guru menanyakan kondisi siswa.3. Guru mengecek kehadiran siswa.4. Guru melakukan brainstorming berkaitan dengan materi yang akan dipelajari.	30 Menit

<p>Kegiatan Inti</p>	<ol style="list-style-type: none"> 1. Guru menjelaskan kata kerja lebih pelan dan jelas agar siswa dapat mengerti penggunaan kata kerja dalam kalimat 2. Selanjutnya guru telah menyiapkan cerita Kelinci dan Kura-Kura. 3. Guru menyiapkan kertas origami yang masing masing kertas telah di tulis cerita. Masing masing kertas berisi satu paragraf cerita. 4. Guru telah menempelkan kertas tersebut ke dinding secara acak disetiap sudut kelas. 5. Guru membentuk siswa berpasangan. 6. Guru meminta satu orang dalam masing masing pasangan untuk mencari paragraph pertama. Selanjutnya siswa tersebut akan membacakan atau bercerita kepada pasangannya. 7. Siswa yang lain kemudian menuliskan kalimat atau cerita yang di ceritakan pasangannya. 8. Pasangan yang pertama menulis paragraph dengan benar mendapatkan poin. 9. Kegiatan ini dilakukan sampai selesai pada paragraph terakhir dan dilakukan secara bergantian oleh setiap pasangan. 	<p>50 Menit</p>
-----------------------------	--	-----------------

Penutup	<ol style="list-style-type: none"> 1. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran dari topik yang diberikan sebelumnya. 2. Guru meminta beberapa siswa untuk membacakan ulang cerita Kelinci dan Kura-Kura. 3. Dan yang terakhir dibaca bersama –sama. 	12 menit
----------------	--	----------

Pertemuan 2

Kegiatan	Deskripsi kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Siswa Memberi Salam kepada guru. 2. Guru Memeriksa kehadiran siswa. 3. Guru Menyiapkan peserta didik secara psikis dan fisik serta mengkoordinasikan kelas dalam keadaan bersih dan rapih sebelum memulai proses pembelajaran. 4. Guru dan siswa bermain game dengan judul 3, 6, 9 dorr!!!. 5. Dalam permainan tersebut ada hukuman yang berkaitan dengan materi pembelajaran. 	20 Menit

Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru Menayakan tentang materi yang sebelumnya disampaikan kepada siswa. 2. Selanjutnya guru meminta siswa untuk menemukan kata kerja dalam cerita Kecinci dan Kura-Kura. 3. Guru membuat daftar kata kerja bentuk 1, 2, dan 3 di papan tulis. 4. Selanjutnya siswa menulis kata kerja yang mereka temukan dalam cerita. Siswa yang mengetahui kata kerja bentuk 1, 2, dan 3 mendapat nilai plus. 5. Guru dan siswa memeriksa hasil kegiatan. 6. Guru dan siswa melakukan feedback. 	60 Menit
Penutup	<ol style="list-style-type: none"> 1. Guru dan siswa melafalkn kosakata dengan benar. 2. Guru meminta siswa untuk rajin menghafal kosakata. 3. Guru memberikan kesimpulan terhadap proses belajar. 4. Guru meminta siswa untuk membuat resume. 5. Guru menutup kelas dengan mengucapkan salam. 	13 menit

I. Learning Evaluation

c. Indikator, Teknik, Bentuk, penilaian

Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrument
---------------------------------	------------------	-------------------

Noun	Tes tertulis	Matching
Verb		Multiple choice
Adjective		Fill in the blanks

d. Penilaian

Soal terdiri dari 25 butir soal yang terdiri dari pilihan berganda, melengkapi kalimat dan mencocokkan kata. Masing-masing soal diberi score 4. Apabila semua soal(25 soal) berhasil dijawab diberi nilai 100. Nilai KKM siswa yaitu 75. Oleh karena itu setiap siswa untuk mencapai ketuntasan harus bisa menjawab minimal 19 soal dari 25 soal yang tersedia.

Kriteria penilaian dapat dilihat dari tabel dibawah ini:

Huruf	Rentang Angka
Sangat baik (A)	86-100
Baik (B)	71-85
Cukup (C)	56-70
Kurang (D)	55

Binanga, Oktober 2021

Validator

Researcher

Rukiah Khairani Sipahutar, S.Pd

Ika Maya Sari Dlt

Appendix X

Observation Sheet

Student's Activity in Teaching Learning Process

Classroom Action Research

Subject : English

Class : X IIS-1

Cycle : I (Sabtu) / Second Meeting

Observer : Rukiah Khairani Sipahutar, S.Pd

No	Activities	Students									
		AA	AZ	AS	AT	AP	BS	DR	ER	EP	FP
1	Students not ready to study	-	-	√	-	-	√	-	-	-	-
2	Students noisy in the class	√	-	√	-	-	√	-	-	-	-
3	Students not active in group discussion	-	-	-	-	-	-	-	-	-	-
4	Students who slept in class	-	-	-	-	-	-	-	-	-	-
5	Students who asked permission	-	-	-	-	-	-	-	-	-	√
6	Students who felt boring when learning process	√	√	-	-	-	-	-	√	-	-
7	Students who sat on the move	-	-	-	-	-	-	-	-	-	-
8	Students did not have motivation to tell the story	-	-	-	-	-	√	-	-	√	-
9	Students who have not full attention to teacher's explanation	-	-	-	-	-	-	-	-	-	-
10	Students did not able to write and pronounce vocabulary well	-	-	-	-	-	√	-	-	-	-

No	Activities	Students									
		IH	ID	KZ	LJ	ML	MJ	MS	MH	NP	ND
1	Students not ready to study	√	-	-	-	√	-	-	-	-	-
2	Students noisy in the class	-	-	-	-	-	-	√	-	-	-
3	Students not active in group discussion	-	-	-	-	-	-	-	-	-	-
4	Students who slept in class	-	-	-	√	-	-	-	-	-	-
5	Students who asked permission	-	-	√	-	-	-	-	-	-	-
6	Students who felt boring when learning process	-	-	-	-	-	-	-	-	-	-
7	Students who sat on the move	-	-	-	-	-	-	-	-	-	-
8	Students did not have motivation to tell the story	-	-	-	-	-	-	√	-	-	-
9	Students who have not full attention to teacher's explanation	-	-	-	-	-	-	-	-	-	-
20	Students did not able to write and pronounce vocabulary well	-	√	-	-	√	-	-	√	-	-
The Condition of Class		<ul style="list-style-type: none"> • Students not ready to study (4 students) • Students who made noisy in classroom (4 students) • Students slept in the classroom (1 student) • Students did not have motivation to tell story (3 students) • Studentst who asked permission (2 students) • Students did not able to write and pronounce the vocabulary well (4 students) • Students who felt boring in classroom (3 students) 									

Co- Teacher

Rukiah Khairani Sipahutar, S.Pd

No	Activities	Students									
		IH	ID	KZ	LJ	ML	MJ	MS	MH	NP	ND
1	Students not ready to study	√	-	-	-	√	-	√	√	-	-
2	Students noisy in the class	-	-	-	-	√	-	-	√	-	-
3	Students not active in group discussion	√	-	-	-	-	-	-	-	√	√
4	Students who slept in class	-	-	-	-	-	-	-	-	-	-
5	Students who asked permission	-	-	-	-	-	-	-	-	-	-
6	Students who felt boring when learning process	-	√	√	-	-	-	-	-	-	-
7	Students who sat on the move	-	-	-	-	√	-	-	-	-	-
8	Students did not have motivation to tell the story	-	-	-	-	-	-	-	-	-	√
9	Students who have not full attention to teacher's explanation	-	-	-	√	-	√	-	-	-	-
10	Students did not able to write and pronounce vocabulary well	-	-	-	-	-	-	-	-	-	-
The Condition of Class		<ul style="list-style-type: none"> • Students not ready to study (6 students) • Students did not active in group discussion (7 students) • Students who made noisy in classroom (3 students) • Students have not full attention to teacher's explanation (4 students) • Students did not have motivation to tell story (3 students) • Students who sat on the move (2 student) • Students felt boring when learning process (2) 									

Co- Teacher

Rukiah Khairani Sipahutar, S.Pd

Appendix II X

Documentation

The students do Assigment



Teacher asks students about last material



Teacher makes students in groups



Students work in pairs



Students listen to material



CURRICULUM VITAE



A. Identity

Name : Ika Maya Sari Dlt
Reg. Number : 1720300012
Place/Birth : Pasar Binanga/ June, 29st 1999
Sex : Female
Religion : Islam
Address : Desa Pasar Binanga,
Kec. Barumun Tengah, Kab. Padang Lawas

B. Parents

Father's Name : Alm. Akhmad Nasaruddin Dlt
Mother's Name : Saiban Siregar

C. Education Background

1. Elementary School : SDN 0202 Binanga
2. Junior High School : MTs Negeri 3 Padang Lawas
3. Senior High School : MAN 2 Padang Lawas
4. Institute : UIN Syekh Ali Hasan Ahmad Addary
Padangsidimpuan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. PADANG LAWAS
MADRASAH ALIYAH NEGERI 2 PADANG LAWAS
Jalan Besar Binanga – Gunungtua no. 96, Binanga -22755
Email : man2palas@gmail.com

Nomor : B- /Ma.02.28.02/PP.00.6/02/2022
Sifat : Biasa
Lampiran : 1 (Satu) Berkas
Hal : **Izin Pelaksanaan Penelitian**

Februari 2022

Kepada Yth:
Dekan Fakultas Tarbiyah Dan Ilmu Keguruan IAIN Padangsidempuan

Dengan hormat

Assalamualaikum wr. wb.

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan Nomor : B-193 /In. 14/TL.00/02/2022 Tanggal 3 Februari 2022 tentang permohonan Izin Pelaksanaan penelitian skripsi mahasiswa di IAIN Padangsidempuan sehubungan dengan hal tersebut, Bersama ini kami dapat memberikan izin kepada :

Nama : **Ika Maya Sari Dit**
NIM : 1720300012
Program Studi : Tadris/ Pendidikan Bahasa Inggris
Fakultas : Tarbiyah Dan Ilmu Keguruan

Untuk melaksanakan Izin penelitian penyelesaian skripsi yang bersangkutan dengan judul "**Improving Students' Vocabulary Mastery by Using Storytelling at X Grade MAN 2 Padang Lawas**" dari tanggal 03 Februari 2022 s.d 03 Maret 2022.

Demikian surat ini kami sampaikan, untuk dapat dipergunakan seperlunya.



Kepala,
Bid. Akademik

Marsa Tinggi Siregar, M.Pd.I



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B - 193 /In.14/E/TL.00/02/2022
Hal : Izin Penelitian
Penyelesaian Skripsi

5 Februari 2021

Yth. Kepala MAN 2 Palas
Kabupaten Padang Lawas

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Ika Maya Sari Dlt
NIM : 1720300012
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Students' Vocabulary Mastery by Using Storytelling at X Grade MAN 2 Palas".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.


Dekan
Dr. Lela Hilda, M.Si.
NIP. 19720920 200003 2 002