

**IMPROVING STUDENTS' VOCABULARY THROUGH
SHORT STORY AT THE TENTH GRADE OF SMAN 2
PALOPO**

A Thesis

*Submitted to fulfil one of the requirements to obtain an S.Pd. Degree in English
Language Education Study Program of the Faculty of Education and Teacher
Training of the State Islamic Institute of Palopo*



By
CINDY PUSPITASARI
15.0202.0139

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
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IAIN PALOPO

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2020**

THESIS APPROVAL


This thesis, entitled “Improving Students’ Vocabulary Through Short Story at the Tenth Grade of SMAN 2 Palopo” written by Cindy Puspitasari, Reg. Number 15.02.02.0139, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on **Thursday, September 03th 2020 M**, coincided with **Muharram 15th 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

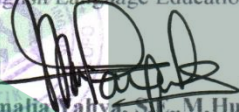
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2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of ALLAH SWT, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our Prophet MUHAMMAD SAW., safety and peace be upon him. Alhamdulillah the writer expresses her gratitude to the almighty God (ALLAH) that have been given guidance, inspiration and good health. So, the researcher could finish the thesis entitled “Improving Students Vocabulary Through Short Story at the Tenth Grade Students of SMAN 2 Palopo”.

The writer realizes that the existence of this thesis was by receiving much advice, guidance, encouragement, and comments from many people, even though this thesis still far from being perfect. Therefore, the writer would like to express her deepest gratitude to the following people.

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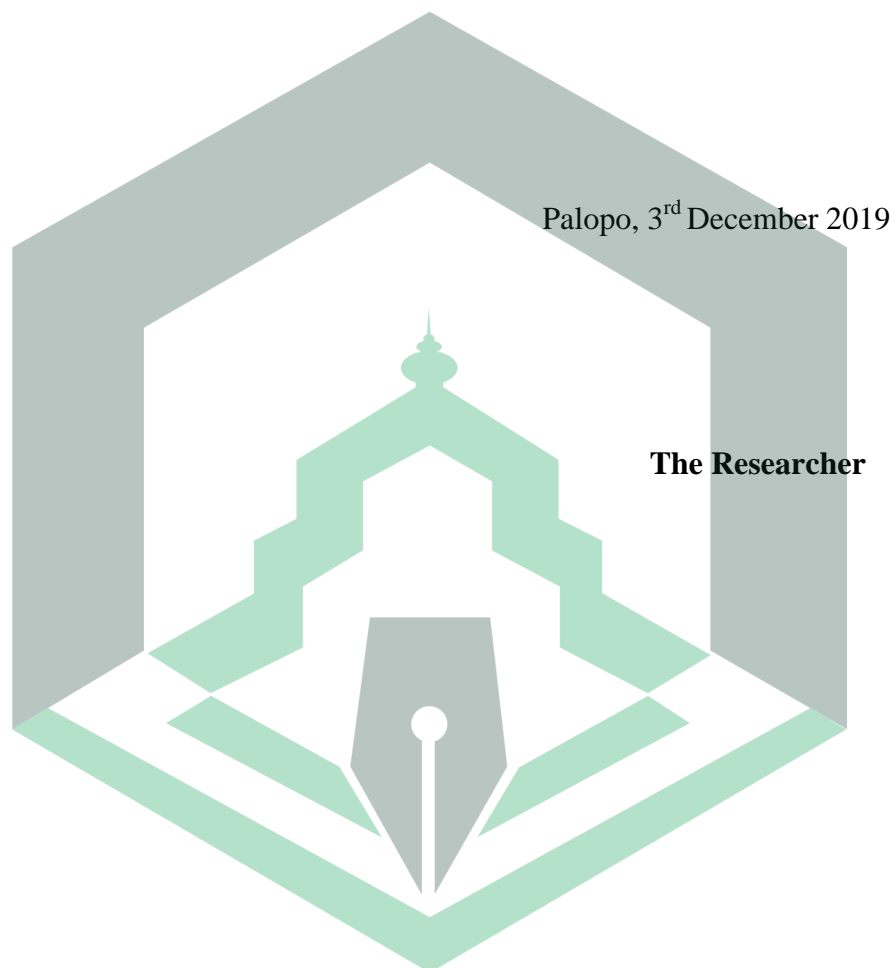
The writer hopes this thesis can give some values to the students of the English department, the English teachers and the readers especially in developing teaching-learning of vocabulary. The writer admits that this thesis is imperfect so

that the writer will accept suggestions from the readers in order to make it better.

The writer hopes that this thesis would be beneficial to everyone.

Finally, the writer dedicates this thesis, ALLAH SWT may bless us.

Aamiin.



ABSTRACT

CINDY PUSPITASARI, 2020. *“Improving Students’ Vocabulary Through Short Story at the Tenth Grade of SMAN 2 Palopo”* Thesis, English Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo (IAIN), Under Supervisors (1) Wahibah, S. Ag., M. Hum. (2) Muhammad. Iksan, S. Pd., M. Pd.

Keywords: Vocabulary, Short Story

This research was about improving students’ vocabulary through short story at the tenth grade of SMAN 2 Palopo. The problem statement of this thesis is: Does short story is effective improving students’ vocabulary at the tenth grade of SMAN 2 Palopo? The objective of the research is to find out whether or not short story is effective in improving students’ vocabulary at the tenth grade of SMAN 2 Palopo

This research employed Pre-Experimental. This population of this research was the tenth grade of SMAN 2 Palopo. Total population was 215 students. The sample were X IPA 2 and consist of 25 students. The sampling technique is one important aspects of research, and the sampling technique in this research was purposive sampling. The instruments of the research were vocabulary test. The researcher gave pretest and posttest to the students.

The result showed that the students’ mean score of post-test is higher than the mean score of pre-test (90.08 > 82.64). The result of statistical analysis between the pre-test and post-test for level of significance 0.05 with degree of freedom (df) = 22, the analysis the p Value is 0.00 and the α is 0.05, therefore $p < \alpha$ (0.00 < 0.05). It means that H_a accepted and H_o rejected. As a result, there is a significant difference in vocabulary achievement between the students who are taught by using short story. Based on the result of this research, the researcher concluded that short story can improve students’ vocabulary.

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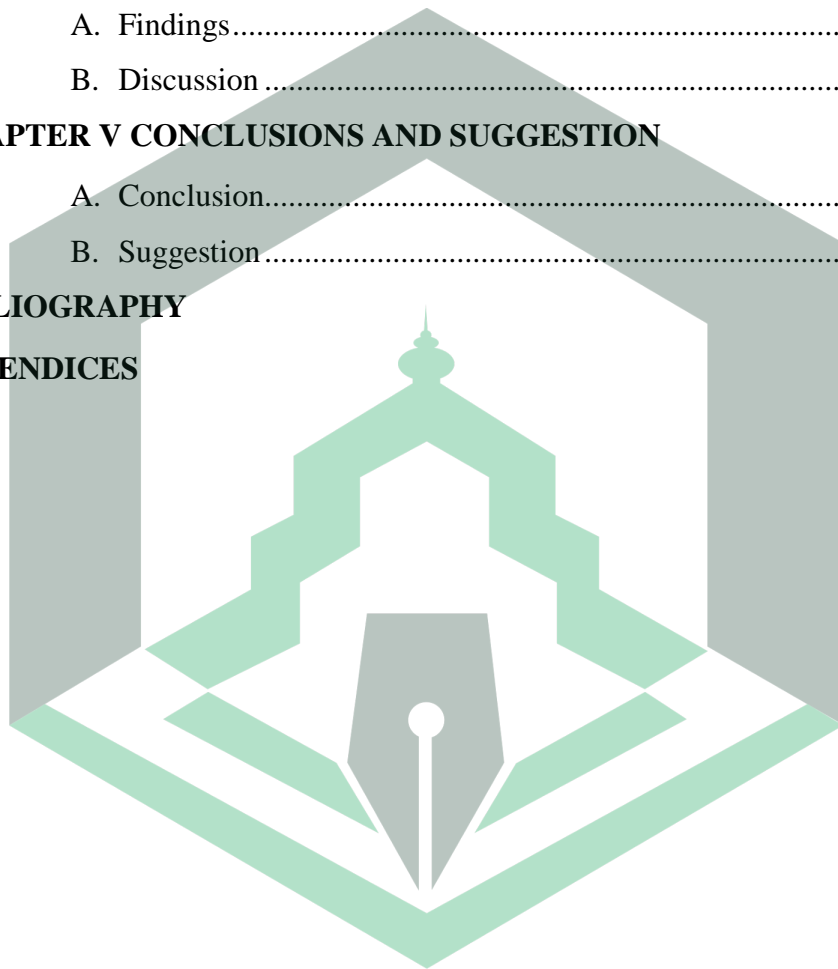
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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one element language and all about words or a special set of words you are trying to learn. According to Alqahtani vocabulary is a set of words that are used for communication and one can convey the information that submitted so it is very important to learning vocabulary.¹ So, vocabulary is central to English language teaching because, without sufficient vocabulary, students cannot understand each other or express their ideas. Nagy said that increasing vocabulary knowledge is a basic part of the process of education.² Ozen said that vocabulary has a crucial role in both language teaching and communication. It is impossible to communicate without words.³

Vocabulary is important to learn for the students because we can construct or organize our ideas in the sentence, the process of some information through mastery vocabulary. As we know the sentence that we produce is built by vocabulary. There are methods to improve vocabulary, one of using media.

According to Cohen, there are many kinds of games that can be used to teach vocabulary to the students. Then, she also explains that nowadays the language teachers have a higher duty to teach their students about vocabulary to

¹ MOFAREH ALQAHTANI, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, III.3 (2015), 21–34 <<https://doi.org/10.20472/te.2015.3.3.002>>.

² E William and Edrs Price, *Nagy 1988 Teaching Voc Reading Comp.Pdf*.

³ Baki Ozen', *Teaching Vocabulary through Poetry in an EFL Classrome*, 1.international online journal (2012), 60.

reinforce their students and to stress its importance.⁴ Another, Sasson said that stages of vocabulary practice should be thought in a variety of fun communicative contexts to students will feel confident using the new word and one of the ways that can create fun and communicative learning is by using or play the game.⁵ It shows that the use of the game in teaching vocabulary is very meaningful and enjoyable. This is because the game can include another perception and insight into the students.

Furthermore, Koprowski states that both the repetition and retrieval practice of new items is the keys to learning vocabulary. It is the best by organizing fun, competitive and motivating vocabulary games and activities⁶. Vocabulary is very important to learn because it can construct or organize ideas into the sentence and vice versa it is known those sentences that are produced are built by vocabulary. It means that the students have to pay attention to how important the vocabulary is. It also shows that vocabulary is so essential that is considered a must. However, the students always feel difficult is speaking not only because of their fewer attitudes toward the importance of process the powerful vocabulary itself but also vocabulary. Vocabulary is not a simple matter, because learning thousand of words by heart make the students bore, that is why the aim of acquiring and having sufficient vocabulary cannot be reached.

⁴ 'Baki Ozen'.

⁵ 'Baki Ozen'.

⁶ 'Baki Ozen'.

Based on the writer's observation on 18th May 2019 at SMAN 2 of Palopo, the writer found some problems with students' vocabulary. The teacher who has initial "D" said "we cannot impose the students to the master of vocabulary because the English language is not their mother tongue, so they were very difficult to have many vocabularies. Then students still low in mastering vocabulary because they afraid of making a mistake." So that the problem is how to teach the students to improve their vocabulary, because the teaching of vocabulary for senior high school needs an appropriate and different strategy, so that the students feel enjoyable, become active in the classroom. In this case, the writer will use the describing picture in learning vocabulary. By using describing picture students can increase their ability on vocabulary learning.

B. Problem Statement

Based on the background of the study previously, the researcher will try to answer the research question: "Does the use of short story effectively improve students' vocabulary at the tenth grade of SMAN 2 Palopo.?"

C. Objective of the Research

Based on the problem statement, the objective of the research is to find out whether or not a short story is effective in Improving Students' vocabulary in the tenth grade of SMAN 2 Palopo.

D. Significant of the Research

The significances of this research expected to be useful information for English teacher to be more creative in teaching and learning process especially in teaching vocabulary to motivate students to learn English and also this research

will be very useful for the students who are still lack of vocabulary so that they can get encouraging on it and to be informed for all people who study English.

E. Scope of the Research

The scope of research is the use of short stories in improving students' vocabulary at the tenth grade of SMAN 2 Palopo. This research is limited to nouns, adjectives, and verbs of vocabularies.

F. Operational Definitions

1. Vocabulary is a main component of language or a word that has the meaning used by people to talk or write such nouns, verbs, or adjectives, adverbs.
2. Translating short story is translating ideas or thought of English short story to Indonesian one.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Preview Studies

Some researchers conducted their research on the use of various techniques in teaching vocabulary:

Milasari (2016), "*Developing Students' Vocabulary through Reading Short Story at the Eight Grade of SMP PMDS Putra*", found that using reading short stories is effective in developing students' vocabulary at the Eight-grade of SMP PMDS Putra Palopo. It was proven by there was a significant difference between the students' mean score of pretest and posttest. In the pretest, the students' mean score is 77.3480 and the students' score in the posttest is 96.8720. The students' answers in the text that reading short stories improve students' vocabulary make students easy to memorize and in learning makes students get fun and enjoy. This research used purposive sampling. The number sample is 25 students. This research used experimental methods with pre-test and post-test design. The pre-test is given to knowability of the students' vocabulary and the posttest given to know the students' improvement in students' vocabulary after given the treatment.⁷

Yuliana (2016) "*improving students reading skills through the short story at the eleventh year of SMA PMDS Putra Palopo*", found that this research shows that there is a significant improvement in students' reading skills through the short story at the eleventh year of SMA PMDS Putra Palopo. The results of

⁷ 'Milasari', *Developing Students' Vocabulary through Reading Short Story at the Eight Grade of SMA PMDS Palopo*, 2016.

the data analysis show that t_{test} (7.098) was higher than t_{table} (2.093). It indicated that a short story is effective to improve students' reading skills in the eleventh year of SMA PMDS Putra Palopo. In this research, the population students of the eleventh year of SMA PMDS Putra Palopo. The sample was taken by purposive sampling. The number of sampling is 20 students. This research used the pre-experimental method with pretest and posttest design. The pre-test is given to know the students' improvement in reading skills after treatment.⁸

Alamsyah Pratama (2011) "*improving students writing skills through the short story at the third-year students of English department of STAIN Palopo*", found that the result of the researcher hypothesis is acceptable because t_{test} bigger than t_{table} , the $t_{\text{count}} = 14.471446 > 2.09$ with $df = 19$. The research shows that there is a significant improvement of students' writing skills through the short story in English and by using questionnaires the researcher found that most of the students gave a positive response to the method applied by the researcher. In this research, the research is focused on the third-year students of STAIN Palopo 2011/2012 academic year, the number of the students are 158 students. The researcher took 20 students as the sample based on the concept of the ideal class through purposive sampling.

The research method is experimental. The design is one of group pre-test, post-test design. The data analyzed quantitatively. The test is significance

⁸ Yulina, *Improving Students' Reading Short Story at the Eleventh Year of SMA PMDS Putra Palopo*, 2016.

acceptability is $\alpha = 0,05$. the instrument for collecting data was reading text, writing tests, and questionnaires.⁹

The different research with previous researchers is Milasari's thesis she used Junior high school as her object in her research. Meanwhile, in this research, the researcher used Senior high school. Also, Yuliana's thesis she took Senior high school in her research especially at the eleventh grade as her object. Then, in Alamsyah Pratama's thesis, he took the third-year students of the English department of STAIN Palopo and also he focuses on writing skills of the students but in this research focus on reading skill.

B. Some Pertinent Ideas

1. Vocabulary

a. Definition of Vocabulary

The goal of the teaching and learning process is to enable the student to acquire the four language skills. They need lots of vocabulary because vocabulary has an important role in communication using the target language. In communication, vocabulary is an important component. Without vocabulary mastery, it is impossible to make meaningful sentences in communication. Vocabulary is a list word.

Learning a language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. There are many definitions of what vocabulary is. Vocabulary

⁹ Alamsyah Pratama, *Improving Students' Writing Skill Through Short Story at the Third Year Students of English Department of Stain Plopo*, 2011.

can be defined as words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)¹⁰. Meanwhile, Bamhart stated vocabulary words are a collection of vocabulary the usual to communicate for everyone.¹¹

John M. Echols and Hassan Sadily state that Vocabulary means that all of the words in the world registered.¹² According to Linse, Vocabulary is the collection of words that an individual knows. The only words that can easily be featured are nouns. It is important to remember that even though nouns are important, vocabulary is more than just nouns.¹³ Not only that, vocabulary is a very important word that we are mastered in learning English and also make us easy in using English. According to the Oxford dictionary, vocabulary is 1) all the words that a person knows or uses, 2) all the words in a language, 3) list of words with their meaning.¹⁴ Vocabulary is a list or collection of words arranged in an alphabetical or explained; a dictionary or lexicon, either in a whole single work author, a branch of science.¹⁵ It means that vocabulary is a list of words that a person knows their meaning or uses in a language.

¹⁰ Susan B. Neuman and Julie Dwyer, 'Missing in Action: Vocabulary Instruction in Pre-K', *The Reading Teacher*, 62.5 (2009), 384–92 <<https://doi.org/10.1598/rt.62.5.2>>.

¹¹ Herlina, 'Meningkatkan Pemahaman Kosakata Bahasa Inggris Melalui Metode Permainan Bingo', *Jurnal Ilmiah Visi PTK-PNF*, 10.2 (2015), 114–21 <<http://journal.unj.ac.id/unj/index.php/jiv/article/view/3749>>.

¹² John M. Echols & Hassan Sadily, 'No Title', *John M. Echols & Hassan Sadily, Kamus Inggris- Indonesia, Jakarta; PT.Gramedia Pustaka Umum*, 1997, p.631.

¹³ Caroline T. Linse, *Practical Language Teaching: Young Learners (New York: McGraw-Hill*, 2005,p. 121.

¹⁴ Oxford Learner's Pocket Dictionary (4th.Ed) (New York: Oxford University Press, 'No Title', 2008,p. 495.

¹⁵ Brayne Quote, *Definition of Vocabulary, Online:///F./Vocabulary.Htm*. Accessed on June 28th 2018.

Vocabulary is a very essential part of learning language because to be able to master a language we automatically have to master its vocabulary. Also, according to Hatch and Brown, vocabulary is a list or set of words for a particular language or as a set of words that individual speakers of language might use. It means that vocabulary is one of the important components of language to communicate.¹⁶ The conclusion that vocabulary is a collection of words that the students have in English vocabulary.

Based on the reference above the researcher tries to conclude that Vocabulary is a key where we can speak and communicate both formal and informal, and in the vocabulary, there is also a list of words that can add new knowledge so that we can understand the meaning of things that are difficult to understand.

b. Types of Vocabulary

Harmer divided vocabulary into two kinds, Active and Passive Vocabulary.

1). Active Vocabulary It is also called as the productive vocabulary. Learners more commonly use it appropriately in speaking and writing. Although when in practice, it seems more difficult to be carried out, but at least learners must know how to pronounce it appropriately, able to use the words with good structure in the target language. Vocabulary can be called an Active Vocabulary

¹⁶ Evelyn Hatch and Cheryl Brown, 'No Title', *Vocabulary, Semantic and Language Education*, Cambridge: Cambridge University Press, 2001, p. 1.

when students have already learned it and they are expected to be able to use it properly.

2). Passive Vocabulary It is called receptive vocabulary as well. It is words that commonly are uneasy to be recognized and understood in the context of listening and reading either by learners. Passive Vocabulary refers to items that learners will probably find difficult or even not able to produce it and they will only recognize it when they meet them.¹⁷

In short active vocabulary is easier to use because probably someone has already learned it properly and practiced it a lot, while passive vocabulary will tend to be difficult to use after it is acquired but no more used because probably it is considered as an unimportant word to use. Then in avoiding this case, someone needs to practice and have more directional contact with words that are just found so that it will not go away easily.

On the other side, Margaret and Curtis stated there are two kinds of words:

1). Word recognition

It is the child's searching for meaning that makes him or she recognize the words which are printed. According to its position, it will be best acquired when it is acquired naturally, as in speech. Thus, the word recognition is the moment when the child recognizes some words in daily life.

2). Word meaning is important for reading.

¹⁷ Jeremy Harmer, *Op. Cit.*, 159.

These kinds of vocabularies develop over time, they relate to the reading process and the teaching and learning.¹⁸

According to McLuhan, these two kinds of vocabularies called the medium or the message. In this case, the medium might be thought of as the Word recognition in the reading process, it conveys the message, and Word meaning is the message itself.¹⁹

Besides, according to Thornbury, there are six types of vocabulary: Word Classes, Word Families, Word Formation, Multi-word Units, Collocations, and Homonyms.²⁰

1. Word Classes, this term may be better known in the field of morphology and syntax, but if friends are more familiar with English because of the difficulty of grammar, the term is certainly well-known with the name parts of speech; you can find noun, pronoun, verb, adjective, adverb, preposition, and conjunction. More discussion about Parts of Speech is explained in grammar books. But personal communication said differently from other experts by adding determiner in part of speech.

2. Like the term word classes, word families are also more famous in the fields of morphology and syntax, this type of vocabulary discusses the affixing or shifting form of a word. Example:

- play - plays - played: inflected

¹⁸ Margaret G. Mc Keown and Mary E. Curtis, *The Nature of Vocabulary Acquisition*, (New York: Psychology Press, 2009, 7.

¹⁹ Margaret G. Mc Keown and Mary E. Curtis *The Nature of Vocabulary Acquisition*, (New York: Psychology Press, 2009, 7.

²⁰ Thornbury, *How to Teach Vocabulary*. Pearson Education Limited, 2002, p,3–12.

- play - replay - playful: derivatives

3. Word Formation; in English, there are several types of formations or combined forms of words such as:

- Compounding: second hand, word processor, typewriter
- Blending: information + entertainment = infotainment
- Conversion: I always Google every information I need. The word Google is a noun but changed to a verb.
- Clipping: electronic mail = email, influenza = flu

4. Multi-Word Units; most types of vocabulary are in the form of phrasal verbs and idioms, for example:

- Look for, look after, wipe off, and throw on: Phrasal Verbs
- Famous last word, eat your words, jack me around: Idioms

5. Collocations; This type of vocabulary can be interpreted as often two or more words together (matching pairs). Example: this week, once more, once again, as well.

6. Homonyms; homonyms are words that have the same form but are different in meaning. Example: well = well (sumur), well (baik), well(sahat). Left = left (kiri), leave (berangkat). Different types like homophones; the same sound, different meaning, and homographs; the writing is of different meaning including this type.

In the case of using the words of a language, Fries has categorized words into two classes, they are function and content words.

1. Function words

It is words that do not receive additional words such as preposition, auxiliaries, modals, or any structure words of a language.

2. Content words

The words that can be added whenever it is to get a new meaning of words, words and necessarily invention in communication.²¹

The Content Words are divided into general classes according to Fries:

1. Nouns, words that interpret things, ideas, entitles, etc.
2. Verbs, words which express actions

Adverbs and adjectives, these kinds of words are usually used to describe the action (verbs) or things (nouns).²²

According to David Nunan, Vocabulary is divided into four, the division of which refers to the four language skills: speaking vocabulary, writing vocabulary, reading vocabulary, and listening vocabulary. Speaking vocabulary is the words that come reading to the tongue when giving a speech. Writing vocabulary is the words that come readily when writing. Reading vocabulary is the words that are rarely use of production and understood when they are seen, moreover, listening vocabulary is the words which rarely use but they understood, practical English language teaching when they heard.²³

²¹ Finnochiaro Mary and Bonomo Michael, *The Foreign Language Learner: A Guide For Teacher* (New York: Regent Publishing Company Inc, 1991, p,13.

²² Charles C. Fries, *Teaching and Learning English as a Foreign Language (USA: The University of Michigan, 1973, p,86.*

²³ David Nunan, *Practical English Language Teaching.*, 1991, p,13.

The main focus of this research is in teaching content words are nouns. A noun is a word that functions to name. This type of word can be used to show the names of people, animals, plants, days, places, ideas, and names of objects or other things that are etcetera.

Example:

- 1) Fajar = names of people
- 2) Rabbit = animal
- 3) Rose = plant
- 4) Saturday = day
- 5) Latuppa = place
- 6) Table = thing.²⁴

a. Teaching Vocabulary

Alqahtani said that teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes a place, problems would appear to the teachers. They have problems with how to teach students inappropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be and happy in the teaching and learning process in the classroom.²⁵

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than

²⁴ Rusdiana J, Rustana S, and Sri Damayanti, *Fundamental English*, (Jawa Timur: Intimedia, 2014, p, 1.

²⁵ Mofareh Alqahtani, *Op. Cit*, p,24.

other aspects of this language, such as grammar, speaking, reading, and writing. If students know more vocabulary, it will be easy for them to learn another aspect of the English language.

Students should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language. Learning teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain great success in their vocabulary learning.

Wallace in Nilawati also gave several principles to manage and to learn the target vocabulary, such as:

1) Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

2) Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confused or discouraged if they get many new words. Therefore, the teacher should select new words, which can be easy to understand by the learners.

3) Need

In teaching vocabulary, the teacher has to choose the words needed by the students in communication.

4) Frequent exposure and repetition

Frequent exposure and repetition here mean that the teacher should give much practice on repetition so that the students master the target words well. They also allow the students to use words in writing or speaking.

5) Meaningful presentation

In teaching vocabulary, the teacher should present target words in such a way that the meaning of the target words is perfectly clear and unambiguous.

6) Situation and presentation

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.²⁶

From the explanation above the researcher conclude that the teachers must know the different kinds of vocabulary. Also, understanding the above factors is very important for the teacher before teaching vocabulary to Junior High school.

c. Problems in learning vocabulary

Special problem involved in vocabulary understanding, such as ploys, the word's idiomatic usage, false cognates and distinction between homophones, can also be solved by the context and the dictionary most people find that it's useful to organize the vocabulary they write down in some way, either to break the words/phrases into groups for learning, to show relationships between similar words, or to make it easier to find a particular word. And another problem in

²⁶ Sofika Chandra Nilawati, 'No Title', *The Effectiveness Of Teaching Vocabulary By Using Puppet At Elementary School Students, A Thesis Semarang: UNNES, 2009, p.11.*

learning vocabulary is how it is spelled, how to it is pronounced, how to inflected (i.e. how it changes if it is a verb, noun, or adjective), other grammar information about it how it collocates (i.e. what other words are often used with it). Learning vocabulary seems to be one of the easiest this about leaning a language, it's also one of the hardest things to do, especially when you have reached a certain level. Learning vocabulary needs practice and time and in our days is a problem.²⁷

d. How to learn vocabulary

To get success in learning vocabulary we must find out how to way learn vocabulary well, according to Wilma, she said that there are seventh ways to learn vocabulary as follow:

- a) Students need to learn how to commit vocabulary to long term memory. This does not necessarily mean “memorizing”, although some students may find this activity suits their learning style.
- b) Students must learn do discriminate variation in distribution and new boundaries of meaning. The teacher may give explanations of contrast with native language distribution, demonstrate schematically the distribution of the meaning of the comparable word of promotional activity which requirement for success that the boundaries be respected.
- c) Students do not realize that words are instructed of morphemes which share the burden of the meaning among them.

²⁷ WWW.scribed., *Difficultes-in-Learning-Vocabulary.Com*. Accesed on 1th Ougust 2019.

- d) Students should learn to penetrate disguises. What the language of some family or from where has been considered instruction, there are many borrowed words and cognates.
- e) Students must learn how to discover new words for themselves.
- f) If students are not become discouraged, they need to learn that vocabulary is elastic and they can make much of the little they know paraphrase, circumlocution, and definition as they gradually build up a more precise and varied lexicon.

Students must learn how to augment their vocabulary steadily and systematically. They should begin early to keep an individual list of a new word they encounter, a word that interests them, and problem word which is continually tripping them up.²⁸

e. How to improve vocabulary

- a) Use the vocabulary learning method to focus quickly on the vocabulary you need to study.
- b) Do not make a random list of new words. Try to group words in themes this will help you memorize new words more quickly.
- c) If you have the time, and even if you think you do not have the time, try to add contexts. Writing a view example sentence using new vocabulary will help you remember r the words in context.
- d) Keep a vocabulary notepad at hand wherever you are reading in English.²⁹

²⁸ Wilga Rivers, "Teaching Foreign Language" Chicago and London : The University of Chicago PRESS,.

²⁹ Wikipedia, *The Importance of Vocabulary at Online* [Http://Www.Wisegeek.Com/What-Are-the -Different-of Vocabulary.Htm](http://www.wisegeek.com/What-Are-the-Different-of-Vocabulary.Htm), Accessed on 2th Ougust.

2. English as Teaching material

Language instruction has five important components that they are students, a teacher, materials, teaching methods and evaluation. The learners are the center of instruction and learning. The curriculum, the methods of learning and also the teaching material is a statement of the goals of learning process for both teachers and learners. So, a teacher has to follow the curriculum and provide the materials for teaching class.

Most people think about teaching process as the overt presentation of information by teachers to learners. Teaching is any activities done in the class room as learning ways. Tomlinson states that teaching is anything done by materials developers or teachers to facilitate the learning of the language. Hence, a teacher often prepares exercises or sets of materials for his/her own classes, which can be refined over a period of time on the basis of topics that will be taught for the students in the class.³⁰

Teaching materials are the resources that a teacher uses to deliver instruction. Tomlinson views that “materials is used to refer to anything which is used by the teachers or the learners to facilitate the learning of a language. Materials could obviously be cassettes, videos, CD- Rom, dictionaries, grammar books, readers, workbook, or photo copied exercises. In other words, they any be anything which is deliberately used to increase the learners’ knowledge or experience of the language”. Each teacher requires a range of tools to draw upon

³⁰ Tomlinson Brian. *Materials Development in Language Teaching*. Cambridge University Press. (1998) :3 .

in order to assist and support students learning. These materials play a large role in making knowledge accessible to learner and can encourage a student to engage with knowledge in different ways.³¹

The Useful of Teaching Material

The teachers can do everything to help their learners learn more effectively, developing teaching material is very important to increase the students' skill from lower to the higher. As Burkill and Eaton state that the teacher need to do is develop materials that move the learners from the low or bottom end of the ladder to the high or top no matter what their level of ability. It is mean that the quality of those materials directly impacts the quality of teaching.³²

Teaching materials should help the students to learn or as part of the activities of instruction learning in the class that help both teacher and learners. O'Neill argues that materials may be suitable for students' needs, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lesson. So, the materials of teaching have function to control the instruction in teaching learning process.³³ Here some principles of the useful the relevant development of materials for teaching according to Tomlinson.

a. Materials should achieve impact Impact is achieved when materials have a noticeable effect on learners that is when the learners' curiosity, interest

³¹ Tomlinson Brian. *Materials Development in Language Teaching*. Cambridge University Press. (1998) :2 .

³² Bob Burkill & Eaton Ray. *Developing Teaching and Learning*. Cambridge University Press. (2011):18.

³³ O'Neill,R. (1990). *Why use textbooks?* In R.Rossner and R. Balitho, (Eds), *Currents in Language Teaching*. Oxford University Press.

and attention are attracted. Materials can achieved impact through; a) novelty, e.g. unusual topics, illustrations and activities. b) Variety, e.g. breaking up the monotony of a unit routine with an unexpected activity, using many different text type taken from many different types of sources, using a number of different instructor voices on a cassette or audio visual. c) attractive presentation, e.g. use the attractive colors, lots of white space or use of photograph. d) appealing content, e.g. topics of interest to the target learners, topics which offer the possibility of learning something new, engaging stories, universal themes, local references.

b. Material should help learners to feel at ease Comfortable class is one of teacher's responsibility and guarantee to the students during teaching learning in the class. Materials can help learners to feel at ease in a number of ways. For example; - Feel more comfortable with lots of white space than they do with materials in which lots of different activities are crammed together on the same page. - Feel more relaxed with materials which are obviously trying to help them to learn than they are with materials which are always testing them. Feeling at ease can also be achieved through a 'voice' which is relaxed and supportive, through content and activities which encourage the personal participation of the learners. - Informal discourse features for example contracted forms, informal lexis - The active rather than the passive voice - Concreteness like example and anecdotes - Inclusiveness, for example not signaling intellectual, linguistic or cultural superiority over the learners.

The teacher must prepare the comfortable materials for teaching learning and avoid of feeling anxious, uncomfortable or tense of learner feeling. Making comfortable materials is the responsibility of the teacher to help the students to feel ease.

c. Materials should help learners to develop confidence Most materials developers recognize the need to help learners to develop confidence. They become aware that the process is being simplified for them and that what they are doing bears little resemblance to actual language use. The students also become aware that they are not really using their brains and their apparent success is an illusion, and this awareness can even lead to reduction in confidence.

d. Materials should require and facilitate learner self-investment The learners profit most if they invest interest, effort and attention in the learning activity. Materials can help them to achieve this by providing them with choices of focus and activity, by giving them topic control and by engaging them in learner- centre discovery activities. Other ways of achieving learner investment are involving the learners in mini-projects, involving them in finding supplementary materials for particular units in a book and giving them responsibility for making decisions about which texts to use and how to use them.

e. Materials should provide the learners with opportunities to use the target language Learners should be given opportunities to use language for communication involves attempts to achieve a purpose in a situation in which the content, strategies and expression of interaction are determined by the learners.

Such attempts can enable the learners to check the effectiveness of their internal hypotheses, especially if the activities stimulate them into pushed output.

f. Materials should take into account that the positive effects of instruction

It is important for materials to recycle instruction and to provide frequent and ample exposure to the instructed language features in communicative use. It is equally important that the learners are not forced into premature production of the instructed features that the teachers will get the students wrong, and that tests of proficiency are not conducted immediately after instruction that they will indicate failure.

g. Materials should take into account that learners differ styles Different

learners have different preferred learning styles. So, for those learners with a preference for learning are much more likely to gain from explicit grammar teaching than those who prefer experiential learning. Those who prefer experiential learning are more likely to gain from reading a story with a predominant grammatical feature, e.g. reported speech than they are from being taught that feature explicitly. This means that activities should be variable and should cater for all learning styles.

h. Materials should take into account that learners differ in affective

attitudes Ideally language learners should have strong and consistent motivation and they should also have positive feelings towards the target language, their teachers, their fellow learners and the materials they are using. The ideal learner does not exist and even if she did exist one day should no longer be the ideal

learner the next day. Each class of learners using the same materials will differ from each other in terms long and short term motivation and of feelings and attitudes about the language, their teachers, their fellow learners and their learning materials. Obviously, no materials developer can cater for all these affective variables but it is important for anybody who is writing learning materials to be aware of the evitable attitudinal differences of the users of the materials.

i. Materials should permit a silent period at the beginning of instruction

The silent period can facilitate the development of an effective internalized grammar which can help learners to achieve proficiency when they eventually start to speak in the L2. The important point is that the materials should not force premature speaking in the target language and they should not force silence either. Give the possibility time for the learners until they ready to speak.

j. Materials should not rely too much on controlled practice

Controlled practice activities in the classroom are valuable.³⁴ Ellis (1990: 192) conforms that controlled practice appears to have little long term effect on the accuracy with which new structures are performed. So the materials are created as a control the process in the class.³⁵

k. Materials should provide opportunities for outcome feedback

Feedback which is focused first on the effectiveness of the outcome rather than just on the accuracy of the output can lead to output becoming a profitable source of input. In the other words, if the language that learner produces is evaluated in

³⁴ Brian Tomlinson. *Materials Development in Language Teaching*. Cambridge University Press. (1998)7-21.

³⁵ R. Ellis, *Instructed Second Language Acquisition*. Oxford ; Basil Blackwell. ,(1990).

relation to the purpose for which it is used that language can become a powerful and informative source about language use. It is very important that materials developers can make the language production activities have intended outcomes other than just practicing language. The value of outcome feedback is stressed to find out more some of the principles of language learning.³⁶

3. Short Story as English Teaching Material

In this study, it is decided to use short stories among various kinds of literary genres because of the length of the story and readability for foreign language learners especially for the low-intermediate level of students. According to Collin and Slater (1991:196), states that short story can be used for EFL learners because the length of the story is appropriate for one or two class session, 1) it is not complicated for the students, 2) it has variety of choices, and 3) it can be used for all levels (from beginner to advance) and for all ages (young learners to adult). By selecting stories that appropriate for students' proficiency, it is expected to avoid "frustration reading" that may students' experience. (Schulz,1981, cited in Erkaya, 2005:6).

Collin and Slater (1991: 196), describes that short stories are the most suitable literary genre to use in English teaching due to its shortness when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with on

³⁶ Brian Tomlinson. *Materials Development in Language Teaching*. Cambridge University Press. (1998)7-21.

their own. Third, short stories have a variety of choices for different interests and tastes. Finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes.

The use of short-story in English teaching should be aimed to encourage the students to use what they have previously learned. By doing this, the learning process will be student-centered. However, the teacher plays a great role. The teacher must choose a suitable text to use in class, and should help the students understand the story with various activities.

In using short stories to teach English, story selection is indeed one of the most important roles of the teacher. Since the lengths of short-stories quite vary, choose a story short enough to handle within course hours. The shortness of the text is important for the students because they will see that they can read, understand and finish something in English, and it will give the students a feeling of achievement and self-confidence.

a. Short Story

A short story is a fictional work of prose that is shorter in length than a novel. Edgard Allan Poe, in his essay “the philosophy of composition,” said that a short story should be read in one sitting, anywhere from a half hours. In contemporary fiction, a short story can range from 1,000 to 20,000 words. because of the shorter light, a short story usually focuses on the main character (with a view additional minor characters), and one central theme, whereas a novel can tackle multiple plots and themselves more to experimentation – that is, using uncommon prose styles or literary device to tell the story. Such uncommon styles

or devices might get tedious and downright annoying, in a novel but they may work well in a short story.³⁷

A short story reveres to a work of evicition that that is usually within prose in a narrative format. It tent to be less complex than novels. Usually, a short story focuses on only one incident, has a single plot, a single setting, a small number of characters, and over's the assorted period in Wikipedia.

Moreover, a short story has its origins in oral storytelling tradition and the process anecdote, a swiftly-sketched situation that comes rapidly to its point. With the rise of the comparatively realistic novel, the short story evolved as a miniature, with some of its perfectly independent examples in the tales of E. T. A. Hoffmann and Anton Chekhov.

The reason short stories are the most suitable literary genre to use in English teaching due to its shortness is supported by Collie and Slater (1991:s 196) when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second short stories are not complicated for students to work with on their own. Third, short stories have a variety of choices for different interests and tastes. Finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes. Parsee's study at the Christian University of Indonesia revealed that the enormity of English teachers training students found short stories interesting to use both as materials for self-enjoyment and of as components language skill classes. The findings denoted that

³⁷ Zamzam Emhemma Mari Al-Dersi, *Zamzam Emhemma Mari Al-Dersi the Use of Short-Stories For Developing Vocabulary of EFL Learners (Univercity of Sabha, Libya)*. Accesed on 2th Ougus2019t.

only 0.37% of the responses went into the “Disagree” criterion; and 18.4%, “Neutral”. The other 81.5% went into the criteria of “Agree” and “Strongly Agree”.

In using short stories to teach English, story selection is indeed one of the most important roles of the teacher. Since the lengths of short-stories quit vary, chose a story short enough to handle within course hours. The shortness of the text is important for the students because they will see that they can read, understand and finish something in English, and it will give the students a filling of achievement and self-confidence. Besides the length of the text, Hill points out three other basic criteria of choosing the text: (1) the needs and abilities of the students; (2) the linguistic and stylistic level of the text; (3) the amount of background information required for a true appreciation of the material.

The importance of considering these criteria could be perceived by realizing that the vocabulary and sentence structure of the short-story you be studied must be suitable to the level of the students. The short-stories with archaic, slang, foreign word, and allusions, having sentences imitating the speech of a particular locality or ignorant people or foreigners should be avoided if the text is intended for students below the intermediate level. Similarly, very long sentences are difficult for students to understand. As students will not understand these sentences and words, they will get bored and read the work. Therefore, before giving the short-story, the teacher should decide the readability of the text.

One of the most effective methods of helping students learn new vocabulary words is to teach unfamiliar words used in a text before the reading

experience. Teachers should preview reading materials to determine which words are unfamiliar. The words should be defined and discussed. It is important for the teacher to not only tell the students what the word means but also to discuss its meaning. This allows the learners to develop an understanding of the word's connotations as well as its denotation. Also, the discussion provides the teacher with feedback about how well the students understand the word. After pre-teaching vocabulary words, the student should read the text.³⁸

Many would-be short-story writers fail to achieve their ambition of getting published because they don't carry out some simple research. They presume that all short stories are the same because of their length which is . . . short! Or they make the mistake of assuming that one woman's magazine is very like another with, of course, the odd difference here and there. As a matter of interest, I wonder if you've checked in a newsagent's recently to see which magazine still runs short stories nowadays. Sadly, some magazine has cut their fiction page. Luckily, the good news is that others are expanding them and also running monthly fiction specials with plenty of scope for good writing. There are also other magazines which you might not have thought of or indeed known about which also run short stories.³⁹

b. The Characteristics of Short Story

There are characteristics of short story: a) arresting opening, b) interesting plot, c) well developed and appropriate structure, d) action, e) tension, f) recognizable climax, g) satisfying ending, h) atmosphere, i) effective use of

³⁸ Bakhodirova Akhmedova Mehrinigor, 'No Title', *Effectiveness of Teaching Vocabulary Through Short Stories*, 56.

³⁹ Bakhodirova Akhmedova Mehrinigor.

language in word choice and imagery, j) one or two well-developed characters, k) effective use of narrative voice, l) revealing use of interior dialogue, m) dialog that makes a contribution n to narrative development end/ or to characterization, n) skillful explanation of conversations of the chosen genre and, o) use of setting to enhance narrative.

c. The Components of Short Story

1. Plot

The action that takes place in the short story. It is a series of connected happenings and their result. In other to have a result, we must have an initial event or conflict. Stage of a plot: 1) introduction of character, 2) the situation: initial conflict, 3) the generating circumstances, which create a, 4) rising action – heightened anticipation for the reader, 5) climax-highest point of anticipation- “make or break” for the main character and, 6) falling action and conclusion. These two are also known as a denouement.

2. Setting

The background against which the incidents of the story take place. not merely a place. It includes the place where, the time when, and social condition under which the story move flog. This can include atmosphere, the one, and feeling of a story, i.e. gloomy, cheery, etc. In one from another, settings in an essential to the story. Often the relevance of the story is lost in another setting.

3. Characters

There must be living beings in the story that think or act to keep the story going. They just seem like living and feeling individuals for use to feel

strongly about them. The words things that could happen for is the writer is that you feel indifferent toward the characters. If we don't care for the characters, we are not inclined to keep reading.

4. Theme

The total meaning of the story. It does not have to be tied up in a simple moral. In any case, stories are packages that allow readers to see the outcomes of certain behaviors. Without a theme, the story lacks meaning or purpose. Sometimes they are stated, sometimes it is implied. In other stories, the theme may be a direct refutation theme.⁴⁰

d. Short story for teaching vocabulary

1. Provide an explanation of vocabulary to students
2. Distribute text short story in the form of the English language to students
3. Students listen and pay attention to the teacher's explanations about vocabulary
4. Students noted the explanation given by the teacher
5. Listen and look at short story shared by teachers.
6. The teacher read a short story then followed by students in a loud voice.
7. Each student was instructed to interpret and analyze the types of vocabulary that is in the text of short story.
8. Students who elect to move forward to write and explain the

⁴⁰ Asdiani, 'No Title', *The Use of Story Book Improving Students' Reading Comprehension At The Fifth Grade in SDN Kambo, Thesis. Palopo*, 2010 ,p.9-11.

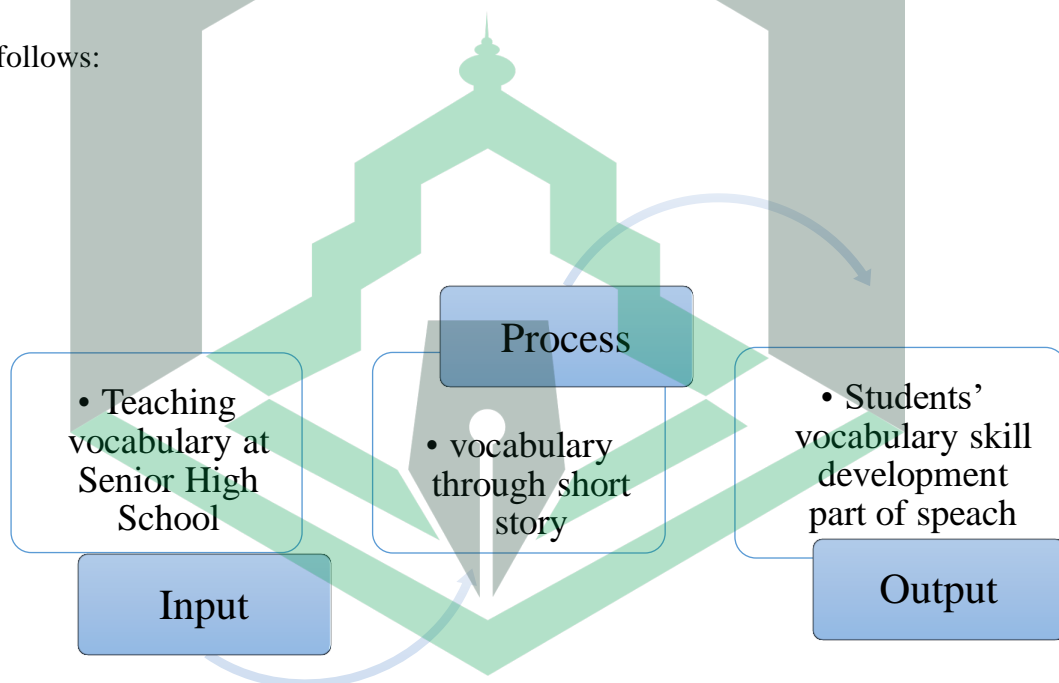
vocabulary that is in the text of short story.

9. The students was given 45 minutes to translate the short story, and make list of new vocabulary that they know.

10. After the students finished their translate in front of the class, the teacher asked some students to read their worksheet. Then, the teacher and students discussed the topic of the text.⁴¹

C. Conceptual Framework

Conceptual framework in this researcher is shown in the diagram as follows:



⁴¹ Riska tria paramita, *The use of English short story to enrich students' vocabulary,mastery at the eighth grade of MTS swasta islamiah YPI batang kuis*, (2018).

Vocabulary is one of the problems in mastering English especially at the tenth year students of SMAN 2 Palopo. There are many methods to teach vocabulary. One method is through the short story. The short story is a method to help the students and will be easy to learn vocabulary. The short story is the independent variable and vocabulary is the dependent variable. Through short story leads the students to improve their vocabulary.

Base on the statement above, the researcher focuses on teaching vocabulary by using a short story. In this research, the students will be given a pre-test to know improving the vocabulary of the students in English before giving treatments. After that, they will be given some treatment as a process of learning vocabulary by using a short story.

After conducting both items, the researcher comes to the last items namely giving a post-test to know whether any significant development to the students or the output after giving treatment.

D. Hypothesis

To the hypothesis, this research used statistic hypothesis namely:

- a. H_0 : The use of a short story is not effective in teaching vocabulary to the students at SMAN 2 Plopo.
- b. H_1 : The use of short stories is effective in teaching vocabulary to the students SMAM 2 Palopo.

CHAPTER III

RESEARCH METHOD

A. Method of the Research

This research uses the pre-experimental research method. It aimed to find out whether to use short stories can improve students' vocabulary.

B. Design of the Research

The research applied pre-test and post-test design. The design is written as follow:



Where:

X1: Pre-test

T: Treatment

X2: Post-test

The observation did before treatment called pre-test and the observation done after treatment is called post-test. If the result of post testis better than the pre-test, it means the programs effective. If the result of the post-test is similar to the pre-test it means that the program is not effective.

C. Population and Sample

1. Population

The populations of this research consist of tenth-grade students of SMAN 2 Palopo academic year 2019/2020. The total population is 150 students'.

2. Sample

The sample is a part of the population that can represent all of the population. In this case, in this research, the researcher will use a purposive sampling technique and select the tenth grade IPA class of SMAN 2 Palopo. The numbers were 25 Students. The researcher chooses this sample because there were some students low in reading and difficulties to express their idea. And this class had good appreciation and support for this research.

D. Instrument of the Research

In this research, the researcher used a vocabulary test which consisted of noun, adjective, adverb, and verb. The total number of the pre-test was 30 and the post-test was also 30 numbers. The pre-test was to know the mastery of the students in vocabulary before giving treatment, while the post-test was to know the students' vocabulary mastery after giving treatment.

E. Procedure of Collecting Data

In collecting data, the researcher would make the procedure as follows:

1. Pre-test

Before the researcher explains about the short story, the researcher gave some vocabularies and answer the question.

2. Giving treatment

The treatment was be given to the students after they have done the pre-test. The steps as follows:

- a. The first meeting

1. The teacher open the class by giving greetings.
2. The teacher introduces herself and checks student attendance.

3. The teacher explains to the students about the definition short story, the purpose, kinds, generic structure and example of short story.

4. The researcher gave time to the student to read the short story (Sangkuriang) and asked the students to find new words or unfamiliar words.

5. The students found the meaning of the words

6. The students determined part of speech of the words.

b. The second meeting

1. The teacher open the class by giving greetings.

2. The teacher introduces herself and checks student attendance.

3. The teacher explains to the students about the definition short story, the purpose, kinds, generic structure and example of short story.

4. The researcher gave time to the student to read the short story (Sangkuriang) and asked the students to find new words or unfamiliar words.

5. The students found the meaning of the words

6. The students determined part of speech of the words.

c. The third meeting

1. The teacher open the class by giving greetings.

2. The teacher introduces herself and checks student attendance.

3. The teacher explains to the students about the definition short story, the purpose, kinds, generic structure and example of short story.

4. The researcher gave time to the student to read the short story (Sangkuriang) and asked the students to find new words or unfamiliar words.

5. The students found the meaning of the words

6. The students determined part of speech of the words.

d. The fourth meeting

1. The teacher open the class by giving greetings.

2. The teacher introduces herself and checks student attendance.

3. The teacher explains to the students about the definition short story, the purpose, kinds, generic structure and example of short story.

4. The researcher gave time to the student to read the short story (Sangkuriang) and asked the students to find new words or unfamiliar words.

5. The students found the meaning of the words

6. The students determined part of speech of the words.

F. Technique of Data Analysis

The data analysis technique involves some steps that will be elaborated as follows:

a. Scoring the student's vocabulary test answer

$$\text{Score} = \frac{\text{student's correct answer}}{\text{total number}} \times 100$$

b. Classification the students score based on the following classification:

The Students' Score Classification

Classification	Score
Very good	80-100
Good	61-80
Fair	41-60
Poor	21-40
Very poor	1-20

c. Analyzing t. Test by using SPSS 20.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explains about finding and discussions result of the researcher that shows the realities and comparisons between pre-experimental.

A. Findings

In collecting data, the researcher used test namely pretest and posttest. The results were presented in the following table.

Table 4.1. The score of students' Pre-Test and Post-test

Students	Pre-Test	Post-Test
R1	90	93
R2	83	93
R3	83	90
R4	83	96
R5	66	76
R6	90	93
R7	83	100
R8	83	90
R9	93	93
R10	86	90
R11	83	86
R12	93	100
R13	70	83

R14	83	93
R15	80	86
R16	93	93
R17	86	90
R18	63	90
R19	90	93
R20	90	96
R21	63	76
R22	83	93
R23	76	76
R24	80	90
R25	93	93

Based on table 4.1 above, the researcher concluded that the lowest score and the highest score from 25 students in the pre-experimental. In pre-experimental the lowest score the pre-test was 63 and the highest score was 93. Then the lowest score the post-test was 76 and the highest score was 100.

Table 4.2. Frequency and percentage of students' pre-test and post-test

NO	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	-	-	4	16%
2	Very Good	86-95	10	40%	17	68%
3	Good	76-85	11	44%	4	16%
4	Average	66-75	2	8%	-	-
5	Fair	56-65	2	8%	-	-
6	Poor	36-55	-	-	-	-
7	Very Poor	0-35	-	-	-	-

Total	25	100%	25	100%
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Table 4.2 showed the data of the pre-test in the pre-experimental class. There were 10 students (40%) classified as very good, 11 students (44%) classified as good, 2 students (8%) classified as average and 2 students (8%) classified as fair. While the data post-test were 4 students (16%) classified as excellent, 17 students (68%) classified as very good, and 4 students (16%) classified as good.

Table 4.3. The mean score of students' pre-test and pos-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	25	63	93	82.64	8.981
PostTest	25	76	100	90.08	6.525
Valid N (listwise)	25				

Table 4.3 showed the mean score of pre-test and post-test. The mean score of the pre-test was 82.64 and the post-test was 90.08. Further, the standard deviation of the pre-test was higher than the standard deviation post-test ($8.981 > 6.525$).

Table 4.4 the paired sample test of pre-test and post-test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTest – PostTest	-7.440	6.219	1.244	-10.007	-4.873	-5.982	24	.000

Based on table 4.4 in the pre-test and post-test the researcher found that the probability value (significant 2-tailed) value is lower than alpha (α) ($0.00 < 0,05$). It means that it is significant. It means that H_1 is accepted and H_0 is rejected.

B. Discussion

This research is pre-experimental. This study applied a short story to improve the students' vocabulary in learning English of SMAN 2 Palopo. The result of the research that has been carried out that short stories can improve the students' vocabulary at the X IPA 2 class. The success of this research is shown by the improvement of the learning outcomes of students who are the subject of the research. Based on the analysis from the students' evaluation at the pre-test, the highest score got by the student was 93 scores and the lowest score was 63. While in the post-test the highest score got by the student was 100 and the lowest score was 76.

Based on observations there are some weaknesses of students among others, students are not disciplined, students feel confused about how to learn by used short stories, students do not master English vocabulary, and some students

are still not ready when lessons would be begun. The result was that most students find it difficult to answer questions because there are some unfamiliar words for them. Students could not answer the word correctly, but after treatment, there was significant progress of the students grades, because most students can classify words correctly.

This research was in line with previous researches conducted by Milasari (2016) that the students had a positive response in the use of reading a short story in learning vocabulary, the students answer in the text that reading short story improve students' vocabulary. It makes students easy to memorize vocabulary and in learning makes students get fun and enjoy, in the order hand almost all student's vocabularies improve after treatment. The second research by Yuliana (2016) found that a short story is effective to improve students' reading skills in the eleventh year of SMA PMDS Putra Palopo. And the last research by Alamsyah Pratama (2011) found that there is a significant improvement of students' writing skills through the short story in English, and by using questionnaires the researcher found that most of the students gave a positive response to the method applied by the researcher.

There are several advantages of short stories, namely, first, short stories are a genre of literature that is most suitable for use in teaching English. Second, short stories are not complicated for students to work on themselves. Third, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes. Fourth, Interesting short stories to use both as material for self-pleasure and as a component of language skills classes.

and finally, the short story is one of the most effective methods to help students learn new vocabulary by teaching foreign words used in the text before the reading experience.

After giving treatment, the result showed that the students' mean in teaching vocabulary before taught by using short story (pretest) of the class is 82.64 and while the students' mean in teaching vocabulary after they taught by using short story (posttest) of the class is 90.08. It means that using short story can motivate the students more memorize vocabulary well. Meanwhile, after the data was calculated and also compared to the result of the posttest, it was found that there were significant differences between pretest and posttest scores. It can be seen from Table 4.4 that the sig. (2-tailed) the score was 0.00 higher than 0.05. Therefore, it could be seen that $p > \alpha$ ($0.00 > 0.05$) which means H_0 rejected and H_a is accepted. It means in teaching vocabulary using a short story is significant to improve student vocabulary.

Based on the results of data analysis, the researcher concludes that short stories are quite recommended as a strategy to improve students' vocabulary because teaching vocabulary using short story has great benefits that can serve various learning goals. Through short story, students can add new knowledge and new vocabulary after researchers provide material a short story for the students where students can find and classify them into parts of the vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings, data analysis and discussion in the previous chapter, the researcher concluded that using short story improve significantly students' vocabulary at the tenth grade of SMA 2 Palopo. The short story was significant to be used in the learning and teaching process because it made the students active in learning. It could be proven by the students' scores that they have got. In the pre-test, the result of the mean score was 82, 64. Then The post-test, the mean score was 90, 08.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher would like to give some suggestion to be considered by the English teacher as follow:

1. For teacher

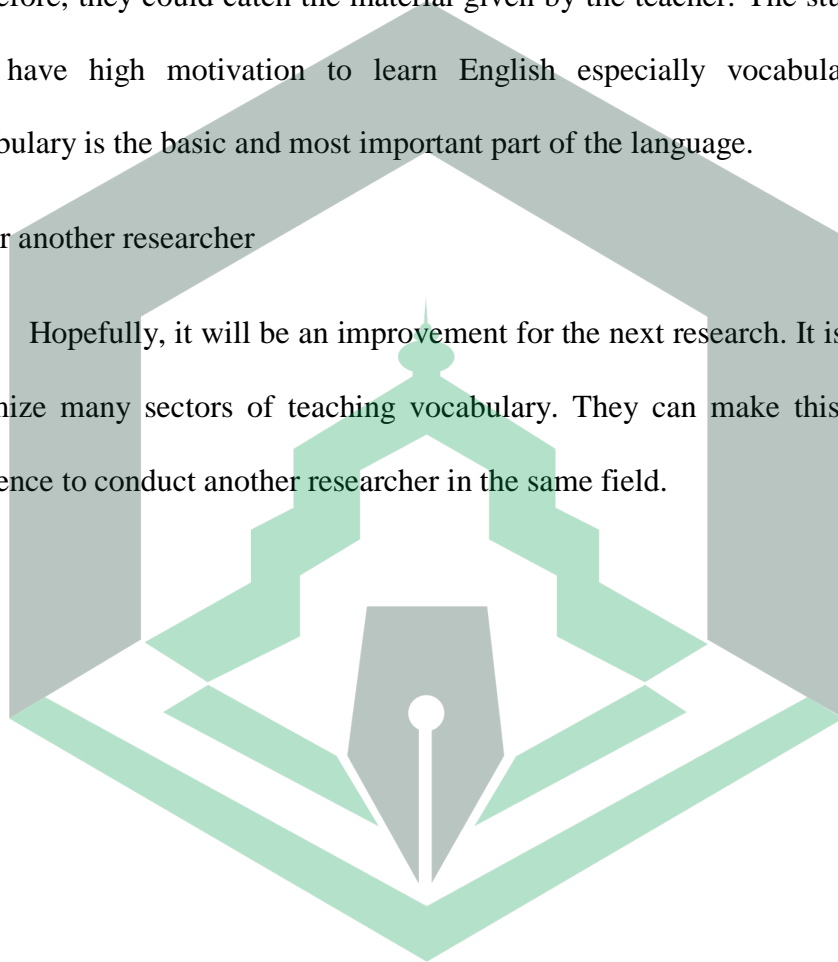
The teacher should be able to use an appropriate method, techniques or media, so they can change the students' minds that learning English is boring. The teacher should be flexible and understand the students' needs, so the teaching-learning process can be fun, enjoyable, and interesting.

2. For students

The students should try contributing ideas and becoming an active participant in the learning process in the class. Then, students can be more interested in English and should pay attention to the teacher's explanation. Therefore, they could catch the material given by the teacher. The student should also have high motivation to learn English especially vocabulary because vocabulary is the basic and most important part of the language.

3. For another researcher

Hopefully, it will be an improvement for the next research. It is possible to optimize many sectors of teaching vocabulary. They can make this study as a reference to conduct another researcher in the same field.

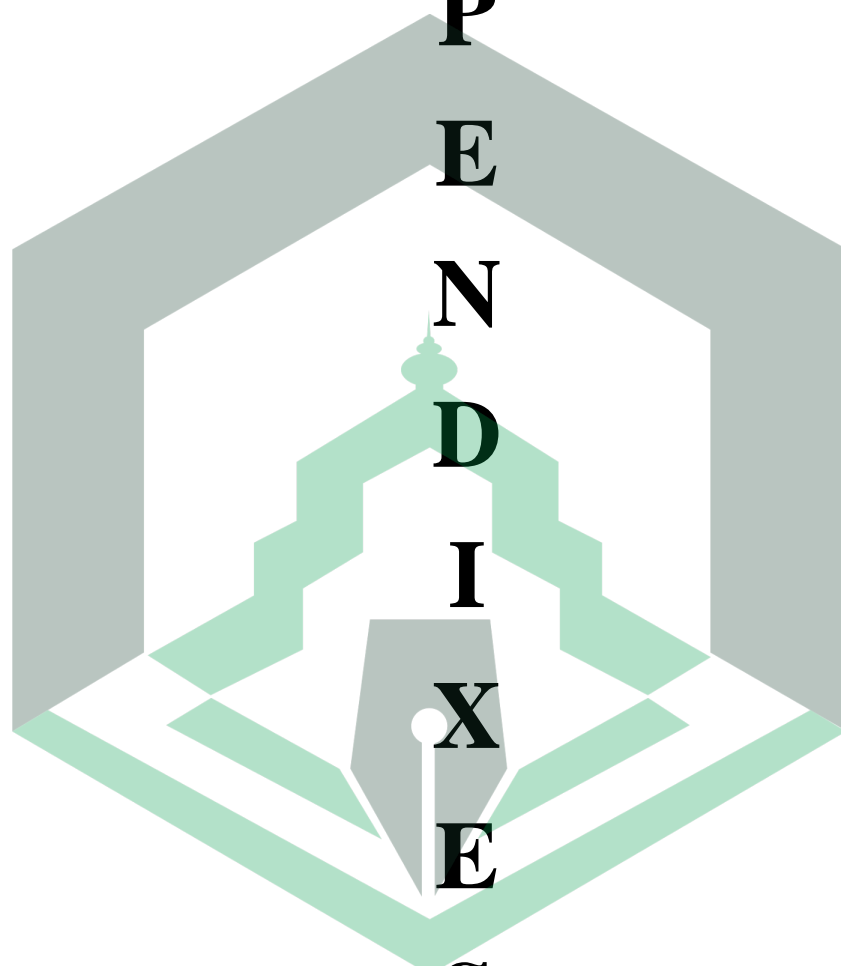


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**A
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A stylized graphic of an open book with a quill pen resting on it, centered behind the title text. The book is depicted with a grey cover and green pages, and the quill is grey with a white nib. The entire graphic is set within a hexagonal frame.

A. Data Responden

Nama :

Kelas :

Jenis Kelamin :

B. Petunjuk Pengisian:

Berilah tanda (√) pada kolom yang sesuai keadaan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan apa yang anda alami terkait dengan pembelajaran bahasa inggris melalui Puppet Play. Semua jawaban yang disajikan didalam lembar questioner ini tidak mempengaruhi nilai pada mata pelajaran bahasa inggris anda.

NO	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
1.	Saya suka belajar bahasa inggris dengan menggunakan short story				
2.	Belajar kosa kata dengan menggunakan short story sangat membosankan				
3.	Saya selalu aktif selama proses belajar bahasa inggris dengan menggunakan short story.				
4.	Belajar kosa kata dengan				

	<p>menerapkan short story</p> <p>membuat saya sulit untuk untuk</p> <p>menambah kosa kata bahasa</p> <p>inggris.</p>				
5.	<p>Short story dapat meningkatkan</p> <p>diri saya dalam mengingat kosa</p> <p>kata bahasa inggris</p>				
6.	<p>Topik yang diberikan guru</p> <p>dalam short story sangat</p> <p>menarik.</p>				
7.	<p>belajar kosa kata dengan</p> <p>menggunakan short story</p> <p>membuat saya mengantuk</p> <p>selama proses pembelajaran</p> <p>berlangsung.</p>				
8.	<p>Belajar kosa kata menggunakan</p> <p>boneka tangan dapat</p> <p>memotivasi saya untuk</p> <p>berbicara bahasa inggris.</p>				
9.	<p>Saya tidak bisa fokus ketika</p> <p>guru menjelaskan kepada kami</p> <p>dengan menggunakan short</p> <p>story.</p>				

LESSON PLAN

Subject : English (vocabulary)
 Class : X
 Time Allocation : 12x40 JP (4 meetings)

A. LEARNING OBJECTIVE

Through the short story material in teaching students are expected to improve vocabulary focus on noun, verb, adjective and adverb.

B. LEARNING ACTIVITIES: 1st meeting (90 minutes)

1. The teacher open the class by giving greetings.
2. The teacher introduces herself and checks student attendance.
3. The teacher explains to the students about the definition short story, the purpose, kinds, generic structure and example of short story.
4. The researcher gave time to the student to read the short story (Sangkuriang) and asked the students to find new words or unfamiliar words.
5. The students found the meaning of the words
6. The students determined part of speech of the words.

C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment: fine unfamiliar words

TEACHING MATERIALS

Short Story

short story is a fictional work of prose that is shorter in length than a novel.

SANGKURIANG

In a dense forest, there lived a mother named Dayang Sumbi and her son named Sangkuriang, they lived with a beloved dog named Tumang.

One day Dayang Sumbi wanted to eat Menjangan's heart, he asked Sangkuriang to find him in the forest. Sangkuriang went with Tumang.

Unfortunately in the forest there is no Menjangan, which is actually a wild boar which is a manifestation of a God who is being cursed. Tumang who knew, tried to block Sangkuriang, who was about to shoot the boar.

When Sangkuriang was pointing his arrow towards the boar, the arrow shot right about the heart of his dog. Instead of not getting hunted animals, Sangkuriang took Tumang's heart, then below him went home.

At home, Tumang's heart he gave to his mother, of course he lied by saying that the heart was Menjangan's heart.

Because from not seeing Tumang before, his mother asked where Tumang was. Sangkuriang was shocked and confused. Finally, Sangkuriang was honest that the heart eaten earlier belonged to Tumang.

I was so angry, Dayang sumbi beat his son with centong to leave a mark on his head, Dayang sumbi also informed that Tumang was his father.

As a result of his actions, Sangkuriang left his home, he traveled around the world, seeking knowledge and he grew into an adult male. Sangkuriang changed his name to Jaka.

Years later, stop by his childhood forest to ask for a drink, to a woman who owns the cottage. Dayang Sumbi who is still young, receives her guests with joy.

Please log in, can you know what your name is? My name is Jaka. At that time both of them did not realize that they were mothers and children who were separated for so long.

They were getting closer, one day Sangkuriang wanted to propose to Dayang Sumbi, but when Sangkuriang was working, Dayang sumbi saw a sign on Jaka's head.

Dayang Sumbi was surprised, knowing that Jaka was Sangkuriang. For the sake of no unwanted things, when they were about to apply, Dayang Sumbi made a proposal. He wants you to make a lake and a boat in one night.

The powerful Jaka, agreed to Dayang Sumbi's request, he mobilized a lot of genies to make lakes and boats.

Dayang Sumbi was nervous; he immediately prayed to God Almighty that the work of Sangkuriang was not finished. God also heard his prayer, the rooster crowed, the sign was morning.

The genies thought, it was morning, they immediately returned to nature. Sangkuriang is angry because he failed. He also kicked the boat that was almost finished.

The boat fell face down somewhere and formed a mountain. Until now people call it Mount Tangkuban Perahu.

LESSON PLAN

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Attitude assessment: Observation

Skills Assessment: fine unfamiliar words

TEACHING MATERIALS

Short Story

short story is a fictional work of prose that is shorter in length than a novel.

DANAU TOBA

a long time ago, lived a young man named Toba. He had two excellent abilities in terms of fishing and farming. When fishing, Toba was very astute and did not require a long time to get the fish. Just thrown the hook into the river, and he got the big fish.

One afternoon, he went fishing to a river that was wide enough. Within seconds after he threw the hook into the river, the fish immediately grabbed the bait and he got a big fish for dinner.

He immediately went home and along the way he continued pleased because of having enough fish for a dinner. He immediately moved the fish from the creel to the tub filled with water. He wanted the fish stay fresh when cooked so the taste was remarkably good. After putting fish inside the tubs, he prepared seasoning and firewood which needed in the process of ripening. Unfortunately, firewood in the house was out and he immediately looked for firewood in the forest.

Several hours later, he went home and carrying firewood pretty much to cook the fish. However, when he got home, he was surprised because the fish was lost. He even found pieces of gold, and a beautiful girl who was sitting in his room.

Furthermore, the beautiful girl told to Toba that she was the fish which arrested by him, and pieces of gold was the part of constitutes fish. He then asked that pretty girl to marry him. The beautiful girl agreed to his request, but he should not bring up the past of that beautiful girl. Toba approved it and they were married.

His wife and him got are blessed a boy named Samosir. His child was very agile, intelligent, but spoiled. When his child reached an age, there are task which should be performed every day, namely delivering the food into his rice fields. One time, his child felt very lazy to deliver food to the field and made his wife scolded.

Finally, his child forced usher these foods into the field. Because so upset, his child ate most of the food at the trip, then bring it to the field with just a little food. When food given to the Toba, of course he surprised and asked about it to his son.

Toba was furious to learn that his son had eaten the food. He said that his son was a child fish and his child came home while crying. His son complained to his wife and makes his wife so furious.

His wife was so angry and assumed that Toba had been violated the covenant. Although Toba had begged so much, but his wife would not forgive him and went with his son to the river. The Wife and his son turned into a fish again.

Instantly, the rain came in a very heavy and flushed Toba to sink. Heavy rains formed a lake known as Toba Lake.

LESSON PLAN

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Skills Assessment: fine unfamiliar words

Short Story

short story is a fictional work of prose that is shorter in length than a novel.

TEACHING MATERIALS

BATU MENANGIS

Once upon a time, there was an old widow who lived in a small house on the top of a hill with her beautiful daughter. The old widow is so poor that she must work hard every day. She collected dry woods in the jungle and sold them in the market once a week. She wanted to make her daughter happy so she worked harder and harder every single day.

The girl, the old widow's daughter, was surely beautiful. Every man could easily fall in love if they saw her face. Unfortunately she had a very bad attitude. The girl was very lazy and never helped her mother. Every day she just primped and looked at the mirror to admire her own beauty. She was also spoiled girl. All of his requests must be obeyed even though her mother was poor old lady.

Like usual, in every week end, the old widow went down to the market to sell dry woods. This time, her daughter wanted to go with her too. She wanted to buy new clothes. The old widow was happy to see her own daughter went with her together to the market. The old widow also planned to use the money she got from selling the wood to buy new clothes for her daughter. She was truly wanted to see her daughter happy.

The market was so far from their house. They should walk down the hill and pass a village. The girl wore nice clothes and dress up so the people who saw her will be admiring her beauty. In contrary, her mother wore dirty clothes with a basket full of dry wood on her back. She wanted that her mother to walk behind her so that people would think that she was not her mother. The girl cannot accept if people in the village know that the old widow was her mother. Indeed, none know that the girl and the old widow were mother and daughter because they lived alone on the top of hill.

When they began to enter the village, all the people who passed by were looking at them. They were so fascinated by the beauty of the girl. They could not resist to look at her beautiful face. However, when people saw an old lady who walked behind her, it was so contrastive. It made people to wonder who the old dirty lady behind her was. Among those who saw it, a young man approached and asked her, "Hey, pretty girl. Is that your mother behind you? "

"No," the girl said arrogantly. "She is my servant!"

The old lady could understand why her own daughter said so. She only blamed herself that she could not be the mother that her daughter wanted. The old lady only kept silent and continued the journey. Not far away from there, a young man approached again and asked the girl the same question.

"Hi sweetheart. Is it your mother who walks behind you? "

Again the girl rejected the fact by saying no the old widow was her mother. "No, no, she is not my mother," said the girl. "She is my slave!"

The same questions continued repeatedly several times. And the girl always answered the questions by telling that the old widow was not her mother. The first, second, and the third ones, the old widow could accept it. However when it went along several times, it made the old widow sad. It hurt the old lady so much that her own daughter did not admit that she was her mother. The silent turned to sadness. The sadness turned to madness. And when a mother was mad, a bad thing would follow. Finally, the poor old widow cannot resist anymore. The old widow prayed to the God to punish her rebellious daughter.

"Oh my God, I was not able to resist this insult. How come my own daughter treat her own mother like this. Yes, God punish this rebellious child! Punish her.... "

On the power of God Almighty, slowly her body was turned to stone. The change starts from the feet. When the change has reached half of the body, the girl was crying asking forgiveness to her mother.

"Oh, my mother, please forgive me. Forgive what I have done to you. Please, mother. I will change, mother. Please forgive your daughter, your only daughter," cry the girl.

The girl continued to wail and cry pleading with his mother. However, everything was too late. The whole body of the girl was eventually turned into stone. Even when she turned into stone, people still can see the tears. The stone cries. Therefore, people begin to call it "Crying Stone or Batu Menangis".



Subject : English (vocabulary)
Class : X
Time Allocation : 12x40 JP (4 meetings)

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Through the short story material in teaching students are expected to improve vocabulary focus on noun, verb, adjective and adverb.

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C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment: fine unfamiliar words

TEACHING MATERIALS

Short Story

short story is a fictional work of prose that is shorter in length than a novel.

KEONG EMAS

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

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

The widow had a daughter who was very diligent and clever to weave. Her name is Jambean, a beautiful girl and had been famous because of her weaving. However, Galoran did not like the girl, because the girl often scolded him because of his laziness. Finally, he threatened to torture and kill Jambean. He revealed the plan to his wife and the wife was very sad to hear of the threat.

Hearing the news, Jambean was very sad but she volunteered herself to be killed by her father. She told that she wanted to be dumped into a dam and did not burry under the ground after the death. The mother agreed and did all of her wants. In the dam, her body and head suddenly turned into the golden slugs.

Several years later, there are two widows who were looking for firewood. They were kindred, the first widow named Mbok Sambega Rondo and the second called Mbok Rondo Sembagil. When looking for the firewood in the jungle, they were very surprised because of finding the beautiful golden slugs. They brought it and maintained at home.

Once they brought the snails, there was always a miracle every day. Their kitchen was always filled with the delicious food when they came home from work. They were very surprised, and wanted to know the person who made those foods. They pretended to go to work and hid in the back of the house. A few moments later, there was a beautiful girl came from the inside of the conch and she began to cook the delicious meals.

Both widows then secretly held and did not let the girl to get into the snail anymore. The girl apparently was Jambean who had been killed by her father. Both widows then allowed her to stay with them. Because of their versatility in weaving, she got her famous back and made a handsome prince attracted. In the end, she married the prince and lived happily



List Vocabulary From Short Story :

1. DENSE FOREST	: HUTAN LEBAT
2. MENJANGAN'S HART	: HATI RUSA
3. BOAR	: BABI HUTAN
4. UNFORTUNATELY	: SAYANGNYA
5. MANIFESTATION	: PERWUJUDAN
6. GOD	: DEWA
7. CURSED	: KUTUKAN
8. LADLE	: CENTONG
9. CHILDHOOD	: MASA KECIL
10. COTTAGE	: PONDOK
11. SEPARATED	: TERPISAH
12. ROOSTER	: AYAM
13. IMMEDIATELY	: SEGERA
14. ECELLENT	: KEMAMPUAN
15. ASTUTE	: CERDIK
16. HOOK	: KAIL
17. GRABBED	: MENYAMBAR
18. BAIT	: UMPAN
19. SEASONING	: MEMBUAT BUMBU
20. RIPENING	: PEMATANGAN
21. APPROVED	: SETUJU
22. SPOILED	: MANJA
23. PERFORMED	: DILAKUKAN
24. DELIVERING	: MEMBAWAKAN
25. FIELD	: SAWAH
26. FURIOUS	: GERAM
27. COMPLAINED	: MENGELUH
28. VIOLATED	: MELANGGAR
29. COVENANT	: PERJANJIAN
30. INSTANTLY	: SEKETIKA
31. FLUSHED	: MENENGGELAMKAN
32. OLD WODOW	: JANDA TUA
33. POOR	: MISKIN
34. PRIMPED	: BERSOLEK
35. CLOTHES	: PAKAIAN
36. ADMIRING	: TERPESONA
37. BASKET	: KERANJANG
38. TOP OF HILL	: DIATAS BUKIT

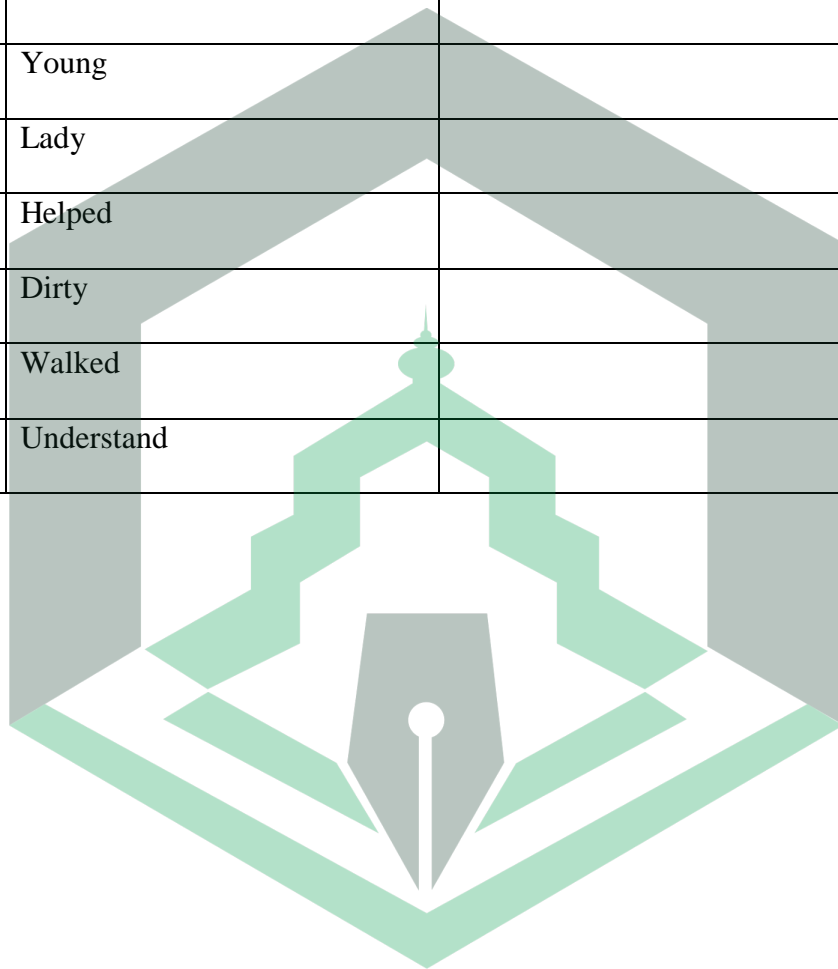
39. FASINATED	: MEMPESONA
40. CONTRASTIVE	: SANGAT BERBEDA
41. SERVANT	: PEMBANTU
42. SLAVE	: BUDAK
43. REBELLIOUS	: DURHAKA
44. PLEADING	: MEMOHON
45. WEALTH	: KEKAYAAN
46. HONOR	: KEHORMATAN
47. NOBLEMAN	: BANGSAWAN
48. LUXURY	: KEMEWAHAN
49. WASTEFUL	: PEMBOROS
50. SQUANDERED	: MENGHAMBU- HAMBURKAN
51. EXTRAVAGANT	: BOROS
52. UNEMPLOYED	: PENGANGGURAN
53. WEAVE	: MENENUN
54. SECOLDED	: MENEGURNYA
55. THREATENED	: MENGANCAM
56. VOLUNTEERED	: MERELAKAN
57. MAINTAINED	: DIPELIHARA
58. KINDRED	: KAKAK BERADIK / KERABAT
59. ALLOWED	: MENGIZINKAN
60. VERSATILITY	: KEPANDAIANNYA

Pre- Test

Translate the word:

No	Word	Meaning
1.	Shoot	
2.	Actions	
3.	Leave	
4.	Confused	
5.	Knowledge	
6.	Children	
7.	Wanted	
8.	Working	
9.	Nervous	
10.	Finished	
11.	Prayer	
12.	River	
13.	Dinner	
14.	Cooked	
15.	Prepared	
16.	Pretty	
17.	Surprised	
18.	Intelligent	
19.	Crying	

20.	Complained	
21.	Daughter	
22.	Woods	
23.	Market	
24.	Behind	
25.	Young	
26.	Lady	
27.	Helped	
28.	Dirty	
29.	Walked	
30.	Understand	

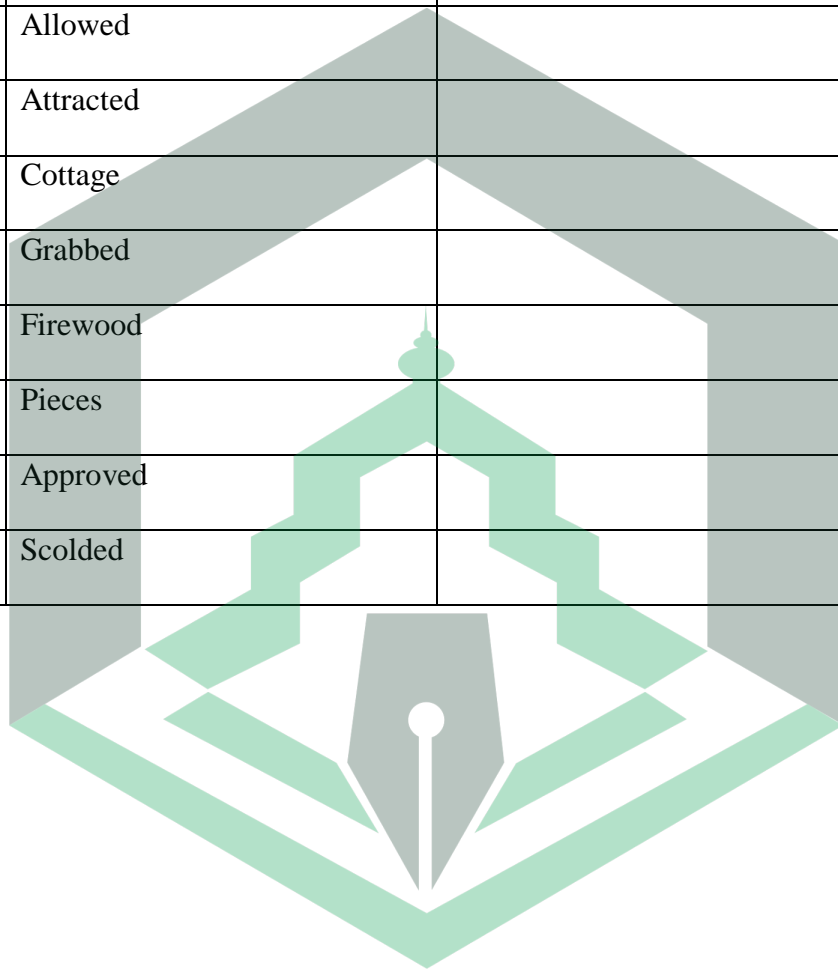


Post - Test

Translate the word:

No	Word	Meaning
1.	Question	
2.	Follow	
3.	Everything	
4.	Stone	
5.	Husband	
6.	Longer	
7.	Cucumber	
8.	Thinking	
9.	Laziness	
10.	Finding	
11.	Kitchen	
12.	Delicious	
13.	Jungle	
14.	Handsome	
15.	Snails	
16.	Clever	
17.	Someone	
18.	Someday	

19.	Helping	
20.	Looking	
21.	Luxury	
22.	Treasure	
23.	Allowed	
24.	Attracted	
25.	Cottage	
26.	Grabbed	
27.	Firewood	
28.	Pieces	
29.	Approved	
30.	Scolded	



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA...
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X/Genap
 Materi Pokok : Teks Naratif;(Sangkuriang)
 Alokasi Waktu : 4 Minggu x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
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<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif • Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat • Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
<p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<ul style="list-style-type: none"> • Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat

- Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

D. Materi Pembelajaran

SANGKURIANG

In a dense forest, there lived a mother named Dayang Sumbi and her son named Sangkuriang, they lived with a beloved dog named Tumang.

One day Dayang Sumbi wanted to eat Menjangan's heart, he asked Sangkuriang to find him in the forest. Sangkuriang went with Tumang.

Unfortunately in the forest there is no Menjangan, which is actually a wild boar which is a manifestation of a God who is being cursed. Tumang who knew, tried to block Sangkuriang, who was about to shoot the boar.

When Sangkuriang was pointing his arrow towards the boar, the arrow shot right about the heart of his dog. Instead of not getting hunted animals, Sangkuriang took Tumang's heart, then below him went home.

At home, Tumang's heart he gave to his mother, of course he lied by saying that the heart was Menjangan's heart.

Because from not seeing Tumang before, his mother asked where Tumang was. Sangkuriang was shocked and confused. Finally, Sangkuriang was honest that the heart eaten earlier belonged to Tumang.

I was so angry, Dayang sumbi beat his son with centong to leave a mark on his head, Dayang sumbi also informed that Tumang was his father.

As a result of his actions, Sangkuriang left his home, he traveled around the world, seeking knowledge and he grew into an adult male. Sangkuriang changed his name to Jaka.

Years later, stop by his childhood forest to ask for a drink, to a woman who owns the cottage. Dayang Sumbi who is still young, receives her guests with joy.

Please log in, can you know what your name is? My name is Jaka. At that time both of them did not realize that they were mothers and children who were separated for so long.

They were getting closer, one day Sangkuriang wanted to propose to Dayang Sumbi, but when Sangkuriang was working, Dayang sumbi saw a sign on Jaka's head.

Dayang Sumbi was surprised, knowing that Jaka was Sangkuriang. For the sake of no unwanted things, when they were about to apply, Dayang Sumbi made a proposal. He wants you to make a lake and a boat in one night.

The powerful Jaka, agreed to Dayang Sumbi's request, he mobilized a lot of genies to make lakes and boats. Dayang Sumbi was nervous; he immediately prayed to God Almighty that the work of Sangkuriang was not finished. God also heard his prayer, the rooster crowed, the sign was morning.

The genies thought, it was morning, they immediately returned to nature. Sangkuriang is angry because he failed. He also kicked the boat that was almost finished.

The boat fell face down somewhere and formed a mountain. Until now people call it Mount Tangkuban Perahu.

SELESAI

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, dan Translating

F. Media Pembelajaran

1. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian

2. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop & infocus

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. Kegiatan Pendahuluan / Awal

Orientsasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan material tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/ kegiatan sebelumnya.
- Meningkatkan kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materi tema/ projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : *Teks Naratif; Informasi Terkait Legenda Rakyat*
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

2. Kegiatan inti

- **Observing**

Siswa	Guru
Siswa memperhatikan guru menjelaskan materi yang akan diajarkan.	Guru memberikan penjelasan tentang materi apa yang akan diajarkan.

- **Questioning**

Siswa	Guru
Siswa menjawab pertanyaan	Guru bertanya kepada siswa

dari guru mengenai <i>short story</i> berdasarkan materi yang telah di berikan.	mengenai <i>short story</i> berdasarkan materi yang di sudah berikan.
---------------------------------------------------------------------------------	-----------------------------------------------------------------------

• **Experimenting**

Siswa	Guru
<ul style="list-style-type: none"> • Siswa mengerjakan secara individu tugas yang di erikan oleh guru • Setiap siswa diberikan selembar kertas yang berisikan <i>short story</i> oleh guru untuk dikerjakan masing – masing. • Siswa memperhatikan guru menerangkan bagaimana cara mengerjakan <i>short story</i>. • Siswa mulai menerjemahkan <i>short story</i> dan kemudian diberikan batasan waktu dalam mengerjakannya. 	<ul style="list-style-type: none"> • Guru meminta siswa untuk mengerjakan tugas secara individu • Guru membagikan selembar kertas yang berisi <i>short story</i> kepada setiap siswa untuk dikerjakan masing - masing. • Guru menerangkan contoh dan petunjuk untuk mengerjakan <i>short story</i>. Dimana siswa harus menerjemahkan cerita tersebut kedalam bahasa Indonesia Setelah itu siswa diminta untuk menuliskan kata yang baru mereka temui. • Guru meminta siswa mulai menerjemahkan <i>short story</i> dan memberikan batasan waktu dalam mengerjakannya tersebut.

• **Associating**

Siswa	Guru
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Siswa diminta oleh guru untuk mengembalikan hasil pekerjaan mereka kepada guru.	Setelah batas waktu yang ditentukan sudah habis, guru meminta siswa mengembalikan hasil pekerjaan mereka kepada guru.
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- **Communicating**

Siswa	Guru
Guru dan siswa membahas hasil pekerjaan siswa	Guru dan siswa membahas hasil pekerjaan siswa.

3. Kegiatan Penutup

- Peserta didik dan guru menyimpulkan tentang materi pelajaran yang telah mereka pelajari.
- Peserta didik mengungkapkan kesulitan-kesulitan yang mereka dihadapi dalam menerjemahkan *short story*.
- Peserta didik memperhatikan dengan baik tentang hal-hal yang perlu diperhatikan.
- Peserta didik dan guru bersama-sama berdoa sebelum meninggalkan kelas.
- Peserta didik dan guru mengucapkan salam perpisahan.

Penilaian

- Teknik : Tertulis
- Pedoman penilaian : $\frac{\text{The total of the students' correct answer}}{\text{the total of items}} \times 100$

Palopo, 2019
Nama Mahasiswa

Cindy Puspitasari
15 0202 0139

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA...
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Materi Pokok : Teks Naratif; (Danau Toba)
Alokasi Waktu : 4 Minggu x 2 Jam Pelajaran @45 Menit

I. Kompetensi Inti

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

- KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

J. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif • Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat • Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	<ul style="list-style-type: none"> • Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

K. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

L. Materi Pembelajaran

DANAU TOBA

a long time ago, lived a young man named Toba. He had two excellent abilities in terms of fishing and farming. When fishing, Toba was very astute and did not require a long time to get the fish. Just thrown the hook into the river, and he got the big fish.

One afternoon, he went fishing to a river that was wide enough. Within seconds after he threw the hook into the river, the fish immediately grabbed the bait and he got a big fish for dinner.

He immediately went home and along the way he continued pleased because of having enough fish for a dinner. He immediately moved the fish from the creel to the tub filled with water. He wanted the fish stay fresh when cooked so the taste was remarkably good. After putting fish inside the tubs, he prepared seasoning and firewood which needed in the process of ripening. Unfortunately, firewood in the house was out and he immediately looked for firewood in the forest.

Several hours later, he went home and carrying firewood pretty much to cook the fish. However, when he got home, he was surprised because the fish was lost. He even found pieces of gold, and a beautiful girl who was sitting in his room.

Furthermore, the beautiful girl told to Toba that she was the fish which arrested by him, and pieces of gold was the part of constitutes fish. He then asked that pretty girl to marry him. The beautiful girl agreed to his request, but he should not bring up the past of that beautiful girl. Toba approved it and they were married.

His wife and him got are blessed a boy named Samosir. His child was very agile, intelligent, but spoiled. When his child reached an age, there are task which should be performed every day, namely delivering the food into his rice fields.

One time, his child felt very lazy to deliver food to the field and made his wife scolded.

Finally, his child forced usher these foods into the field. Because so upset, his child ate most of the food at the trip, then bring it to the field with just a little food. When food given to the Toba, of course he surprised and asked about it to his son.

Toba was furious to learn that his son had eaten the food. He said that his son was a child fish and his child came home while crying. His son complained to his wife and makes his wife so furious.

His wife was so angry and assumed that Toba had been violated the covenant. Although Toba had begged so much, but his wife would not forgive him and went with his son to the river. The Wife and his son turned into a fish again.

Instantly, the rain came in a very heavy and flushed Toba to sink. Heavy rains formed a lake known as Toba Lake.

SELESAI

M. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, dan Translating

N. Media Pembelajaran

3. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian

4. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop & infocus

O. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

P. Langkah-Langkah Pembelajaran

4. Kegiatan Pendahuluan / Awal

Orientsasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan material tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/ kegiatan sebelumnya.
- Meningkatkan kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materi tema/ projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : *Teks Naratif; Informasi Terkait Legenda Rakyat*
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

5. Kegiatan inti

- **Observing**

Siswa	Guru
Siswa memperhatikan guru menjelaskan materi yang akan di ajarkan.	Guru memberikan penjelasan tentang materi apa yang akan di ajarkan.

- **Questioning**

Siswa	Guru
Siswa menjawab pertanyaan dari guru mengenai <i>short story</i> berdasarkan materi yang telah di berikan.	Guru bertanya kepada siswa mengenai <i>short story</i> berdasarkan materi yang di sudah berikan.

- **Experimenting**

Siswa	Guru
<ul style="list-style-type: none"> • Siswa mengerjakan secara individu tugas yang di erikan oleh guru • Setiap siswa diberikan selembar kertas yang berisikan <i>short story</i> oleh guru untuk dikerjakan masing – masing. • Siswa memperhatikan guru menerangkan bagaimana cara mengerjakan <i>short story</i>. • Siswa mulai menerjemahkan <i>short story</i> dan kemudian diberikan batasan waktu dalam 	<ul style="list-style-type: none"> • Guru meminta siswa untuk mengerjakan tugas secara individu • Guru membagikan selembar kertas yang berisi <i>short story</i> kepada setiap siswa untuk dikerjakan masing - masing. • Guru menerangkan contoh dan petunjuk untuk mengerjakan <i>short story</i>. Dimana siswa harus menerjemahkan cerita tersebut kedalam bahasa Indonesia Setelah itu siswa diminta untuk menuliskan kata yang baru mereka temui. • Guru meminta siswa mulai

mengerjakannya.	menerjemahkan <i>short story</i> dan memberikan batasan waktu dalam mengerjakannya tersebut.
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- **Associating**

Siswa	Guru
Siswa diminta oleh guru untuk mengembalikan hasil pekerjaan mereka kepada guru.	Setelah batas waktu yang ditentukan sudah habis, guru meminta siswa mengembalikan hasil pekerjaan mereka kepada guru.

- **Communicating**

Siswa	Guru
Guru dan siswa membahas hasil pekerjaan siswa	Guru dan siswa membahas hasil pekerjaan siswa.

6. Kegiatan Penutup

- f. Peserta didik dan guru menyimpulkan tentang materi pelajaran yang telah mereka pelajari.
- g. Peserta didik mengungkapkan kesulitan-kesulitan yang mereka dihadapi dalam menerjemahkan *short story*.
- h. Peserta didik memperhatikan dengan baik tentang hal-hal yang perlu diperhatikan.
- i. Peserta didik dan guru bersama-sama berdoa sebelum meninggalkan kelas.
- j. Peserta didik dan guru mengucapkan salam perpisahan.

Penilaian

1. Teknik : Tertulis
2. Pedoman penilaian : $\frac{\text{The total of the students' correct answer}}{\text{the total of items}} \times 100$

Palopo, 2019
 Nama Mahasiswa

Cindy Puspitasari
15 0202 0139



**RENCANA PELAKSANAAN PEMBELAJARAN
 (RPP)**

Sekolah : SMA...
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X/Genap
 Materi Pokok : Teks Naratif; (Batu Menangis)
 Alokasi Waktu : 4 Minggu x 2 Jam Pelajaran @45 Menit

Q. Kompetensi Inti

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

- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

R. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif • Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat • Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait

	legenda rakyat
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	<ul style="list-style-type: none"> • Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

S. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

T. Materi Pembelajaran

BATU MENANGIS

Once upon a time, there was an old widow who lived in a small house on the top of a hill with her beautiful daughter. The old widow is so poor that she must work hard every day. She collected dry woods in the jungle and sold them in the market once a week. She wanted to make her daughter happy so she worked harder and harder every single day.

The girl, the old widow's daughter, was surely beautiful. Every man could easily fall in love if they saw her face. Unfortunately she had a very bad attitude. The girl was very lazy and never helped her mother. Every day she just primped and looked at the mirror to admire her own beauty. She was also spoiled girl. All of his requests must be obeyed even though her mother was poor old lady.

Like usual, in every week end, the old widow went down to the market to sell dry woods. This time, her daughter wanted to go with her too. She wanted to buy new clothes. The old widow was happy to see her own daughter went with

her together to the market. The old widow also planned to use the money she got from selling the wood to buy new clothes for her daughter. She was truly wanted to see her daughter happy.

The market was so far from their house. They should walk down the hill and pass a village. The girl wore nice clothes and dress up so the people who saw her will be admiring her beauty. In contrary, her mother wore dirty clothes with a basket full of dry wood on her back. She wanted that her mother to walk behind her so that people would think that she was not her mother. The girl cannot accept if people in the village know that the old widow was her mother. Indeed, none know that the girl and the old widow were mother and daughter because they lived alone on the top of hill.

When they began to enter the village, all the people who passed by were looking at them. They were so fascinated by the beauty of the girl. They could not resist to look at her beautiful face. However, when people saw an old lady who walked behind her, it was so contrastive. It made people to wonder who the old dirty lady behind her was. Among those who saw it, a young man approached and asked her, "Hey, pretty girl. Is that your mother behind you? "

"No," the girl said arrogantly. "She is my servant!"

The old lady could understand why her own daughter said so. She only blamed herself that she could not be the mother that her daughter wanted. The old lady only kept silent and continued the journey. Not far away from there, a young man approached again and asked the girl the same question.

"Hi sweetheart. Is it your mother who walks behind you? "

Again the girl rejected the fact by saying no the old widow was her mother. "No, no, she is not my mother," said the girl. "She is my slave!"

The same questions continued repeatedly several times. And the girl always answered the questions by telling that the old widow was not her mother. The first, second, and the third ones, the old widow could accept it. However when it went along several times, it made the old widow sad. It hurt the old lady so much that her own daughter did not admit that she was her mother. The silent turned to sadness. The sadness turned to madness. And when a mother was mad, a bad thing would follow. Finally, the poor old widow cannot resist anymore. The old widow prayed to the God to punish her rebellious daughter.

"Oh my God, I was not able to resist this insult. How come my own daughter treat her own mother like this. Yes, God punish this rebellious child!
Punish her.... "

On the power of God Almighty, slowly her body was turned to stone. The change starts from the feet. When the change has reached half of the body, the girl was crying asking forgiveness to her mother.

"Oh, my mother, please forgive me. Forgive what I have done to you. Please, mother. I will change, mother. Please forgive your daughter, your only daughter," cry the girl.

The girl continued to wail and cry pleading with his mother. However, everything was too late. The whole body of the girl was eventually turned into stone. Even when she turned into stone, people still can see the tears. The stone cries. Therefore, people begin to call it "Crying Stone or Batu Menangis".

SELESAI

U. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, dan Translating

V. Media Pembelajaran

5. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian

6. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop & infocus

W. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

X. Langkah-Langkah Pembelajaran

7. Kegiatan Pendahuluan / Awal

Orientsasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan material tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/ kegiatan sebelumnya.
- Meningkatkan kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materi tema/ projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : *Teks Naratif; Informasi Terkait Legenda Rakyat*
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator pada pertemuan yang berlangsung

- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

8. Kegiatan inti

• Observing

Siswa	Guru
Siswa memperhatikan guru menjelaskan materi yang akan diajarkan.	Guru memberikan penjelasan tentang materi apa yang akan diajarkan.

• Questioning

Siswa	Guru
Siswa menjawab pertanyaan dari guru mengenai <i>short story</i> berdasarkan materi yang telah diajarkan.	Guru bertanya kepada siswa mengenai <i>short story</i> berdasarkan materi yang sudah diajarkan.

• Experimenting

Siswa	Guru
<ul style="list-style-type: none"> • Siswa mengerjakan secara individu tugas yang diberikan oleh guru • Setiap siswa diberikan selembar kertas yang berisikan <i>short story</i> oleh guru untuk dikerjakan masing – masing. • Siswa memperhatikan guru menerangkan bagaimana cara mengerjakan <i>short story</i>. 	<ul style="list-style-type: none"> • Guru meminta siswa untuk mengerjakan tugas secara individu • Guru membagikan selembar kertas yang berisi <i>short story</i> kepada setiap siswa untuk dikerjakan masing - masing. • Guru menerangkan contoh dan petunjuk untuk mengerjakan <i>short story</i>. Dimana siswa harus menerjemahkan cerita

<ul style="list-style-type: none"> • Siswa mulai menerjemahkan <i>short story</i> dan kemudian diberikan batasan waktu dalam mengerjakannya. 	<p>tersebut kedalam bahasa Indonesia Setelah itu siswa diminta untuk menuliskan kata yang baru mereka temui.</p> <ul style="list-style-type: none"> • Guru meminta siswa mulai menerjemahkan <i>short story</i> dan memberikan batasan waktu dalam mengerjakannya tersebut.
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- **Associating**

Siswa	Guru
Siswa diminta oleh guru untuk mengembalikan hasil pekerjaan mereka kepada guru.	Setelah batas waktu yang ditentukan sudah habis, guru meminta siswa mengembalikan hasil pekerjaan mereka kepada guru.

- **Communicating**

Siswa	Guru
Guru dan siswa membahas hasil pekerjaan siswa	Guru dan siswa membahas hasil pekerjaan siswa.

9. Kegiatan Penutup

- k. Peserta didik dan guru menyimpulkan tentang materi pelajaran yang telah mereka pelajari.
- l. Peserta didik mengungkapkan kesulitan-kesulitan yang mereka dihadapi dalam menerjemahkan *short story*.
- m. Peserta didik memperhatikan dengan baik tentang hal-hal yang perlu diperhatikan.
- n. Peserta didik dan guru bersama-sama berdoa sebelum meninggalkan kelas.
- o. Peserta didik dan guru mengucapkan salam perpisahan

Penilaian

1. Teknik : Tertulis
2. Pedoman penilaian : $\frac{\text{The total of the students' correct answer}}{\text{the total of items}} \times 100$

Palopo, 2019
Nama Mahasiswa

Cindy Puspitasari
15 0202 0139



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMA...

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/Genap

Materi Pokok : Teks Naratif; (Keong Emas)

Alokasi Waktu : 4 Minggu x 2 Jam Pelajaran @45 Menit

Y. Kompetensi Inti

- KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab,

responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Z. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif • Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat

	<ul style="list-style-type: none"> • Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	<ul style="list-style-type: none"> • Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

AA. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

BB. Materi Pembelajaran

KEONG EMAS

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

One day, his parents died, but he did not care and continued to spend money as well as before. Because his life was so extravagant, all the treasure that he had was running out and he became an unemployed person. Many people sympathized with him and offered a job. But every time he got the job, he just dallied and it made him always be fired. Several months later, there was a wealthy

widow who interested him. He married the widow and of course, he was very happy to be living in luxury again.

The widow had a daughter who was very diligent and clever to weave. Her name is Jambean, a beautiful girl and had been famous because of her weaving. However, Galoran did not like the girl, because the girl often scolded him because of his laziness. Finally, he threatened to torture and kill Jambean. He revealed the plan to his wife and the wife was very sad to hear of the threat.

Hearing the news, Jambean was very sad but she volunteered herself to be killed by her father. She told that she wanted to be dumped into a dam and did not burry under the ground after the death. The mother agreed and did all of her wants. In the dam, her body and head suddenly turned into the golden slugs.

Several years later, there are two widows who were looking for firewood. They were kindred, the first widow named Mbok Sambega Rondo and the second called Mbok Rondo Sembagil. When looking for the firewood in the jungle, they were very surprised because of finding the beautiful golden slugs. They brought it and maintained at home.

Once they brought the snails, there was always a miracle every day. Their kitchen was always filled with the delicious food when they came home from work. They were very surprised, and wanted to know the person who made those foods. They pretended to go to work and hid in the back of the house. A few moments later, there was a beautiful girl came from the inside of the conch and she began to cook the delicious meals.

Both widows then secretly held and did not let the girl to get into the snail anymore. The girl apparently was Jambean who had been killed by her father. Both widows then allowed her to stay with them. Because of their versatility in weaving, she got her famous back and made a handsome prince attracted. In the end, she married the prince and lived happily

CC. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, dan Translating

DD. Media Pembelajaran

7. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian

8. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop & infocus

EE. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

FF.Langkah-Langkah Pembelajaran

10. Kegiatan Pendahuluan / Awal

Orientsasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan material tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/ kegiatan sebelumnya.
- Meningkatkan kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materi tema/ projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : *Teks Naratif; Informasi Terkait Legenda Rakyat*
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

11. Kegiatan inti

- **Observing**

Siswa	Guru
Siswa memperhatikan guru menjelaskan materi yang akan diajarkan.	Guru memberikan penjelasan tentang materi apa yang akan diajarkan.

- **Questioning**

Siswa	Guru
Siswa menjawab pertanyaan dari guru mengenai <i>short story</i> berdasarkan materi yang telah di berikan.	Guru bertanya kepada siswa mengenai <i>short story</i> berdasarkan materi yang di sudah berikan.

- **Experimenting**

Siswa	Guru
<ul style="list-style-type: none"> • Siswa mengerjakan secara individu tugas yang diberikan oleh guru • Setiap siswa diberikan selembar kertas yang berisikan <i>short story</i> oleh guru untuk dikerjakan masing – masing. • Siswa memperhatikan guru menerangkan bagaimana cara mengerjakan <i>short story</i>. 	<ul style="list-style-type: none"> • Guru meminta siswa untuk mengerjakan tugas secara individu • Guru membagikan selembar kertas yang berisi <i>short story</i> kepada setiap siswa untuk dikerjakan masing - masing. • Guru menerangkan contoh dan petunjuk untuk mengerjakan <i>short story</i>.

<ul style="list-style-type: none"> • Siswa mulai menerjemahkan <i>short story</i> dan kemudian diberikan batasan waktu dalam mengerjakannya. 	<p>Dimana siswa harus menerjemahkan cerita tersebut kedalam bahasa Indonesia Setelah itu siswa diminta untuk menuliskan kata yang baru mereka temui.</p> <ul style="list-style-type: none"> • Guru meminta siswa mulai menerjemahkan <i>short story</i> dan memberikan batasan waktu dalam mengerjakannya tersebut.
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- **Associating**

Siswa	Guru
Siswa diminta oleh guru untuk mengembalikan hasil pekerjaan mereka kepada guru.	Setelah batas waktu yang ditentukan sudah habis, guru meminta siswa mengembalikan hasil pekerjaan mereka kepada guru.

- **Communicating**

Siswa	Guru
Guru dan siswa membahas hasil pekerjaan siswa	Guru dan siswa membahas hasil pekerjaan siswa.

12. Kegiatan Penutup

- Peserta didik dan guru menyimpulkan tentang materi pelajaran yang telah mereka pelajari.
- Peserta didik mengungkapkan kesulitan-kesulitan yang mereka dihadapi dalam menerjemahkan *short story*.
- Peserta didik memperhatikan dengan baik tentang hal-hal yang perlu diperhatikan.

- s. Peserta didik dan guru bersama-sama berdoa sebelum meninggalkan kelas.
- t. Peserta didik dan guru mengucapkan salam perpisahan.

Penilaian

- 1. Teknik : Tertulis
- 2. Pedoman penilaian : $\frac{\text{The total of the students' correct answer}}{\text{the total of items}} \times 100$

Palopo, 2019
Nama Mahasiswa

Cindy Puspitasari
15 0202 0139



DOCUMENTATIONS

Pre-test:



Treatment:





Post-Test:





BIOGRAPHY

Cindy Puspitasari was born on May 26, 1996 in Lampesue South Sulawesi. The researcher third child of 6 children of Pabisean and Darlia. The researcher completed education in elementary school at SDN 267 Lampesue in 2009. In that year, the researcher continued her education at SMP 3 Towuti, and graduated in 2012 and then continued her high school at SMA 3 Luwu Timur in 2013 and completed in 2015. In 2015 the researcher continued her education at state universities, to be precise at IAIN Palopo, Faculty of Tarbiyah and English Language Study Program Teacher Training. The researcher completed her undergraduate degree (S1) in 2020. She has been writing her thesis with the title **“Improving Students’ Vocabulary Through Short Story at Tenth Grade of SMAN 2 PALOPO”**.



Cindy Puspitasari Dilahirkan di Kabupaten luwu timur Kecamatan towuti Desa lampesue pada tanggal 26 mei 1996. Anak ketiga dari 6 bersaudara pasangan dari Pabisean dan Darlia.

Peneliti menyelesaikan pendidikan di sekolah dasar di SDN 267 Lampesue kecamatan towuti kabupaten luwu timur pada tahun 2009. Pada tahun itu juga peneliti melanjutkan pendidikan di SMP 3 towuti kecamatan towuti kabupaten luwu timur dan tamat pada tahun 2012 kemudian melanjutkan sekolah menengah atas di SMA 3 luwu timur pada tahun 2013 dan selesai pada tahun 2015. Pada tahun 2015 peneliti melanjutkan pendidikan di perguruan tinggi negeri, tepatnya

di IAIN Palopo fakultas tarbiyah dan ilmu keguruan program studi bahasa inggris.

Peneliti menyelesaikan kuliah strata satu (S1) pada tahun 2020 .

