THE EFFECTIVENESS OF READING NARRATIVE TEXTS TO PROMOTE THE STUDENT VOCABULARY MASTERY


GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment
Of the Degree of Sarjana Pendidikan Islam (S. Pd.I)
In English and Educational Department

By:

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SALATIGA
2011
DECLARATION

"In the name of Allah the most gracious the most merciful"

Hereby the writer fully declares that this thesis is composed by the writer herself, and it does not contain materials written or having been published by other people, and from other people’s idea except the information from the reference.

The writer is capable accounting for this thesis if in the future this thesis can be proved of containing others idea or in fact the writer imitates the other thesis. Likewise, the declaration is made by the writer and the writer hopes that this declaration can be understood.

Salatiga, February 28th 2011

The writer

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Case : Lina Widyastuti’s Thesis

Salatiga, February 28th, 2011

Dear

The Head of State Islamic
Studies Institute of Salatiga

Assalamu’alaikum, Wr. Wb.

After reading and correcting Lina Widyastuti’s thesis entitled “THE EFFECTIVENESS OF READING NARRATIVE TEXTS TO PROMOTE THE STUDENT VOCABULARY MASTERY (A Classroom Action Research for the Eight Years Students of SMPN 3 Ambarawa Kec. Ngampin, Kab. Semarang in the Academic Year of 2010 / 2011).” I have decided and would like to propose that if it could be accepted by educational faculty, I hope it would be examined as soon as possible.

Wassalamu’alaikum, Wr. Wb.

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The final project was approved by board of examiners of the English Department of the Faculty of Languages of State Islamic Studies Institute (STAIN) Salatiga on march, 22nd 2011 and have been declared eligible to obtain a degree of Sarjana Islamic Education in English

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MOTTO

SUCCESS IS JOURNEY, NOT A DESTINATION
(Ben Sweet land)
DEDICATION

This research is dedicated to:

1. My beloved father, Ikrom and my beloved mother, Daimah thanks for all love, support, pray, trust and finance. There is no words which can describe my thanks to you, I love you so much..........  
2. My Beloved grandfather, Jumadi and grandmother, Saudah and siti thanks for love, support, pray and trust  
3. My beloved sister, Wiwik Handayani and Hida yatul karomah thanks for being my place to share about anything...  
4. My beloved brother, Ebnu Sani......Thanks for support, share and inspiration.  
5. My beloved causin, Windy Anissa Putri and Nadhine Karenina Prameswari thanks for inspiration.....  
6. My best friends, Edy Sutrisno and Roberto Pangga thanks for the time of sharing, inspiration and togetherness.....  
7. My Friends of TBI D’ 06, Hidayah, Siska. Erna, Yoga, Budi, Fathur, Zulfa and etc. Thanks for our togetherness and experiences. I will never forget you all.  
8. The big family of SMP N3 Ambarawa  
9. The big family of STAIN Salatiga  
10. All of my friends, who cannot I call one by one

Salatiga, February 28\textsuperscript{th}, 2010

The writer
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Thanks To Allah SWT because of His wonderful blessing and His mercy, the writer can finish this thesis successfully. His incredible blessings make realize that nothing is difficult in His eyes. Thanks for your will and endless blessing in my life.

Peace and solution always be given to our beloved Prophet Muhammad SAW who has guided us from the darkness to the lightness.

However, this success would not be achieved without from support, guidance, advice, help and encouragement from individuals and institutions. Therefore, the writer would like to express the deepest gratitude to:

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9. All of friends who have helped me to finish this thesis.
10. Those who cannot be mentioned one by one.

Finally, this thesis is expected to be able to provide useful knowledge and information to the readers, and the writer is pleased to accept more suggestion and contributions from the readers for the improvement of this thesis.

The Writer
ABSTRACT

Lina Widyastuti:  THE EFFECTIVE OF READING NARRATIVE TEXTS TO PROMOTE THE STUDENT VOCABULARY MASTERY (A Classroom Action Research of Eight Year Students of SMP N3 Ambarawa in Academic Year of 2010 / 2011)

Vocabulary is one of the most important elements in learning foreign language. Vocabulary also cannot be separated from other elements. Having kinds of vocabulary is needed to master all of language skill. Poor of vocabulary can be major cause of failure to be successful in learning English. So, the teacher of Junior High School should have appropriate method in teaching English. This study is focused on the methods of teaching vocabulary by influence of reading narrative text toward vocabulary mastery. The methods of research used in this study in action research. From this study, Researcher could take the conclusion that there was a significant difference between pre test and post test, the mean of post test is greater than the mean of pre test both in cycle 1 and cycle 2. In cycle 1 is 6, 30 and cycle 2 is 9, 22. Both of them is greater than t-table with n =39 is 2, 021. The role of media is very important to increasing achievement vocabulary mastery. Therefore, to help students to remember vocabulary and practice in learning language. So, they understand and memorize the lesson. It is one of solution to be used as appropriate method in teaching learning process.

Keyword: Vocabulary Mastery, Narrative text, Junior High School
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CHAPTER I

INTRODUCTION

A. The Background of The Study

English is an international language which is used by many people in the world communication among nations either in spoken or written. Thus, it is not surprising that the teaching of English is carried out in many parts of the world. Seeing that English is an international language, our government has stipulated that English becomes the first foreign language in Indonesia. So, English has been given more special attention. Nowadays, we can see that English is not only taught at Junior High School, Senior High School and vocational school, but also at elementary school as local content. This is a new step for the national education in Indonesia (Depdiknas, 2004: 1).

The function of teaching English in Junior High School is to introduce English as the first foreign language to Junior High School students in order to be able to communicate in simple English, and then to motivate them to be ready and self-confident in learning English. The material consists of listening, writing, spelling, vocabulary, speaking reading and functional skills as the foundation to get simple language skill.

Vocabulary is one aspect in English. It is very important for studying English. Learner who just learns grammar without vocabulary will get difficulties to convey what he or she wants to say. However, learner who just learn vocabulary or just read text or open dictionary will be able to say
something (Harmer, 2001: 13). Vocabulary is needed to improve the four English skills; listening, speaking, writing and reading. The students who are less in vocabulary, will get difficulties in understanding the text, unable to speak English and difficult to read. In addition, students with a limited vocabulary also read slowly because they do not understand many of words or have to stop and look them up in dictionary (Edwards: 2006: 177).

In fact, although they study in Junior High School, the students still have difficulties in enriching their vocabulary mastery. They get difficulties in memorizing words, so they have limited vocabulary. It occurs in the second year students of SMP N 3 Ambarawa.

SMP N 3 Ambarawa is located in Jl. Ngampin – Magelang Km. 5 Ambarawa. SMP N 3 Ambarawa has been established since 1978. There are consist are 640 students of male and female students. There are 240 students in the first year, consist of six classes, in the second year, there are 200 students, consist of five classes and in the third year, there are 200 students consist of five classes.

There are many ways to enrich the student’s vocabulary mastery; one of the ways is reading narrative texts. Reading is considered to play more important than others. The teaching in reading skills result in two basic modes of information processing, firstly bottom up, it means reading employes special skill and strategies to process information based on linguistic input from the text. Secondly is top down, means processes information from his prior knowledge to make predictions about the data from the text (Endang
Fauziyati, 2005: 139). Besides that reading is viewed as a tool of communication in the written language through the forms such as text books, magazine, newspapers etc. For many people reading still regarded as the most efficient way to process information. And for Indonesian students, the ability to read English text is regarded as a bridge to understanding scientific books.

Based on the principles above, the writer tries to contribute her idea to teaching of English. The writer wants to conduct an experiment on the use of narrative text as an alternatives technique to improve the vocabulary mastery for the students. Narrative text is to inform and entertain, narrative texts will tell the story with amusing way. It provides an esthetic literary experience to the reader, narrative text is written based on life experience (Madison Smart Bell: 1993: 32).

Based the explanation text above, the writer is interested to do a research entitled: THE EFFECTIVE OF READING NARRATIVE TEXTS TO PROMOTE THE STUDENT VOCABULARY MASTERY (A Case Study of The Eight Years Students of SMPN 3 Ambarawa in The Academic Year of 2010 / 2011).

B. Statement of The Problem

Based on the explanation above, the writer proposes the statement of the problem as follow:

1. How is the profile of students' comprehension of reading narrative texts?
2. There is the profile of students' vocabulary mastery?
3. Is there any effectiveness of comprehension reading narrative texts toward vocabulary mastery?

C. The Objectives of The Study

The objectives of the study are stated as follow:

1. To find out the profile of students comprehension of reading narrative texts?

2. To find out the profile of students' vocabulary mastery?

3. To find out whether there is a effectiveness of comprehension reading narrative text toward vocabulary mastery of the eight years students's of SMPN 3 Ambarawa in academic year of 2010 / 2011.

D. The Significance of The Study

The writer hopes that this research paper will have some benefits in English teaching learning.

1. The Theoretically

a. The result of this research can be used as input in language learning for the eight years students of SMPN 3 Ambarawa in academic year of 2010 / 2011.

b. The result of this research can be used as the reference for those who want to conduct a research in language learning.
2. Practically
   a. The reader will get a large knowledge of reading narrative text vocabulary mastery.
   b. The researcher hopes that the result of this research can improve the language teaching learning process in SMPN 3 Ambarawa in academic year of 2010/2011.

E. Hypothesis

Hypothesis is a temporal answer to the research problem (Suharsimi Arikunto, 1992: 62). For this purpose, the writer has hypothesis as follow: There is an effectiveness of reading narrative text to promote the students' vocabulary mastery the eight years students of SMPN 3 Ambarawa in academic year of 2010/2011.

F. Clarification of Key of Terms

To make easy and understandable in discussing more about the title, the writer to explain the meaning of the title at glance. It consists of five mains terms, while are necessary to explain. They are as follow:

1. Effectiveness

According to Hornby (1985: 277), Effectiveness is having an effect able to bring about the result attended.
2. Comprehension

According to Hornby (1985: 174), Comprehension is the mind act or power of understanding or exercise aimed at improving or testing one's understanding of a language (written or spoken).

3. Promote

According to Hornby (1985: 669), Promote is give a higher position on rank.

4. Reading

According to Daniel Hittleman (1982: 23), reading is a verbal process interrelated to thinking with all other communication abilities, listening, speaking and writing.

5. Narrative

According to Madision Smart Bell (1993: 32), narrative is a text which is created to entertain, to gain and hold a reader interest.

6. Vocabulary

According to Evelyn Hatch and Cheryl Brown (1958: 1), vocabulary is a list or set of words for particularly language or a list or set of words that individual speakers of a language might use.

7. Mastery

According to Des Mario (1976: 2), mastery is the state of condition of being able, attitude, competence, capability, power to do something, whether physical mental, legal talent or acquired proficiencies power of mind mental gift to endowments.
G. Literature Review

In this thesis, the writer reviews several research results concerning reading narrative text toward vocabulary mastery. The first study was researched by Sofwan in 2004. He conducted a research entitled "CORRELATION STUDY BETWEEN VOCABULARY MASTERY AND GRAMMATICAL COMPETENCE TOWARD TRANSLATION SKILL OF THE SECOND YEAR STUDENT OF SMPN 2 TUNTANG IN THE ACADEMIC YEAR OF 2003 / 2004". He found there was a significant correlation between vocabulary mastery and grammatical competence toward translation skill. Moreover, he found that the correlation of study translation skill was 54.99% and the residue was correlation by the other factors such as motivation, intelligence and so on.

The second study was researched by Anita Farizanti Adhi; she conducted a research entitled "THE INFLUENCE OF STORY READING ACTIVITIES TOWARD STUDENTS VOCABULARY MASTERY (A Case Study of The Second Year Students of MTs N I Salatiga in The Academic Year of 2003 / 2004)". She found that the students' interest in story reading activities is in a high scale level. Furthermore, there was a positive correlation between story reading activities and students vocabulary mastery.

The last research was conducted by Marwanto entitled "THE INFLUENCE OF READING COMPREHENSION ACHIEVEMENT (A Case Study of The Second Year of Students of MA ISLAM Asyorkaty Salatiga in The Academic Year of 2003 / 2004)". He says that the student's
attitudes toward reading comprehension achievement were very good. Some students liked and were enthusiastic to study English materials and most of them could understand them. He also discovered that there was a positive correlation between reading habits and reading comprehension achievement.

H. Research Methodology

1. Population

Population is a generalization area that included: object or subject which is have quality and certain characteristic that fixed by observer to learned and than collect the conclusion (Sugiyono, 2008 : 117). In research of population, if the subject less than 100, it is taken all of but if the number of subject is big, we can take about 10 – 15 % or 20 – 25 % or more.

2. Sample

According to Arikunto (1988: 112), sample is a part of population being investigated in determining how many individual should be taken. Thus Arikunto suggests if the total number of population is more than 100 subjects, it is enough to take a sample between 20 – 25 % of the whole population.

This research, the writer will take 25 % the students from the population because the numbers of students are more than 100 subjects. So, the writer will take 40 subjects in class c.
3. Sampling Technique

According to Suwartono (2007: 17), sampling is a technique used for getting the sample. There are many sampling technique, used in investigation: random sampling, stratified sampling probability sampling, proportional sampling, purposive sampling, quota sampling, cluster sampling and double sampling. In this research, the writer used random sampling. It means that the research must do if the research will take samples uncertain.

4. Method of Research

In this research, the writer uses classroom action research method. Classroom action research begins with a question about classroom experiences, issues or challenges. It is reflective processes which helps teacher to explore and examine aspect of teaching and learning to take action to change and improve. Action research is usually carried out by practitioners to improve their understanding of events, situations and problems so as to increase their effectiveness of their practice. Action research is a series of reflective spirals consisting of general plan, action, and observation on action and reflection on action (Mc. Keman, 2003: 25). The cycle is then moved to a new and revised plan with action, observation and further reflection. The description of one cycle will cover general plan, action, observation on action and reflection of action.

An approach that will be done by the writer as a primary approach is descriptive qualitative. The Descriptive is describing how a technique of
learning is applied and how is the result which be wanted can be reached (Muklish, 2000; 57). Qualitative is the concept and categories, not their incidence and frequency, that are said to matter (Brannen, 1993: 5). Qualitative methods have been typically associated with analytic induction (1993: 6)

I. Outlines of The Graduating Paper

As guidance for either writer in writing the thesis or reader on whole content of the thesis, the writer needs to set up thesis outlines as follow:

Chapter one is Introduction which consist, of background of the study, statement of the problem, the objectives of the study, the significance of the study, hypothesis, clarification of key of term, literature review, and outlines the thesis. Chapter two is literature review. It consist, of the definition of reading, definition of narrative text as media teaching aids, vocabulary as a major lesson and The influence of reading narrative texts toward vocabulary mastery.

Chapter three is Research methodology which consist of the setting of research, Subject of study, Method of Research, Model of research, Technique of collecting data and Technique of data analysis. Chapter four is Teaching Implementation and Data Analysis which consist, of Cycle I, Cycle II, Analysis of cycle I and cycle II and Discussion Chapter is Closure which consist conclusion and suggestion. It present is bibliography. The last present is Appendix.
CHAPTER II

LITERATURE REVIEW

A. Reading

1. The Definition of Reading

The definition of reading according to some specialist as follows: Reading is defined as a language process of bringing and getting from printed or writing material (Marry F, 1994: 19). Reading is defined as a language process requiring the understanding of written language (Hilman Arthur, 1981: 50).

Reading is an act of one who reads (As. Hornby, 1974: 699). Reading is complex activities that gives great a mount of action separately (Soedarso, 1991: 4). Reading is to grasp language patterns from their written representation (Robert Lado, 1994: 132), and reading is the ability to draw meaning from the printed page and interpreted this information appropriately (William Grape and Fredericka L. Stoiler, 2002: 9).

2. Concept of Reading

Reading is one of the important skills in English. We can get up date information that happens worth knowledge by reading. Reading books, magazine, newspaper and library works in English can help learners to increase their mastery vocabulary. According to Harris and Sipay (1997: 7), reading is mainly concerned with learning and to recognize the printed symbols, which present speech and to respond intellectually and emotionally as he would if the widows (1985: 5).
Reading is process of getting linguistics information, the writer can assumes that reading is process to get information, knowledge from a library that is written by someone and printed out via print and it is a process to printed symbols to the readers.

3. The Purpose of Reading

According to William Grabe and Fredericka L. Stone (1995 : 70), the purpose of reading are:

a. Reading to search for simple information

It is a common reading ability, though same research see it as a relatively independent cognitive process and used so often in reading ability. In reading to search, typically scan the text for a specific piece of information or a specific word.

b. Reading to skim quickly

It is a common part of many reading tasks and a useful skill in its own right.

c. Reading to learn from texts

It is usually carried out at a reading rate some what slower than general reading comprehension (primarily due to reading and reflection strategies to help remember information).

d. Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions. About the relative importance of complementary, mutually supporting or conflicting frame to accommodate information from multiple
sources. Both reading to write and reading to critique text may be task variant of reading to integrate information.

e. Reading of general comprehension

When accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

4. Technique of Reading

In reading a literature, reader used technique to make easier in getting information. There are two techniques in reading they are scanning and skimming.

a. Scanning

Scanning is technique used to look for specific information. Scanning is not fast reading but rather a process or technique of reading. In reading at a normal speed, readers concentrate on horizontal distance between pauses. In scanning, the readers lets his eyes low down the page, maybe following a set pattern, maybe reading around word that catches his eyes. The exact technique scanning depends on the purpose. Scanning is used to locate specific information, for example in encyclopedia or an index.

b. Skimming

Skimming is used to quickly identify the main idea of the text. Skimming is done at a speed three to four times faster than normal
reading. In skimming, readers choose what they want to read. There are many strategies that can be used when skimming some people used strategy by reading the first and last paragraphs using reading, summarizes and other organizer as they move down the page or screen. You also might read the title, subtitle, subheading, and illustration.

5. The Aspect of Reading

According to Marti Dallmann (1982 : 13 – 15), the aspect of reading are:

a. Word recognition

The point of view that reading is chiefly skill in recognizing words continues to enjoy support in respectable and influence quarters.

b. Comprehension

The vast majority of teachers do not endorse the claim that the individual who can recognize words can read. To them comprehension is an absolute necessity in reading.

c. Reflection

Many educators have pointed out that word recognition and comprehensions do not comprise the total of the reading act. During the process reading, when defined as gaining meaning from the printed page. It is necessary to be able to hold ideas as they occur and conceptualize meaningful interpretation through reflection.
B. Narrative Texts

1. Definition of Narrative Texts

Narrative text is to amuse, to entertain and to deal with actual or various experience in different ways (www.narrativetext.com). Narrative text is an imaginative story to entertain people (Depdiknas, 2008: 93). Narrative text is to inform and entertain. Narrative text is organized by the story of grammar, and narrative text is organized focusing at character oriented (www.narrativetext.com).

Principally, a narrative text tells a story or talks about something happening in the past. When we tell a story that has happened in the past, logically, the grammatical feature that mainly they use will be past tense (it could also vary in other forms: past continuous, past prefect, past future, and so on). However the generic structure using past is kind of guidelines or outlines in reading and writing narrative. They should not view it as “a-must rule” in writing is possible. Remember, all the generic structures taught to students, aim at making them feel easy in writing and reading. If those rules cause students a afraid of making composition (Harris, 2000: 36).

2. The Purpose of Narrative Text

The purpose of narrative text is to entertain, to tell a story, or to provide and aesthetic literary experience. Narrative text is based on life experiences language. Its structure uses that of stories. The genres that fit
the narrative text structure are: mysteries, realistic fiction, historical fiction, and folktales.

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<th>A Story Map</th>
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<tr>
<td><strong>Beginning</strong></td>
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</table>
3. The Kinds of Narrative Text

a. A myth

A traditional story which may describe the origins of the world, a place, and or a people. It is considered a true sacred story in the remote past. Example: Theseous, Oedipus and Nyi Loro Kidul

b. A legend

A true story primarily about human in the recent past and may feature some religious reference. Example: Lake Toba, Sangkuriang and William Jely

c. A folktale

A story which is regarded as fiction, it can be a non sacred fictional story that occurs “once upon a time” and features human and non human characters. Example: Cinderella

d. A folklore

A collection of fictional tales about people and people and animals such as myth and tales. Example is Banta Barenyah.

4. Analysis the Generic Structure of Narrative Text

a. Orientation

The scene and introduces the participants / characters. In that parrot story, the first paragraph is the orientation where reader finds time and place set up and also the participant as the background of the story. A man and his parrot took place once time.
b. Complication

It explores the conflict in the story. It will show the crisis, rising crisis and climax of the story. In the parrot story paragraph 2, 3, 4 are describing the complication. Reader will find that the man face a problem of why the parrot can not say catalo. To fix this problem, the man attempted to teach the bird. How hard he tired to teach the bird is the excitement element of the complication.

c. Resolution

It shows the situation which the problems have been resolved. It must be our note that “resolved” means accomplished whether succeed or fail. In the last paragraph of smartest parrot story, readers see the problem finished. The parrot could talk the word which the man wanted. The parrot said the word with higher degree than the man taught the word to it. That was the smartest parrot.

C. The Definition of Vocabulary Mastery

1. Vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to speak, write, and listen nicely. They have to know vocabulary first. A person said to know a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context. Vocabulary knowledge involves knowing the meanings of words and therefore the
purpose of a vocabulary test in to find out whether the learners can match each word with a synonym, a dictionary-tape definition, or an equivalent word in their own language (Red John, 2000 : 16). In Oxford Learners Pocket Dictionary, vocabulary is list of words with their meanings, especially in book for learning a foreign language. Vocabulary is a powerful carrier of meaning (Harmer, 2002 : 45). Vocabulary is one of the most obvious components of language and one of first things applied linguists turned their attention (Harmer, 2001 : 4).

In the writer's opinion, vocabulary is one aspect of language in which is important in learning language because vocabularies carry meaning which is used in communication. All of the statements about vocabulary show that vocabulary is important in learning vocabulary.

Moreover, vocabulary has an important role in teaching learning process. According to Scrivener (1994 : 75). In classroom there are five role of vocabulary, they are:

b. Vocabulary is very important and needs to be dealt with systematically in its own right.

c. They need to distinguish between vocabulary for productive use and for receptive recognition.

- Productive use is the words that the students should be in using in their speech and writing.

- Receptive recognition is the set of words that we recognize and understand, but tend not to use ourselves.
d. The learner will be difficult to finish the work, if they have first met some new vocabulary.

e. They need to deal not only with single word lexical items but also with longer multi word items.

f. Training in the use of English dictionaries provides learners with a vital tool for self-study.

2. The Kinds of Vocabulary

There are some words in sentence and those collections of words include to the vocabulary because vocabulary is a list or collections of words arranged in alphabetical order and explained. Those words could be noun which is usually used as subject or object, verb or it is usually used as predicate in sentence, adverb etc. The sentence maybe further divided according to the functions of each word has in the subject-predicate relationship each of these functions is classified as different part of speech, they are:

a. Noun

It is one of most important part of speech. It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It could be the name of person, place, thing or idea.

Example:

1. It is a magazine

2. There is an umbrella
b. Verb

It is the word which expresses an action or a help to make a statement.

Example:

1. Mr. Hamam is teaching mathematic
2. The students are playing football.

c. Adjective

It is the word used to qualify noun or pronoun.

Example:

3. Mr. Herman is clever
4. This magazine is expensive

d. Adverb

It is a word used for qualifying the meaning of verb, adjective or another adverb.

Example:

5. Mrs. Nurul is teaching in the classroom
6. I go to campus at nine o’clock

e. Conjunction

It is a word used to relate one word to another one, or one sentence to another one.

Example:

7. I have to called him before I go
8. Irma and I student at nutria
f. Pronoun

It is the word which can take the place of a noun.

Example:

9. They are my lecture
10. He goes to office

g. Interjection

It is a word used to a sentence to express a sudden felling of mind or emotion.

Example:

11. Hurrah! I am the winner
12. Oh my God, I can't believe it's real.

3. The Material of Vocabulary

In learning vocabulary, there are some materials that relate with vocabulary like word family, word classes, synonyms, antonyms that can help learners in comprehending vocabulary deeper.

a. Word Family

Word family is a word is constructed by adding prefix and suffix in base word or root. In word family, we discuss about affixes. There are two affixes. They are prefix and suffix. Here is the explanation and example both of them.
1) Prefix

Prefix is a syllable added at the beginning of words to change their meaning. The words of prefixes are un-, in-, dis-, mis-, re-, pre-, etc. The prefix un- and in-, are the most common negative prefix which both mean not. Prefix mis-, means wrong, pre-, means before, re-, means again, etc. The example words of prefixes are:

* Words added prefix meaning

<table>
<thead>
<tr>
<th>Popular</th>
<th>active</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unpopular</td>
<td>inactive</td>
</tr>
<tr>
<td>Not popular</td>
<td>not active</td>
</tr>
<tr>
<td>Consistent</td>
<td>Writing</td>
</tr>
<tr>
<td>Inconsistent</td>
<td>Pre writing</td>
</tr>
<tr>
<td>Not consistent</td>
<td>before writing build again</td>
</tr>
</tbody>
</table>

For example in sentence:

a. He is not popular artist (without prefix)

b. He is unpopular artist (adding by prefix un-)

From the example, we can see both of them have similar meaning, but the difference is only in the “popular” word. In the first sentence, the popular word does not use prefix but it used to be + not to express negative meaning. While the second sentence, the popular word is added by prefix un- to express negative meaning too, the word become unpopular.
2) Suffix

Suffix is syllable added at the end of words to change their meaning or their part of speech. The words of suffix are -ment, -ion, -ness, -less, -er/-or, -its, the suffix or becomes actor (noun). While the suffixes are used to change adjective form becomes noun. The example is weak (adj) added suffix ness becomes weakness (noun). While the suffix less means without.

The example words of suffix are:

<table>
<thead>
<tr>
<th>Word</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Artist</td>
</tr>
<tr>
<td>Direct</td>
<td>Director</td>
</tr>
<tr>
<td>Use</td>
<td>Useless</td>
</tr>
<tr>
<td>Kind</td>
<td>Kindness</td>
</tr>
<tr>
<td>Agree</td>
<td>Agreement</td>
</tr>
</tbody>
</table>

For example in sentence:

19. They are play football in the yard (as a verb)

20. They are good football player (as a noun)

From the example, we can see both of them have differences in the word classes. In the first sentence, the word of play without added by suffix and the word class is verb. It describes about what the noun does. While in the second sentence, the word play is added by suffix -er. So, the word class changes
from verb (play) become noun (player). It indicates noun in the sentence.

b. Synonym and Antonyms

Learning vocabulary means that we learn about meaning. Many words in English sometimes have more than one meaning, so, there are many words although different but has similar meaning called synonyms. Beside similar sometimes we must know the opposite meaning of the word called antonym. To appropriate word in using synonyms we must consider with the context.

1. Synonym

Synonym is words that share a similar meaning. For example, old, ancient, antique; elderly are all synonym in that they share the common meaning of not young or new. However, there the similarity ends. Synonym are similar, but seldom the same. Even between words that seen interchangeable, such as taxi and cab or aborigine and eggplant one will be preferred over the other in certain context and by particular speakers. From example:

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look</td>
<td>See</td>
</tr>
<tr>
<td>Use</td>
<td>Wear</td>
</tr>
<tr>
<td>Good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>
For example in sentence:

a. Andi uses bicycle to go to school
b. He is wearing blue t-shirt.

From the example, we can see that the uses of use, and wear, in the sentence have same meaning or synonyms but it’s used in different context. Use “can” be used to describe for everything in general, while for “wear” is used to describe for something that will be used in the body.

2. Antonym

Antonym is words with the opposite meaning, for example like bold and new. It is called antonym, because the antonym of old is new. Like synonyms, the relation between such opposite is not always black and white (to use two antonyms) and the very nation of oppose ness is troublesome. The opposite of word an old woman is a young woman, but opposite of word an old record is a new record not a young record. So, it can be assumed that both synonym and antonyms have useful defining function and it depends on the context. For example:

<table>
<thead>
<tr>
<th>Word</th>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man</td>
<td>Woman</td>
</tr>
<tr>
<td>Old</td>
<td>New</td>
</tr>
<tr>
<td>Young</td>
<td>New</td>
</tr>
</tbody>
</table>
The example in sentence:

a. Mr. Yayan Karyana is young man
b. He is an old man
c. The example in sentence:
d. My uncle has two old car
e. My uncle has two new car

From the examples, we can compare between first example and second example. Although both of the sentences use old word but the antonym is different. For the first example, the antonym of old is young because it describes age. While for the second example, the opposite meaning of old is new because it describes the condition of car. So, the writer can assume that when we will use both antonym and synonym, it must be appropriate with the context in a sentence or text.

4. Teaching Vocabulary

In learning, learners must master in vocabulary. To improve students’ vocabulary, teacher taught the vocabulary in classroom. According to Emerald (1981 : 149), there are some steps in teaching and developing vocabulary to students:

a. Present the word clearly written in a paper or write it on the blackboard.

b. Pronounce the word for the child, making sure that he or she looks at the words as it is pronounced.
c. Have the child pronounce the word, making sure that the child looks at the word when it is pronounced.
d. Explain the meaning of the word and present the word in written sentence context:
   1. Read the students read the students.
   2. Have the students read the sentence aloud.
   3. Have the student's identity the word, underlined the word and give its meaning.
e. Have the students make a sentence using the word.
f. Have the students look at the sentence and read it aloud.
g. Present the word in isolation again, let the students pronounce it and give its meaning.

5. The Tool for Developing Vocabulary

Dictionary is one of tool for developing vocabulary. It gives the information of the meaning of words alphabetically. It can be used as a last resort when guessing from context’s strategies fail. But, it can also be used productively, both for generating text and as resources for vocabulary acquisition. Its usefulness depends on learners being able to access the information they contain both speedily and accurately. There are some key skills in using dictionary effectively:
a. Recognizing feature of dictionary layout such as use of alphabetical order, hard words, grammar and pronunciation information, definition etc.
b. Discriminating between the different meanings of words.

c. Cross-checking (when using the bilingual dictionary) that the translation equivalent that is offered is the best choice for the meaning that is required.

d. Using synonyms, antonyms and other information to narrow the choice of best words for the meaning intended.

e. Inferring the spelling of an unfamiliar word from only having heard it, in order to check its meaning in the dictionary.

6. The Mastery of Students' Vocabulary

In learning vocabulary, people will experience development each year appropriate with their age. According to Richard (1989 : 177) for native speakers of language, they continue to expand their vocabulary in adulthood. In social role and mode of discourse taking place in adulthood. In vocabulary there is continued development beyond the childhood years with adults constantly adding new words to their vocabulary through reading, occupation and other activities. The primary period for conceptual development, however is early childhood. Measurement of vocabulary knowledge is difficult and it is only approximately. According to Watts (1994 : 140), suggest that the average child enters elementary school with a recognition vocabulary of 2,000 words, that age 7 this has reached some 7,000 words, so at age 14, the child should be able to recognize 14,000 words. According to Mackey (1965 : 173), the vocabulary of adults has been variously estimated at between 10,000 words for non-academic adult
to over 150,000 for a professional scientist. College students are estimated to understand some 60,000 to 100,000 words. Berry estimates that for spoken English the average person speaking an a telephone makes use of a vocabulary of only some 2,000 words (Mackey, 1965 : 178). Meanwhile, for Indonesian learners who learn English as one of foreign language that is taught in school, they have limited words or vocabulary. So, they experience low development in expanding the vocabularies.

D. The Student’s Motivation

Motivation is kinds of internal drive while pushes, someone to do things in order to achieve something (Harmer, 1980 : 105). Motivation is failure of virtually any complex task (Brown, 1980 : 22). Motivation is commonly thought of an inner drive, impulse, emotion, or desire that moves one to a particular action. Motivation is a critical component of learning (http://www.psychologycampus.com).

The motivation that brings students to the task of learning English can be effected and influenced by the attitude of a number of people some sources of motivation of the students are:

1. The Society where The Students Live in

   Outside any classroom there are attitudes to language learning and the English language in particular.

2. Significant Others
A part from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them.

3. The Teacher

A major factor in the continuance of student’s motivation is the teacher.

4. The Method

Method is vital that both in the teacher and students have some confidence in the way teaching and learning take place.

There are ways to enhance intrinsic motivation in the classroom.

1. Arouse Interest

It is important to convince students of the importance and interest level of the material that is about to be presented, to show that the knowledge to be gained will be useful.

2. Maintaining Curiosity

A skillful teacher will use a variety of means to further arouse or maintain curiosity in the course of the lesson.

3. Help Students Set their Own Goals

People will work harder for goals that they have set for themselves, than if they were set by others.

4. Express Clear Expectations

Students need to know exactly what they are supposed to do, how they will be evaluated, and what the consequences of success will be.
5. Provide Clear Feedback

Feedback can serve as an incentive. It can be a clear and specific and given close in time to the performance. It should be informative and motivational and help by giving them suggestions for future success.

E. The Effective of Reading Narrative Texts to Promote the Student Vocabulary Mastery

According to Lognam Dictionary (2002: 212), influence is power to have an effect. This study try to find out there is or not a significant influence of reading narrative texts toward vocabulary mastery of the second year students of SMP N 3 Ambarawa in academic year of 2010 / 2011.

According to Madison Smart Bell, 1993 : 40), the uses of simple of English in reading narrative texts make students are easily memorized. The reading narrative texts are able to make students enjoy in teaching learning process, so they are confident to share their ideas because they have enough vocabulary mastery. They are many people like read, especially the students. Sometimes, they read to novel or comic if the students read the texts, have a word and try to find out the meaning of words. It is possible will help the students to improve their vocabulary mastery.

The students may be reading texts not only in classroom, but also wherever as possible they can do. Therefore, if the students more often reading narrative texts try to find out words of the texts in order to know spelling of the words in the lyric and try to find out meaning words of the English, their vocabulary mastery will improve.
CHAPTER III
RESEARCH METHODOLOGY

A. The Setting of Research

SMPN 3 Ambarawa is subsidized by government, established in 1976 and operates teaching learning process in 1978. The location of SMPN 3 Ambarawa is on Jl. Ngampil – Magelang Km. 5. This location is very suitable for teaching learning process because it is not so crowded. The building construction is permanent and it belongs to the institution. The situation of SMPN 3 Ambarawa as follow:

1. Building

Table 3.1

Building of SMPN 3 Ambarawa

<table>
<thead>
<tr>
<th>No</th>
<th>The Kind of Room</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom</td>
<td>16</td>
<td>Fine</td>
</tr>
<tr>
<td>2</td>
<td>Head master room</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>3</td>
<td>Administration room</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>4</td>
<td>Library room</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>5</td>
<td>The school healthy rom</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>6</td>
<td>Mosque</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>7</td>
<td>BP / BK room</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>8</td>
<td>Laboratories</td>
<td>2</td>
<td>Fine</td>
</tr>
<tr>
<td>9</td>
<td>Meeting room</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
The Kind of Room | Total | Condition
---|---|---
Teachers toilet | 2 | Fine
Students toilet | 5 | Fine
Cooperation room | 1 | Fine
Canteen | 3 | Fine
Teacher room | 1 | Fine

2. Teacher’s Condition

Teacher is very important in teaching learning process, because teacher who teach the subjects for the students.

There are the data of SMPN 3 Ambarawa about the teacher and administrator.

Table 3.2

Teacher and Administrator of SMPN 3 Ambarawa

In Academic Year 2010 / 2011

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Status</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drs. Ibrahim</td>
<td>Head Master</td>
<td>S1</td>
</tr>
<tr>
<td>2</td>
<td>Diah Eski PMS</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>3</td>
<td>Drs. Marzuki</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>4</td>
<td>Sidi</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>5</td>
<td>Drs. Sukirno</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>6</td>
<td>Puji Lestari</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>7</td>
<td>Endra Nurhayati</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Status</td>
<td>Education</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------</td>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td>8</td>
<td>Khabib Bastari</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>9</td>
<td>Ratih Perbetasari</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>10</td>
<td>Anik Sri Andayani</td>
<td>Teacher</td>
<td>D3</td>
</tr>
<tr>
<td>11</td>
<td>A. Hartanti Wahyuni</td>
<td>Teacher</td>
<td>D3</td>
</tr>
<tr>
<td>12</td>
<td>Purwanto</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>13</td>
<td>Eliza Ani Winarno</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>14</td>
<td>Dono Raharjo</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>15</td>
<td>Drs. L. Idayati</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>16</td>
<td>Suwarni</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>17</td>
<td>Hening Wijayanti</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>18</td>
<td>Winarti Astuti</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>19</td>
<td>Drs. Sutono</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>20</td>
<td>Widyastuti</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>21</td>
<td>Gundari</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>22</td>
<td>Herawati Ningsih</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>23</td>
<td>Mulyati</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>24</td>
<td>Sri Susilowati</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>25</td>
<td>Wiwik Suwarti</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>26</td>
<td>Faizah Aini</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>27</td>
<td>Sri Wulandari</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>28</td>
<td>Anastasia Yuana Sari</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Status</td>
<td>Education</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------</td>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>29</td>
<td>Bambang Sulistyo</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>30</td>
<td>Tegus Hariyanto</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>31</td>
<td>Widodo</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>32</td>
<td>Drs. Rahman</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>33</td>
<td>Drs. Sarbino</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>34</td>
<td>Woro Anggraeni</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>35</td>
<td>Drs. G. Danus</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>36</td>
<td>Drs. Sularto</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>37</td>
<td>Sri Sulasri MS.</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>38</td>
<td>Yeda Kurniawan</td>
<td>Teacher</td>
<td>S1</td>
</tr>
<tr>
<td>39</td>
<td>Joko Supriyanto</td>
<td>Administrator</td>
<td>D3</td>
</tr>
<tr>
<td>40</td>
<td>Lis Hariyadi</td>
<td>Administrator</td>
<td>D3</td>
</tr>
<tr>
<td>41</td>
<td>Suyadi</td>
<td>Administrator</td>
<td>D3</td>
</tr>
<tr>
<td>42</td>
<td>Beti Nurdiana Sari</td>
<td>Administrator</td>
<td>D3</td>
</tr>
<tr>
<td>43</td>
<td>Sri Utami</td>
<td>Administrator</td>
<td>SMK</td>
</tr>
<tr>
<td>44</td>
<td>Winanro</td>
<td>Administrator</td>
<td>SMK</td>
</tr>
<tr>
<td>45</td>
<td>Nur Muhammad</td>
<td>Administrator</td>
<td>SMK</td>
</tr>
</tbody>
</table>
3. Students Condition

Table 3.3

Students of SMPN 3 Ambarawa in Academic Year 2010 / 2011

<table>
<thead>
<tr>
<th>No</th>
<th>Grade</th>
<th>Student Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>1</td>
<td>X</td>
<td>110</td>
</tr>
<tr>
<td>2</td>
<td>XI</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>XII</td>
<td>95</td>
</tr>
</tbody>
</table>

4. The Student Activities

Generally, there are 2 activities of students, those are:

a. Intra Curricular Activities

Intra curricular activities are activities are done by students and teacher in learning process. The intra curricular activities in SMPN 3 Ambarawa are done at school begin 07.00 AM until 01.30 PM and the subject’s schedules are determined by SMPN 3 Ambarawa.

b. Extra Curricular Activities

Extra curricular activities are done by students after the intra curriculum activities. The students join to extra curricular activities appropriate with their interest. The extra curricular activities includes of “scout”.
B. The Subject of The Study

The subject of the study is the second year students of SMPN 3 Ambarawa. The total numbers of students are 38 it consist of 20 male and 18 female. The students’ lists details as follows:

Table 3.4
The Second Year Students of SMPN 3 Ambarawa
In Academic Year 2010 / 2011

<table>
<thead>
<tr>
<th>No</th>
<th>Student Number</th>
<th>Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4448</td>
<td>Afrizal Afif</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>4463</td>
<td>Arif Pujianto</td>
<td>Male</td>
</tr>
<tr>
<td>3</td>
<td>4466</td>
<td>Arliana Diah A</td>
<td>Female</td>
</tr>
<tr>
<td>4</td>
<td>4468</td>
<td>Ayu Lestari</td>
<td>Female</td>
</tr>
<tr>
<td>5</td>
<td>4474</td>
<td>David Agung M</td>
<td>Male</td>
</tr>
<tr>
<td>6</td>
<td>4475</td>
<td>Dayinta Sekar P</td>
<td>Female</td>
</tr>
<tr>
<td>7</td>
<td>4476</td>
<td>Debby Setiawan</td>
<td>Male</td>
</tr>
<tr>
<td>8</td>
<td>4477</td>
<td>Dedy Muhrifiq</td>
<td>Male</td>
</tr>
<tr>
<td>9</td>
<td>4481</td>
<td>Dwi Prasetyo</td>
<td>Male</td>
</tr>
<tr>
<td>10</td>
<td>4484</td>
<td>Dwiana Wuri H</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>4487</td>
<td>Endhika Sidiq P</td>
<td>Male</td>
</tr>
<tr>
<td>12</td>
<td>4488</td>
<td>Erna A</td>
<td>Female</td>
</tr>
<tr>
<td>13</td>
<td>4491</td>
<td>Fajar Ari W</td>
<td>Male</td>
</tr>
<tr>
<td>14</td>
<td>4492</td>
<td>Febriana Dwi S</td>
<td>Female</td>
</tr>
<tr>
<td>15</td>
<td>4494</td>
<td>Fitri Wulansari</td>
<td>Female</td>
</tr>
<tr>
<td>No</td>
<td>Student Number</td>
<td>Name</td>
<td>Sex</td>
</tr>
<tr>
<td>----</td>
<td>----------------</td>
<td>-----------------------</td>
<td>-------</td>
</tr>
<tr>
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</table>

C. Method of Research

In this research, the writer uses classroom action research method. Classroom action research begins with a question about classroom experiences, issues or challenges. It is reflective process which helps teacher to explore and examine aspect of teaching and learning to take action to change and improve. Action research is usually carried out by practitioners to improve their understanding of events, situations and problems so as to increase their effectiveness of their practice. Action research is a series of reflective spirals consisting of general plan, action, and observation on action and reflection on action (Mc. Keman, 2003: 25). The cycle is then moved to a new and revised plan with action, observation and further reflection. The description of one cycle will cover general plan, action, observation on action and reflection of action.

An approach that will be done by the writer as a primary approach is descriptive qualitative. The Descriptive is describing how a technique of learning is applied and how is the result which be wanted can be reached (Muklish, 2000; 57). Qualitative is the concept and categories, not their
incidence and frequency, that are said to matter (Brannen, 1993: 5). Qualitative methods have been typically associated with analytic induction (1993: 6).

Based on many definitions above about action research; the researcher can conclude that action research is one of form of research that trying out an idea in practice of a social situation with a view to improving or changing something, trying have a real effect on the situation.

D. The Procedure of Research

This study used classroom action research, according to Kemmis (in Hopkins, 1985). Action research along with the major steps of planning, action, observation and reflection before revising the plan, they are:

1. Planning

   The research is needs to prepare instruments which support in teaching learning process, they are:

   a. Preparing material, making lesson plan, and designing the steps in doing action.

   b. Preparing list students name and scoring

   c. Preparing teaching aids

   d. Preparing sheets for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied)

   e. Preparing a test (to know whether students vocabulary mastery or not)
2. Action

Action is process of doing something, this very important because in this time researcher needs to know about students' ability and also researcher gives some of pre test, teaching and solving students' problem. The writer would like to try the procedure as describe below:

a. Introduction / greeting
b. Check of the present of the students
c. Giving pre test
d. Asking the students about the vocabulary that relation with theme
e. Teaching vocabulary by ostensive means
f. Asking the students some questions orally and students have to answer orally about the theme

3. Observation

Observation is one of the instruments in collecting data. As a scientific method, observation can be systematically used to observe and note the phenomena investigated like the students feeling, thinking, and something they do in teaching learning process. So the researcher will observe the students by analyzing the result of field note which is made by the partner of researcher. Beside that the researcher will analyze the result of pre test and post test to know whether the students' vocabulary improve or not.
4. Reflection

The result of the observation is analyzed. It is to remember what happen which has recorder in observation. Reflection seeks to make sense of process, problem and real issues in strategies action.

E. Model of Research

The model which is used in implementation of this research is below:

(Kemmis in Hopkins 1985)
F. The Technique of Collecting Data

1. Test

To get the data, the researcher will do the test that consist of pre test and post test. The function of pre test is to know how far is the vocabulary mastery of the students before they reading of narrative text and the function of post test is to know the increasing of vocabulary mastery after they reading of narrative text.

2. Document

The researcher needs documents to know about the situation of school and data students. Documents include not only the official but also the more work a day, work plans and materials.

3. Observation

Besides doing test, the researcher will do observation in class with classroom action research. Observation is more than just looking and seeing. The task of observation is to be able to represent a social scene in a way which is recognizable to the actors involved, is considered valid and true representation of their action.

4. Field Note

Field note refers to various note recorders by scientists during or after their observation of a specific phenomenon they are studying.
G. Technique of Data Analysis

After collecting the data, the next step of the study is analyzing the data. The data are the result of pre test 1,2 and post test 1,2 in two actions. There are two ways to analyze the data, they are:

1. Descriptive Technique

   Descriptive technique is used to know the students behavior during the teaching learning process. In descriptive technique, the researcher will analyze the observation sheet which has been made by her partner.

2. Statistical Technique

   Statistical technique is used to know is there any an influence to the students vocabulary or not from the result of pre test and post test. This research is calculated by t-test analysis (Suharsimi Arikunto, 1989: 70).

   The steps are below:

   \[ \overline{D} = \frac{(\overline{X}_2 - \overline{X}_1)}{n} \]

   Where:

   \( \overline{D} \) : Different between pre test and post test

   \( \overline{X}_1 \) : Score of pre test

   \( \overline{X}_2 \) : Score of post test

   \( n \) : The number of students

   After calculate the mean, the researcher will calculate SD.
\[ S_D = \frac{\frac{1}{n} \sum (D)^2}{n-1} \]

Where:

- \( S_D \) : Standard deviation for one sample t-test
- \( \bar{D} \) : Difference between pre test and post test
- \( n \) : Number of observations in sample

3. T-test

After calculate the \( S_D \), the researcher will calculate t-tests to know is there any significant differences or no between pre test and post test.

\[ t_{\text{test}} = \frac{\bar{D}}{S_D} \]

Where:

- \( S_D \) : Standard deviation for one sample t-tests
- \( \bar{D} \) : Difference between pre test and post test.

H. Pre Research

1. Planning

Planning is one of important material when the researcher will do research. In this time, the researcher prepares all of the material such as teaching aids, sheets and list of students.
2. Class Observation

The researcher will observe the teaching learning process and make field note. The teachers begin the lesson by giving question to the students that have a relation with the theme. There are a few students who answer the teacher question.

Teacher gave example the way to understand vocabulary. And asked to the students to listen and they understand the text. The teachers ask to the students to search the meaning of word. Then the teacher asked to the students to submit the text and teacher explained about Cinderella.

3. Analysis

From the field note above, the researcher knows that most of students just keep silence in the teaching learning process but there are active students. However the students look lazy and are not confidence to say something in class.

4. Reflection

After seeing the action above and analyze it, the researcher knows the situation in teaching learning process. So the researcher will implement a media to the students which is appropriate with them.
CHAPTER IV

THE IMPLEMENTATION OF THE STUDY

In this chapter, the researcher would like to analyze the data gathered from the action research activities. The data was obtained from the teaching learning process and evaluation. The aim of the analysis is to measure students’ vocabulary improvement in teaching learning process in applying narrative text. In this research the data consist of pre test, post test and field note. In this research implementation the writer has arranged two cycles, cycle I and cycle II.

A. Cycle I

1. Planning

   The activities are preparing:

   a. Lesson plan

      Lesson plan is a teacher activities orientation so teaching learning process in classroom can be arranged.

   b. Material

      Text with title “Cinderella”

      Cinderella

      Once upon a time there was a girl called Cinderella. She lived with her stepsisters. They were very bossy. She had to do all the house work.

      One day an invitation to the ball came to the family. Her stepsisters would not her go. Cinderella was sad. The stepsisters went to the ball without her.

46
Fortunately, the family godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her and then e married her. They happily ever after.

b. List of students’ name

c. Sheet for classroom observation

Preparing sheet for classroom observation is to know the situation of teaching learning process when the method or technique is applied.

d. Tests

Test including pre test and post test in order to measure students’ vocabulary improvement such as in cycle I.

2. The Implementation of The Action

On Wednesday, January 26th 2011, the teacher entered her English class. Before starting the lesson the teacher asked students to answer the pre test in order to check their vocabulary mastery such as in cycle I. After 30 minutes she asked students to collect the answer sheet on her table. Then she introduced the material. She asked did all of students know about Cinderella she asked who want to tell Cinderella for uas but none. So she guessed students to tell a story slowly. One of students tried to tell story and the others added it. The students were told a story in Indonesia.

Teacher invited all of students to Lear a Cinderella in English in order to give new vocabulary for them. Then she distribued the paper for all of students. She read the text in order students got the story in target in front of class but none wanted to read it. She commanded boy on the corner to read the text loudly and carefully. When she heard the students
sound she felt that students still have bad pronunciation and she also wrote kinds of words on the blackboard such as: foind, flew, gently, invitation, stepsister, godmother, dance, prince and happy. Then she commanded others to read the next paragraph. While, she is reading the teacher wrote again about orientation, complication and resolution in blackboard.

After she read the teacher asked did students know the definition of each vocabulary but all of them answered “no”. The teacher read the text and ordered students to repeat after her. Then she offered students to practice the story as play but all of them answered no because they are shy, maybe they are afraid and felt difficult.

After students knew all of the words definition the teacher asked them to answer her questions. Most of them raised hand. She chooses one of students to write down the definition of words on the blackboard one by one. After they finished writing on the blackboard the teacher asked students about the lesson, most of them answered they are happy and understand with lesson. And then the teacher gave them post test for about 30 minutes. Then the teacher commended students to collect the answer sheet.

3. Observation

In the second cycle, the researcher also gets the field note from his partner which monitoring the students activity in the action and know students ability in understanding vocabulary.
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<th>Name</th>
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<th>Score Post Test</th>
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<td>Score Post Test</td>
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<tr>
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<td></td>
<td>□ : 284</td>
<td>□ : 334</td>
</tr>
</tbody>
</table>

From the data above, the researcher will find out the result of differences between pre test and post test by t-test analysis the process as follow:

a. Calculate to Value

1) Prepare the table from the result of pre test and post test to get □ D and □ D².

Table 4.4
The Data for t-test Calculation

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<th>No</th>
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<th>Post-Pre (D)</th>
<th>D²</th>
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<td><strong>334</strong></td>
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</table>

2) Calculate standard deviation of difference between pre test and post test

\[
SD_D = \sqrt{\frac{\sum D^2}{N}}
\]

\[
SD_D = \sqrt{\frac{138.75 - 6.5^2}{40}}
\]
\[ SD_D \sqrt{3.4687 \times (15.375)^2} \]
\[ SD_D \sqrt{3.4687 \times 236.3906} \]
\[ SD_D \sqrt{232.921} \]
\[ SD_D \times 15.2617 \]

3) Calculate \( t_o \)

\[
\begin{array}{c}
\ h D \\
\hline \hline \\
\ h N \\
\hline \hline \\
\ h SD_D \\
\hline \hline \\
\ h \sqrt{N - 1} \\
\end{array}
\]

\[
\begin{array}{c}
\ h 615 \\
\hline \hline \\
\ h 40 \\
\hline \hline \\
\ h 15.2617 \\
\hline \hline \\
\ h \sqrt{39} \\
\end{array}
\]

\[
\begin{array}{c}
\ h 15.375 \\
\hline \hline \\
\ h 15.2617 \\
\hline \hline \\
\ h 6.25 \\
\end{array}
\]

\[
\begin{array}{c}
\ h 15.375 \\
\hline \hline \\
\ h 2.4418 \\
\end{array}
\]

\[ t_o \times 6.30 \]

b. Giving interpretation \( t_o \)

1) Calculating \( df \)

\[ df = N - 1 \]
\[ = 40 - 1 \]
\[ = 39 \]
2) Consult with t-table value

With df: 39, the value of t-test with degree of signification of 5% is 2.021.

3) Comparing $t_o$ with $t_t$

$t_o$, 6.30, therefore is greater than $t_t$ with the degree of signification of 5%. If $t_o$ the same or greater than t-test so null hypothesis is rejected.

4) Conclusion

a) If the result of t-test in calculation is greater than t-table, so $h_o$ (null hypothesis) is rejected.

b) t-table with n = 39 is 2.021

c) 6.30 > 2.021

d) T-test calculating is greater than t-table.

So, $h_o$ is rejected. Therefore there is a significant difference between pre test and post test.

From the above statement, the researcher sees that the mean between pre test and post test has a significant difference, where post test is greater than test. It shows that reading narrative text gives influence in vocabulary mastery, because the students' achievement is increasing after the students reading narrative text.

4. Reflection

By analyzing the result of action 2, the researcher concludes that the students can improve their vocabulary since they can answer the
question better in the post test than in the pre test. It indicates that they know and understand the meaning of the words well.

B. Cycle II

Based on the result of cycle I, it is necessary for the researcher to continue the text cycle.

1. Planning

   a. Lesson Plan

       Lesson plan is a teacher activities orientation so teaching learning process in classroom can be arranged

   b. Materials

       The story text with title “Rabbit and Crocodile”.

       **Rabbit and Crocodile**

       Once upon a time, a rabbit wanted to cross a river but the couldn’t swim. He had in idea. He saw a boss of crocodile “Hw many crocodiles are there in this river?” The boss of the crocodiles answered “there are twenty of us, where are they?” asked the rabbit. “Why?” the boss of the crocodiles asked. “All of you are god, nice gentic and kind. So, I want you to make a line, I will know how kind you are”. Said the rabbit.

       The boss then called all of his friends and asked them to make a line from one side to the other side of the river. Then, the rabbit started to count while jumping from one crocodile to another. One…. Two…..until twenty, and finally he thanked to all of the crocodiles because he finally could cross the river.
c. List of students' name

d. Sheet for classroom observation

Preparing sheet for classroom observation is to know the situation of teaching learning process when the method or technique is applied.

e. Test

Including pre test and post test. The objective is to know whether students' vocabulary improves or not. Pre test was conducted at the beginning of the research. The objectives of this test to check to what extent the students were familiar with the words that would be presented in action research.

2. The Implementation of The Action

On Monday, January 24th 2011, the researcher entered to the class. She introduced the mode of presentation in studying by narrative text. There were 40 students who followed this test including male students and female students, the teacher introduced herself because this is second meeting for them in the classroom. Before starting the lesson the teacher done pre test, she distributed the question for all of students. They had 20 multiple choices. After for about 30 minutes, teacher asked students to collect their answer sheets on teacher's table.

The topic used in this cycle is rabbit and crocodile. The teacher distributed materials for all of students. Teacher read the story, played her face expression, and changed her voice based on the story. Teacher saw that the children are enjoyable and concentration. The teacher asked one of
the students, he came in front of the class and tried to read the paper then he read very slowly. He is shy because he felt that his pronunciations not too good. The teacher said do not shy and asked to read the text laudly. The others listened and paid attention. While he read the text the teacher wrote some vocabulary on the blackboard such as; cross, river, saw, nice, gentic and jumping.

Then the teacher gave post test to the students. The post test is done for about 20 minutes. After that all of students submitted their post test. The teacher asking whether the any difficult. All students answered no mom.

The teacher commanded from girls to try read of them. The teacher added on blackboard such as; orientation, complication, and resolution.

The teacher commanded students to read their paper. Then she asked students who want to read the text in front of class but no one wants so she called on of them. A boy walked and their friends gave applause. He read the text very slowly.

The teacher asked what did students feel when follow this lesson. They answered enjoy, fun and sometimes confused. Teacher closed the class, she asked students to keep their paper because it can be a source for them.

3. Observation

In the first cycle, the researcher takes a field note from her partner who has been written above by monitoring the students’ activity and to know the students ability in understanding vocabulary. In addition, to
know that there is a significant improvement or not, the researcher will analyze by using t-test calculating. The researcher will show the data presentation of pre test and post test before analyzing t-test.

Table 4.1
Pre Test and Post Test Score

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score Pre Test</th>
<th>Score Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Afrizal Afif</td>
<td>5</td>
<td>7.5</td>
</tr>
<tr>
<td>2</td>
<td>Arif Pujiyanto</td>
<td>6.5</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Arliana Diah A</td>
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</tr>
<tr>
<td>4</td>
<td>Ayu Lestari</td>
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<tr>
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<tr>
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<td>Dwi Prasetyo</td>
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<tr>
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<td>Score Post Test</td>
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<tr>
<td>37</td>
<td>Sulistyio Adi S</td>
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<td>8.5</td>
</tr>
</tbody>
</table>
From the data above the writer will find out the result of differences between pre test and post test by t-test analysis the process as follow:

e. Calculate $t_0$ value

The steps are as follow:

1) Prepare the table from the result of pre test and post test tp get $D$ and $D^2$

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<th>Score Post Test</th>
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<th>$D^2$</th>
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2) Calculate standard deviation of difference between pre test and post test
\[ SD_D = \sqrt{\frac{D^2}{N} - \frac{D^2}{N}} \]

\[ SD_D = \sqrt{\frac{118.5}{40} - \frac{57^2}{40}} \]

\[ SD_D = \sqrt{2.9625 \cdot 1.425^2} \]

\[ SD_D = \sqrt{2.9625 \cdot 2.0306} \]

\[ SD_D = \sqrt{0.9319} \]

\[ SD_D = 0.9653 \]

3) Calculate \( t_o \)

\[ t_o = \frac{D}{\sqrt{N \cdot 1}} \]

\[ t_o = \frac{57}{\sqrt{40}} \]

\[ t_o = \frac{0.9653}{\sqrt{39}} \]

\[ t_o = 1.425 \]

\[ \frac{0.9653}{\sqrt{39}} \]

\[ t_o = \frac{1.425}{0.9653} \]

\[ 6.244 \]

\[ t_o = \frac{1.425}{0.1545} \]

\[ t_o = 9.22 \]
f. Giving interpretation $t_o$

1) Calculate df

   $$df \quad : N - 1$$
   $$ \quad : 40 - 1$$
   $$ \quad : 39$$

2) Consult with t-table value

   With df: 39, the value of t with degree of signification of 5 % is 2.021.

3) Comparing $t_o$ with tt

   $t_o : 9.22$ is greater that tt with degree of signification of 5 %.

4) Conclusion

   If $t_o$ is same or greater that tt so null hypotesis is rejected.

4. Conclusion

   If the result of t-test in calculating is greater that t table SD, the $h_o$
   (null hypothesis) is rejected, $h_o = \text{there is no significant difference between}
   \text{pre test and post test mean}. \text{T-table with n = 40 is 2.021, 9.22 > 2.021 t-tets}
   \text{calculating is greater than t-table. So, } h_o \text{ is rejected. Therefore, there is a}
   \text{significant difference between pre test and post test mean.}

   \text{From the above statement, the researcher sees that the mean}
   \text{between pre test and post test has a significant difference, where post test}
   \text{is greater than are test. It shows that reading narrative texts gives influence}
   \text{in improving students' vocabulary, because the students' achievement has}
   \text{been increase after they reading narrative text.}
5. Reflection

After analyzing the result of action I, the teacher concludes that method is very important in teaching learning process because many students have low ability in understanding the vocabulary. They have difficulty in understanding words. Most of students get under 7 for the score.

C. Analysis between Cycle I and Cycle II

Based on the data in cycle I and in cycle II, the writer will analyze the students’ vocabulary improvement. The improvement as follows:

1. The mean of pre test in cycle I is 6.9 and increase 49 % to be 8.2 in post test.

2. The mean of pre test in cycle II is 7.1 and increase 55 .% to be 8.25 in post test.

Table 4.5

The Students Improvement in Cycle I and Cycle II

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<td>Total Students</td>
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<tr>
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From the data calculation above shows that by applying narrative text students can improve their vocabulary mastery. In addition from t<sub>1</sub> calculation also are greater than pre test in cycle I and cycle II. It shows that there is a significant differences between mean in pre test and post test not only in cycle I but also in cycle II too. Mean from the cycle I is greater than mean in cycle II it shows that students vocabulary mastery has improved in cycle II. It can be concluding that most of students like reading because it can play their imagination, motivate them in learning process, as the interesting method to apply in classroom and for students in Junior High School.
CHAPTER V
CLOSURE

A. Conclusion

Based on the result of the research, the writer draws some conclusion about effectiveness of reading narrative texts to promote the students’ vocabulary mastery of the eight years students’ of SMP N3 Ambarawa in academic years of 2010/2011 as follow:

1. The profile of students’ comprehension of reading narrative texts is fair (6,30) in the cycle I, and it increased to high and cycle II (9,22). It means that narrative text is appropriate with the situation and condition of students’ in SMP N3 Ambarawa in learning English. Besides that, the students’ are more interested and involved actively in teaching learning process.

2. The profile of students’ vocabulary mastery is improved. It can be seen from the score of cycle I (6,30) and cycle II (9,22). The Mean of cycle I is greater than that of in cycle II. It shows that students’ vocabulary mastery creased in cycle II. It means that the students’ more consciously learn words and their meanings.

3. It is proved that there is significant effectiveness of teaching vocabulary mastery using reading narrative texts to among second year students’ of SMPN 3 Ambarawa in academic year of 2010 / 2011. The result is obtained from computation of t-test formula to
measure the effectiveness of reading narrative text to promote the students' vocabulary mastery of the second year students' of SMPN 3 Ambarawa in academic year of 2010 / 2011. The result of t-test calculation with n=39 is 2.021 in cycle 1 is 6.30 and cycle 2 is 9.22. If t-table same or greater than t-calculation, so null hypothesis (Ho) is rejected. Ho is no significance different between pre test and post test mean. The t-test calculation above is greater than t-table. So, Ho is rejected, therefore there is a significant different between pre test and post test mean. The researcher can see that the mean between pre test and post test has a significant different, where post test is greater than pre test. It shows that narrative text give effectiveness in students' vocabulary mastery, because the students' achievement has been increaseds after the students' did the reading narrative texts.

B. Suggestion

At last, the writer would like to propose some suggestions which hopefully would be useful for all institution sides, students, and next researcher as follow:

1. For the English Teacher
   a. The strategy of teaching vocabulary will influence the student's ability to Lear. They should pay attention to the fact that the students are more encouraged to improve the teaching learning process.
b. The use of instructional media should be encouraged. It would be facilitate the students to understand the learning subject and possibly, it will make the instruction more impressive.

c. The English teacher should give the student's motivation and great explanation that learning English especially vocabulary is such an easy and interesting to Lear.

2. For the Students

a. Motivation is an important factor in the process English learning, so the students should develop their motivation.

b. Students should study English harder to reduce their difficulties or English learning.

3. For the Researcher

The student's achievement of a lesson is very important, in teaching learning process the teacher should use media instruction that make the students' interest to learn and more understand about the material. So, the following researcher can develop similar study that is detail in vocabulary mastery.
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APPENDIX
RENCANA PELAKSANAAN PEMBELAJARAN

SMP : SMP N3 AMBARAWA
MATA PEMBELAJARAN : BAHASA INGGRIS
KELAS/SEMESTER : VIII (Delapan) / II

STANDAR KOMPETENSI

Memahami makna dalam esei pendek sederhana berbentuk narrative, recount dan
descriptive untuk berinteraksi dengan lingkungan sekitar

KOMPETENSI DASAR

Membaca nyaring bermakna teks fungsional dan essay pendek sederhana
berbentuk narrative dengan ucapan, tekanan dan intonasi yang berterima yang
berkaitan dengan lingkungan sekitar

INDIKATOR

1. Membaca nyaring dan bermakna teks essay berbentuk narrative
2. Mengidentifikasi berbagai makna teks
3. Mengidentifikasi tujuan komunikatif teks narrative
4. Mengidentifikasi langkah retorika dan ciri kebahasaan teks narrative

JENIS TEKS : transaksional/ monolog
TEMA : Fauna
ASPEKS/SKILL : membaca
ALOKASI WAKTU : 1x 45 menit

1. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:
• Memperoleh kosakata terkait dengan jenis teks
• Menguasai tata bahasa terkait dengan jenis teks
• Memperoleh berbagai informasi terkait jenis teks
• Menguasai tujuan komunikatif dari teks yang di dengar

2. Materi pembelajaran

**Rabbit and Crocodile**

Once upon a time, a rabbit wanted to cross a river but the couldn’t swim. He had an idea. He saw a boss of crocodile “How many crocodiles are there in this river?” The boss of the crocodiles answered “there are twenty of us, where are they?” asked the rabbit. “Why?” the boss of the crocodiles asked. “All of you are god, nice genetic and kind. So, I want you to make a line, I will know how kind you are”. Said the rabbit.

The boss then called all of his friends and asked them to make a line from one side to the other side of the river. Then, the rabbit started to could while jumping from one crocodile to another. One.... Two....until twenty, and finally he thanked to all of the crocodiles because he finally could cross the river.

3. Metode pembelajaran / tehnik : Three – phase technique

4. Langkah – langkah kegiatan

• Kegiatan Pendahuluan

  ✓ Tanya jawab berbagai hal terkait kondisi siswa
✓ Siswa menjawab tentang jenis teks yang mereka ketahui
dengan ciri – cirinya
✓ Mengerjakan pre test

• Kegiatan inti
✓ Mendengarkan cerita yang diucapkan guru
✓ Menemukan kata – kata sulit yang digunakan dalam teks
✓ Membahas kata – kata sulit yang digunakan dalam teks
✓ Membahas tata bahasa yang terdapat dalam teks
✓ Menjawab pertanyaan tentang isi teks
✓ Menyebutkan bagian – bagian dalam teks
✓ Melakukan perintah yang diucapkan oleh guru

• Kegiatan penutup
✓ Menanyakan kesulitan siswa selama kegiatan belajar
mengajar
✓ Menyimpulkan materi pembelajaran
✓ Mengerjakan post test

5. Sumber belajar : Lets Talk Grade VIII for
junior high school

6. Penilaian
• Teknik : merespon ungkapan
• Bentuk : multiple choice
• Instrument
Two Thin Goats

Once, there were two goats. Both of them were hungry. They were tied together with a brown rope. They wanted to eat the green leaves from two separated bushes.

One both was on the left. The other bushes wash on the right.

The goats thought they could do everithing on their own. However to rope was short. They tried and tried but could not reach the bushes. They were sad.

Then, the goats decided to work together. First they are the leaves on the left. The leaves were delicious. The goat were happy.

1. The texts tell us about the....
   a. thin goats   c. goats unit
   b. hungry goats d. leaves on the right
2. There are.....goats in the story.
   a. 2               c. 4
   b. 3               d. 5
3. A: “What did the goat want to eat?”
   B: “They wanted to eat…….”
   a. rope
   b. bushes
   c. green leaves
   d. trees

4. The goats wanted to eat because they were…….
   a. near the leaves
   b. tied together
   c. hungry
   d. near the bushes

5. The goats were sad because
   a. They were hungry
   b. The rope was short
   c. They could reach the bushes
   d. They were tied together

6. The colour of the rope is…….
   a. white
   b. brownish
   c. blue
   d. brown

7. A: “Were the leaves very delicious?”
   B: ………..
   a. Yes, they did
   b. Yes, they were
   c. Yes, they are
   d. Yes, they have

8. The similar meaning for the word happy is…….
   a. pleased
   b. worry
   c. sad
   d. afraid

9. The goats can reach the bushes by…….
   a. Cutting the rope
   b. Working together
   c. Walking together
   d. Doing everything on their own

10. The word together means…….
    a. individually
    b. cooperatively
    c. competitively
    d. collectively

Text for number 11 – 15

Once upon a time, a rabbit wanted to cross a river but he couldn’t swim. He had in idea. He saw a boss of crocodile “Hw many crocodiles are there in this river?” The boss of the crocodiles answered “there are twenty of us, where are
they?” asked the rabbit. “Why?” the boss of the crocodiles asked. “All of you are
god, nice gentic and kind. So, I want you to make a line, I will know how kind
you are”. Said the rabbit.

The boss then called all of his friends and asked them to make a line from
one side to the other side of the river. Then, the rabbit started to count while
jumping from one crocodile to another. One..... Two.....until twenty, and finally
he thanked to all of the crocodiles because he finally could cross the river.

11. The text above belongs to....
   a. recount                                      c. narrative
   b. description                                 d. procedure

12. The purpose of the text above is to....
   a. refer about past event
   b. amuse the reader
   c. describe about the crocodiles and the rabbit
   d. inform the friendship between the crocodiles and the rabbit

13. The story tells us about.....
   a. twenty crocodiles
   b. the boss of the crocodiles
   c. a rabbit and twenty crocodiles
   d. a rabbit want to cross the river

14. There are........crocodiles in the river.
   a. seventeen                                    c. nineteen
   b. eighteen                                     d. twenty

15. The moral lesson of the passage is.....
   a. life must go on
   b. life is always easy
   c. we cant judge some one from his or her physical appearance
   d. don’t hurt others if you don’t want others hurl you
Text number 16 – 17

Once upon time, there was a king. If wished to marry Dewi Sekartadji. She is Panji Asmoro Bangus’s wife. The king........(16) Dewi Sekartadji. Fortunately, the god narad saved Sekartadji. He turned her into a golden snail. The God.......(17) golden snail to drift along the river in order to find her husband.

16. The correct answer is......
   a. kidnap
   b. kidnapped
   c. is kidnapping
   d. will kidnapping

17. The correct answer is.....
   a. was telling
   b. is telling
   c. told
   d. tell

Text for number 18 – 20

Once upon a time, there lived two frogs. The young frog said to its father, “oh father, this morning I saw a very big animal, much bigger than you”.

“That was only farmer white’s horse”, said the old frog. “He is not so big. I can easily make myself as big as him”, the old frog added.

Then the old frog started to blow himself up. “Was he as big as this?” he asked.

“Oh, much, much bigger”, said the litte frog. The old frog blew and blew.

“Was he as big as this?”, he asked again.

“Much, much bigger”, said the little frog desperately.

“I am sure”, said the old frog finally, as he continued to blow, “that he was not so big........” But then, suddenly, the old frog burst.

18. When does the story take place? The story take places is......
   a. morning
   b. evening
   c. afternoon
   d. night

19. The character of the text above is.....
   a. good
   b. lazy
   c. smart
   d. arrogant
20. The moral of lesson of the passage is.....
   a. life is always easy
   b. we may not arrogant
   c. don’t hurt other people if you don’t want other hurt you
   d. we cant judge some one from his or her physical appearance
POST TEST

Nama : 
Kelas : 

Petunjuk Umum :
1. Tulislah lebih dahulu nama dan kelas pada lembar jawaban yang tersedia!
2. Bacalah setiap soal yang Anda kerjakan!
3. Kerjakan lebih dahulu soal-soal yang Anda anggap mudah!
4. Periksalah kembali pekerjaan Anda sebelum diserahkan kembali!

Those the correct answer by crossing a, b, c, or d!
This text is for no. 1 – 5

Cinderella

Once upon a time there was a girl called Cinderella. She lived with her stepsisters. They were very bossy. She had to do all the house work.

One day an invitation to the ball came to the family. Her stepsisters would not her go. Cinderella was sad. The stepsisters went to the ball without her.

Fortunately, the family godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her and then e married her. They happily ever after.

1. How was Cinderella? She was…..
   a. a poor girl                      c. a happy girl
   b. a luck girl                    d. a bad girl
2. How were her stepsisters? They were…..
   a. diligent girls                c. kind girls
   b. lazy girls                   d. nice girls
3. Why was Cinderella sad? Because......
   a. She get an invitation
   b. Her stepsisters asked her to go
   c. Her stepsisters didn’t permit her to go the ball
   d. She didn’t have a party coat
4. “...she had to do all the housework....”
   The underlined word refers to....
   a. her mother
   b. stepsisters
   c. Cinderella
   d. God mother
5. Who helps Cinderella to get to the ball?
   a. her stepsisters
   b. her mothers
   c. the fairy godmother
   d. the princess

The text is for no. 6 – 10

The Swallows and the Spiders

The spiders lived happily, weaving his web and catching insects for food. But as he saw the swallows flying and catching worms on the threes, he felt frustrated.

“I am the master web-weaver, yet the swallows are claiming the pick of worms”, he lamented. “I will now weave a web to catch the swallows themselves”.

So the spider created a swallows-catching web, putting in weeks of labor.

But the swallows broke through the web with ease. All the labor, through the weeks, was lost in a moment “Now I realize that catching swallows is beyond my capacity”, he confessed. He resumed his insert-catching job and was happy with it.

6. How did the spider get the food
   a. by weaving the web
   b. by catching insects
   c. by the catching warms
   d. by catching swallows
7. Why the spider did created swallow-catching web?
   a. He is a master weaver
   b. He wants to catch swallows
   c. He wants to catch insects
   d. He wants to catch worms

8. Was the spider successful in catching the swallows?
   a. yes, he was
   b. yes, he did
   c. no, he wasn’t
   d. no, he didn’t

9. How long did to make the web?
   a. A moment
   b. In a week
   c. All the weeks
   d. In weeks

10. "...He resumed his insect-catching job and was happy with it..." The underlined words refer to.....
   a. Swallows
   b. The spiders
   c. The labor
   d. To catch

*The text is for number 11 – 15*

Once upon a time there lived a kind-hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an I’ll-tempered old woman who didn’t like the sparrow. She cut the sparrow’s tongue. That’s why the bird returned to its previous nest.

Knowing that their sparrow flew away, the kind man and woman looked for their sparrow. They walked a long a way, crossed the bridge, climbed a mountain and passed the wood.

Not long after wards, they found the sparrow’s nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets, one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose one.

They chose the small one. And that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealouse, the I’ll-tempered old woman did the same thing as the kind man and woman did. She chose the big basket which actually contained
wasps and venomous crawlers, such as scorpions, centipedes and other horrible creatures. Finally, they stung and bit her to dit.

11. What is the purpose of the text?
   a. The inform something
   b. To describe someone
   c. To entertain to redder
   d. To report something

12. What is sparrow? It is.....
   a. a chicken
   b. a bird
   c. a cat
   d. a fly

13. What is the resolution of the story?
   a. A kind-hearted woman found a poor little sparrow
   b. An I’l-tempered woman cut the sparrow’s tongue
   c. The horrible creatures stung and bit the I’l-tempered old woman to
      death
   d. The kind hearted man and woman looked for the sparrow.

14. What is the best title for the story?
   a. The old woman and sparrow
   b. The tongue of sparrow
   c. The sparrow’s nest
   d. The tongue cut sparrow

15. “....before they went home....”

The underlined words refer to....
   a. The sparrow
   b. The old woman
   c. The kind man and woman
   d. The kind

**Text for number 16 – 20**

Once upon a time, there lived an old lady crow who was mean and ungly.
One day, mis Crow had stolen a big piece of cheese. And the, she flew on to
branch to enjoy it.

On the other place, under the tree, a sly creature, Mt. Fox, who wanted the
cheese for himself, came up and spoke politely to her.
"Oh Miss Crow, how beautiful you are! What a lovely beak, what lovely feathers you have! What pretty eyes! If only you could sing, you would be the most beautiful bird in the world!"

Very pleased to hear all of this about herself, Miss Crow gave a loud croak to show that she could sing. The cheese fell down, and Mr. Fox ran away with it, laughing loudly.

16. According to Mr. Fox, what made Miss Crow to be the most beautiful bird in the word?
   a. If she give him the cheese  
   b. If she could sing  
   c. Is she could dance  
   d. Is she could paint

17. "...and Mr. Fox ran away with it, laughing loudly" (Last paragraph).

   The word "it" refers to....
   a. the tree  
   b. a branch  
   c. a lovely beak  
   d. a big piece of cheese

18. What we learn from the story?
   a. Don’t be arrogant  
   b. Don’t be easily flattered  
   c. Keep alert  
   d. Keep trying

19. The purpose of the text is to
   a. entertain readers  
   b. tell a past event  
   c. tell about something in general  
   d. explain how to make something

20. What is the text about?
   a. old lady Crow  
   b. lovely beak  
   c. Mr. Fox  
   d. beautiful bird
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# LEMBAR KONSULTASI SKRIPSI

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**NIM**: 11306098  
**Pembimbing**: Setia Rini, M.Pd

**Judul**: The influence of Narrative Text towards Vocabulary Mastery (A Case Study of the Eight Years Students of SMKN 3 Ambon)

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**Catatan:**

Setiap konsultasi lembar ini harus dibawa

**Pembimbing**: Setia Rini
**LEMBAR KONSULTASI SKRIPSI**

**NAMA MAHASISWA:** Lina Wiacyanti  
**NIM:** 11206098  
**PEMBIMBING:** Setia Rini M.pd  
**JUDUL:** The Influence of Narrative Text towards Vocabulary Mastery (A Case Study of the Eight Years Students of SMPN3 Ambonara)

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**CATATAN:**  
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

**PEMBIMBING**
CURRICULUM VITAE

NAME : LINA WIDYASTUTI

NUMBER : 11306098

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           Kab. Semarang, Jawa Tengah 50773

EDUCATION : SDN TUNTANG 03
             SMP N3 AMBARAWA
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             STAIN SALATIGA
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**Total** 88
Nomor: Sti.24/K-1/PP.00.9/I-1.3.074/2010
Lamp. : Proposal Skripsi
H:1 : Pembimbing dan Asisten
Pembimbing Skripsi

Yth. 1. Setia Rini, M. Pd
2.

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa:

Nama : LINAWIDYASTUTI
NIM : 11306098
Jurusan : TURHIYAH
Judul Skripsi :

THE INFLUENCE OF READING NARRATIVE TEXTS TOWARDS VOCABULARY MASTERY (A Case Study of the Eight Years Students of SMPN 3 Ambarawa in the Academic Year of 2010/2011)

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

a.n. Ketua,
Bendahara Ketua Bidang Akademik

[Signature]

Rahmat Hariyadi, M.Pd.
9670112 199203 1 005

Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporan)
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SMP NEGERI 3 AMBARAWA
Ngampil Jl.Magelang KM 3 Kec. Ambarawa Kab.Semarang ☎ (0298) 596490 ✉ 50651
TERAKREDITASI : A

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 070 / 017 / 2011

Dasar : Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Nomor : Sti.24/K-1/TL.01/235/2011
Tanggal : 27 Januari 2011
Perihal : Permohonan Izin Penelitian

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NIM : 11306098
Jurusan : Tarbiyah
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Jenjang Program : S 1 (Strata 1)
Tahun Akademik : 2010/2011
Pekerjaan : Mahasiswa Sekolah Tinggi Agama Islam (STAIN) Salatiga

Telah melaksanakan kegiatan penelitian di SMP Negeri 3 Ambarawa dalam rangka menyusun Skripsi dengan Judul "THE INFLUENCE OF READING NARRATIVE"
Tanggal pelaksanaan : 20 Januari 2011 s.d. selesai

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya

Ambarawa, 29 Januari 2011
Kepala Sekolah

Drs. Ibrahim
NIP 19620829 198803 1 006

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2. Ketua Bidang Akademik