

USING PERSONAL VOCABULARY NOTES TECHNIQUE TO ENRICH STUDENTS' VOCABULARY OF NARRATIVE TEXT

THESIS

Submitted in Partial Fulfillment of the Requirements for
Obtaining the Degree of Bachelor of Education in English
Language Education



By:

LAYYINNATUS SYIFA

Students Number: 1503046050

**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2020**

THESIS STATEMENT

I am the student with following identity

Name : Layyinnatus Syifa
Students' Number : 1503046050
Department : Education
Field of Study : English Language Education
Department

Certify that the thesis untitled:

**Using Personal Vocabulary Notes Technique to Enrich
Students' Vocabulary of Narrative Text**

is definitely my own work. I am completely responsible for the content of the thesis. Other researcher's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 21th July 2020

The Writer,

Layyinnatus Syifa

NIM. 1503046050



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax. 7615387 Semarang 50185

RATIFICATION

Thesis with the following identification:

Title : **“Using Personal Vocabulary Notes Technique to Enrich Students’ Vocabulary of Narrative Text”**
Name of Student : Layinnatus Syifa
Students Number : 1503046050
Department : English Language Education

had been ratified by the team of final project examiner of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, 21th July 2020

THE BOARD OF EXAMINERS

Chair person,

Dra. Hj. Siti Mariam, M. Pd.
NIP. 196507271992032002

Secretary,

Sayidatul Fadlilah, S.Pd.I. M. Pd.
NIP. 198109082007102001

Examiner I,

Dr. H. Ikhsan, M. Pd.
NIP. 196503291994011002

Examiner II,

Agus Prayogo, M. Pd.
NIP. 2011848302

Advisor I,

Dr. Hj. Siti Mariam, M. Pd.
NIP: 196507271992032002

Advisor II,

H. Muhammad Nafi Annury, M. Pd.
NIP. 197807192005011007

ADVISOR APPROVAL

Semarang, 10th July 2020

To

Dean of Education and Teacher Training Faculty

Walisongo State Islamic University

Assalamu 'alaikum Wr. Wb

After correcting it to whatever extent necessary, we state that the final project belongs to student as follow:

Title : Using Personal Vocabulary Notes Technique
to Enrich Students' Vocabulary of Narrative
Text
Name : Layyinnatus Syifa
Student Number : 1503046050
Department : English Language Education Department

is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqosyah Session.

Wassalamu 'alaikum Wr. Wb

Advisor I,

Dr. Hj. Siti Mariam, M.Pd.

NIP: 196507271992032002

ADVISOR APPROVAL

Semarang, 12th July 2020

To

Dean of Education and Teacher Training Faculty

Walisongo State Islamic University

Assalamu'alaikum Wr. Wb

After correcting it to whatever extent necessary, we state that the final project belongs to student as follow:

Title : Using Personal Vocabulary Notes Technique to Enrich Students' Vocabulary of Narrative Text
Name : Layinginnatus Syifa
Student Number : 1503046050
Department : English Language Education Department

is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqosyah Session.

Wassalamu'alaikum Wr. Wb

Advisor II,

H. Muhammad Nafi Annury, M.Pd.

NIP. 197807192005011007

MOTTO

مَنْ طَلَبَ شَيْئًا وَجَدَّ وَجَدَّ

“Whoever seeks something and is sincere will be welcomed”¹

¹ Syekh Ibrahim bin Ismail, *Kitab Ta'lim Muta'alim*, (Surabaya: Sahabat Ilmu), p. 21.

DEDICATION

No writing project of mine reaches fruition without the patience and support of everyone who actually it is not enough by only writing their name. Finally, this thesis is dedicated to them, but the foremost dedications are to:

- My beloved father and mother (Bapak Maskub and Ibu Uswatun Khasanah) who always devote their affection and give advice till the writer finished arranging this thesis. Thank you for giving the writer spirit.
- My beloved brother Lutfi Hakim who always gives love, inspiration and motivation.
- My beloved family (Bani H Choiri Marzuqi and Bani H Nachrowi) who always give me spirit to finish my thesis.

Thanks a billion, there is no word but pray may Allah multiply rewards for all your kindness.

ABSTRACT

Title : **Using Personal Vocabulary Notes Technique to Enrich Students' Vocabulary of Narrative Text**
Name : Layyinnatus Syifa
Student Number : 1503046050

This study aimed to explain the effectiveness of personal vocabulary notes technique to enrich student's vocabulary in narrative text at the eighth graders of MTs N 3 Demak in the Academic year of 2019/2020. This research was quantitative research and the research design used experimental research. The sample in this study was students of class VIII-4 as an experimental class of 30 students and class VIII-3 as a control class of 30 students. The data collection technique used in the form of tests (pre-test and post-test). The collecting data was analyzed using statistical analysis. The formula to analyze the data was used t-test. It was used to determine whether there was a significant difference between students' scores in experimental and control classes. From the analysis of the final data obtained $t_{count} = 64.39$ and $t_{table} = 2.042$. It showed $t_{count} > t_{table}$ means the proposed hypothesis is H_0 was rejected and H_a is accepted. It means that there are significant differences in learning outcomes of students who use the personal vocabulary notes technique to enrich student's vocabulary in narrative text. Based on the statement above, it can be concluded that using personal vocabulary notes technique is effective to enrich student's vocabulary in the narrative of class VIII MTs N 3 Demak in English subject. Based on the results of this study, it is expected to be an information material, motivation and input for educators (teachers).

Keywords: Narrative Text, Personal Vocabulary Notes Technique, Vocabulary.

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First and foremost, thanks to Allah SWT, the Almighty God for his blessing, kindness, and inspiration in lending me to accomplish the final project.

Second, *shalawat* and *salaam* for the Prophet Muhammad SAW who brings us from the darkness to the brightness.

The researcher realizes that there are many people who are already helped his in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express deeper appreciation to:

1. Dr. Hj. Lift Anis Mas'umah, M.Ag as the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Sayyidatul Fadhillah, S.Pd.I, M.Pd. as the Head of English Education Department of Teacher Training Faculty UIN Walisongo Semarang.

3. Dr. Hj. Siti Mariam, M.Pd and H. Muhammad Nafi Annury, M.Pd as the advisors, thanks for their patience in giving great motivation, helpful correction and suggestion to improve this thesis during the consultation.
4. All lecturers in English Education Department of Teacher Training Faculty for valuable knowledge and advice during the years of my study.
5. All of my family members who always give me love, pray, and support. So, I could finish conducting this thesis.
6. All my friends in English Education Department 2015, especially my classmates PBI B 2015. Thank you for being my family and friends. Thank you for your support and motivation.
7. All my friends of Teaching Internship (PPL) at SMA Walisongo Semarang and KKN MIT posko 76 at Muktiharjo Lor, Genuk, Semarang. Thank you for all your help and support.
8. My beloved friends in Boarding School of MAN 1 Semarang. Thank you always beside me and always support all the time.

9. Last but not least, those who cannot be mentioned one by one have supported, gave motivation and prayed to the writer to finish this thesis.

Finally, the writer realizes that this thesis is far from being perfect. Therefore the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone.

TABLE OF CONTENT

COVER.....	i
A THESIS STATEMENT.....	ii
RATIFICATION.....	iii
ADVISOR APPROVAL.....	iv
ADVISOR APPROVAL.....	v
MOTTO.....	vi
DEDICATION.....	vii
ABSTRACT.....	ix
ACKNOWLEDGEMENT.....	x
TABLE OF CONTENT.....	xiii
LIST OF TABLE.....	xvii
LIST OF APPENDICES.....	xviii

CHAPTER I INTRODUCTION

A. Background of the Research.....	1
B. Research Questions.....	5
C. Research Objective.....	6
D. Significances of Study.....	6

E. Limitation of the Study.....	7
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Studies.....	8
B. Theoretical Review.....	11
1. Personal Vocabulary Notes Technique.....	11
2. Teaching Vocabulary.....	14
a. Definition of Vocabulary.....	14
b. Improve Vocabulary.....	16
c. Vocabulary Acquisition.....	20
3. Narrative Text.....	22
a. Definition of Narrative Text.....	22
b. The Social Function of Narrative Text.	23
c. The Generic Structure of Narrative Text	23
C. Conceptual Framework.....	25
D. Hypothesis of Research.....	26
CHAPTER III RESEARCH METHOD	
A. Research Design.....	28
B. Research Setting.....	31
C. Variable and Indicator.....	32
1. Variable Independent (X).....	32
2. Variable Dependent.....	33
D. Technique of Collecting the Data.....	35

1. Pre-test.....	35
2. Post-test.....	35
E. Technique of Data Analysis.....	36
1. Instrument of Try-out Test.....	36
2. Pre-Test.....	40
3. Post Test.....	44

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Finding.....	46
1. Description of Research.....	46
B. Data Analysis.....	48
1. The Data Analysis of Try-out Test Instrument.	48
2. The Data Analysis of Pre-requisite Test....	55
3. The Data Analysis of Post-test.....	59
C. Hypothetical Test.....	63
D. Discussion of Research Finding.....	65
E. Limitation of the Research.....	66

CHAPTER V CONCLUSION

A. Conclusion.....	68
B. Suggestion.....	69
C. Closing.....	70

REFERENCES

APPENDICES

CURRICULUM VITAE

LIST OF TABLE

Table 3.1	The Procedure of Pre-test and Post-test Group Design
Table 4.1	The Validity of Test
Table 4.2	The Result of Validity Items
Table 4.3	The Analysis of Difficulty of Each Item
Table 4.4	The Analysis of Discriminating Power of Each Item
Table 4.5	The Normality Result of Pre-Requisite Test in Experimental and Control Class
Table 4.6	The Homogeneity Result of Pre-Test in Experimental and Control Class
Table 4.7	The Average of Pre-Test of Experimental And Control Class
Table 4.8	The Normality Result of Post Test in Experimental and Control Class
Table 4.9	The Homogeneity Result of Post-Test in Experimental and Control Class
Table 4.10	The Average of Post-Test of Experimental And Control Class

LIST OF APPENDICES

- Appendix 1 : Students' Name List of Experimental Class
- Appendix 2 : Students' Name List of Control Class
- Appendix 3 : Lesson Plan for Experimental Class
- Appendix 4 : Lesson Plan for Control Class
- Appendix 5 : Instrument of Pre-test
- Appendix 6 : Instrument of Post-test
- Appendix 7 : Students' Pre-test for Experimental Class
- Appendix 8 : Students' Pre-test for Control Class
- Appendix 9 : Students' Post-test for Experimental Class
- Appendix 10 : Students' Pre-test for Control Class
- Appendix 11 : The Score Pre-Test of Experimental and
Control Class
- Appendix 12 : The Score Post-Test of Experimental and
Control Class
- Appendix 13 : The Result of Normality Test of Pre-Test of
Experimental Class
- Appendix 14 : The Result of Normality Test of Pre-Test of
Control Class
- Appendix 15 : The Result of Normality Test of Post-Test of
Experimental Class
- Appendix 16 : The Result of Normality Test of Post-Test of

Control Class

- Appendix 17 : The Result of Homogeneity Pre-test of
Experimental and Control Class
- Appendix 18 : The Result of Homogeneity Post-test of
Experimental and Control Class
- Appendix 19 : The average of Pre-test
- Appendix 20 : The average of Post-test
- Appendix 21 : Profile of MTs N 3 Demak
- Appendix 22 : Documentation

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, research questions, and research objectives, significances of study and limitation of the study.

A. Background of the Research

The use of language in society has contributed immensely to the socialization process in human society.¹ English as one of the international language has a significant position in Indonesia. As the first language, English is taught as a compulsory subject from junior high school up to senior high school in today's Indonesian educational system.² The four language skills are

¹ Muhammad Nafi Annury, "Promoting Multilingualism in the Classroom: A Case Study of ELT Program". *Vision: Journal for Language and Foreign Language Learning*, 2017. Vol.6, No.1, 80-88, p. 98.

² Miftakul Nikmah, "Developing Moodle – Based Interactive Online Media to Teach Narrative Reading in SMA N 13

listening, speaking, reading and writing, with all its aspects such as grammar, vocabulary, and sounds like the elements of language, which support the development of those skills. Therefore, one of the points to learn by students is vocabulary.

As expressed in verse 24 of Surah Ibrahim that learning vocabulary is extremely necessary to be told a brand new language.

أَلَمْ تَرَ كَيْفَ ضَرَبَ اللَّهُ مَثَلًا كَلِمَةً طَيِّبَةً كَشَجَرَةٍ أَصْلُهَا ثَابِتٌ وَفَرْعُهَا فِي السَّمَاءِ

“See you not how Allah sets forth a parable? A goodly Word like a goodly tree, whose root is firmly fixed, and its branches (reach) to the heavens.”(Ibrahim: 24).

This verse can be placed in the context of language teaching which states that learning vocabulary is very necessary. Vocabulary is very important to be a perfect initial because it is the

Semarang”, *Vision: Journal for Language and Foreign Language Learning*, 2015 Vol. 4, No. 1, 53-72 p. 54.

means needed to communicate. Based on the reason above, the focus should be on the vocabulary in junior high school. It can help them understand the basis of studying English and prepare to study English at a higher level.

Vocabulary is one of the language aspects that are very important for English communication. If people have less vocabulary, they will not understand what others say.³ Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. The importance of vocabulary is demonstrated daily in and out of

³ Ida Ubaidah Hidayati. "The Use of Think, Pair, Share Learning Method to Improve Vocabulary Mastery of the Second Class Students of Muhammadiyah Vocational High School, Salatiga in Academic Year 2011/2012". *Vision: Journal for Language and Foreign Language Learning*, 2017. Vol.6, No.2, 89-99, p. 107.

school. In the classroom, achieving students possess the most sufficient vocabulary.⁴

According to Barthes and Duisit, Narrative is presented in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting, glass windows, cinema, comics, news item, and conversation.⁵ In this case, the researcher used narrative text to improve student's vocabulary and personal vocabulary as the technique in this research.

Personal Vocabulary Notes is a way of developing student vocabulary in a personalized way while encouraging them to become autonomous learners. This technique was

⁴ Mofareh Alqahtani. "The Importance of Vocabulary in Language Learning and How to be taught". 2015. *International Journal of Teaching and Education*, Vol. III (3), p. 22

⁵ Roland Barthes and Lionel Duisit, "An Introduction to the Structural Analysis of Narrative", *The Journal of New Literary History*: 2018. Vol. 6, Numb 2, p. 237-272

introduced by Joshua Kurzweil in Kanzei University Osaka, Japan. The basic activity is very straightforward.⁶

Personal Vocabulary Notes as a technique and narrative text as a medium of teaching vocabulary guides students to recognize and comprehend the word meaning in narrative text. This technique focuses on the word meaning to be understood. Moreover, teaching vocabulary cannot be separated from language skill especially in reading comprehension. Thus, the researcher conducted the research “Personal Vocabulary Notes Technique to Enrich Students’ Vocabulary of Narrative Text”.

B. Research Questions

How is the effectiveness of using personal vocabulary notes technique to enrich students' vocabulary in Narrative text?

⁶ Joshua Kurzweil, “Personal Vocabulary Notes”, (*The Internet TESL Journal*, Vol. VIII, No. 6, 2002), p. 1.

C. Research Objectives

To explain the effectiveness of using personal vocabulary notes technique to enrich students' vocabulary in narrative text.

D. Significances of Study

The researcher expects that this study would be able to give advantages as follows:

1. For the Teacher

The results of this study will provide information about students using personal vocabulary technique to enrich students' vocabulary in narrative text.

2. For the Students

This research teaches students simple techniques in carrying out their abilities to enrich vocabulary. Especially to motivate them to learn English, so they will be able to learn better.

3. For the Readers

This research can provide knowledge about the use of personal vocabulary technique to enrich students' vocabulary in reading narrative text and the results of

this study are expected to be a reference for readers in the future.

4. For the Researcher

Researchers gain some knowledge and experience in teaching and learning, especially in teaching vocabulary.

E. Limitation of the Study

This limitation of this study can be described as follow:

1. Subject

The participant of this study is only eighth grade students of MTs N 3 Demak in the academic year of 2019/2020.

2. Object

The object of this study is the effectiveness of using personal vocabulary notes technique to enrich students' vocabulary of narrative text. The researcher focused on teaching students' vocabulary of narrative text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about previous studies, a review of related literature, conceptual framework and hypothesis.

A. Previous Studies

Before conducting the research, the researcher looked for some researches related to this research.

The first is “The Effect of Using Personal Vocabulary Notes Technique in Developing Students’ Vocabulary at SMP N 2 Besulutu” by Ikosusilowati.⁷ This research was carried out at SMP N 2 Besulutu. The sample of this study was 22 students which were taken by using purposive sampling. This research was applied pre-experimental design. The researcher collected the data by giving vocabulary test were 40 items include multiple choices, cloze and classroom observation sheet. The result shows that the students’ vocabulary development on pre-test was 5.37 while the

⁷ Ikosusilowati. “The Effect of Using Personal Vocabulary Notes Technique in Developing Students’ Vocabulary at SMP N 2 Besulutu”. *Cetta: Jurnal Ilmu Pendidikan Volume 1 Nomor 2*, 2018. p. 118.

students' vocabulary development on post-test was 7.35. It means that there was significant effect of using Personal Vocabulary Notes technique in developing students' vocabulary at SMPN 2 Besulutu.

The second is "The Effect of Keeping Vocabulary Notebooks on Vocabulary Acquisition".⁸ The samples of this study were students in three lower intermediate EFL classes participated. This research was implemented in one class over a 4-week period with the remaining two classes acting as control groups. The researcher collected the data by receptive and controlled productive vocabulary tests revealed significantly greater learning of the target words in the treatment group. The result shows that students in the treatment group demonstrated a greater tendency to use the target words in free writing compositions. It means that there was significance of using vocabulary notebooks can be an effective learning tool in EFL classrooms, but positive impacts on learner autonomy

⁸ Walters, JoDee and Neval Bozkurt. "The Effect of Keeping Vocabulary Notebooks on Vocabulary Acquisition". *Journals Permissions: Language Teaching Research* 13, 4. 2009. p. 403.

may not be seen in the absence of appropriate motivation for language learning.

The Third is “An Experimental Study: Improving Students’ Vocabulary Mastery by Using English Songs”.⁹ This research was carried out at SMP N 1 Kampar Timur. The sample of this study was 54 students, which were finally selected 40 students as sample of this study. This research was applied pre-experimental design. The researcher collected the data based on cluster sampling. The researcher divided two classes as a sample, that class was an experimental class as English songs and a control class as students’ vocabulary mastery. The result shows that the students’ ability on vocabulary mastery test in experimental class was very good level, which was 82.25, and in control class was good level, which was 63.25. It means that there was significant using English songs can improve the students’ vocabulary mastery.

⁹ Rizky Gushendra, “An Experimental Study: Improving Students’ Vocabulary Mastery by Using English Songs” *Indonesian Journal of Applied Linguistics*, Vol. 5 No. 2, January 2016, p. 217.

The difference between the three studies above is the research conducted by the author is a study that uses different techniques, then research using different methods. While the research conducted by the author uses personal vocabulary note techniques and uses different experimental studies.

B. Theoretical Review

1. Personal Vocabulary Notes Technique

Vocabulary is one of five core components of reading instruction that are essential to successfully teach children how to read. These core components include phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension. Students' word knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies. The high correlation in the research literature of word knowledge with reading comprehension indicates that if students do not adequately and steadily grow

their vocabulary knowledge, reading comprehension will be affected.¹⁰

In terms of vocabulary learning, a way to develop autonomous learning is the use of a vocabulary notebook to enhance long term memory. A vocabulary notebook can as well increase lexical competence, develop effective learning strategies, promote learner autonomy and it can outlive the classroom, as it is a way to acquire a learning strategy that can be applied to other knowledge areas.¹¹

According to Kurzweil Personal Vocabulary Notes (PVN) is a way of developing student vocabulary in a personalized way while encouraging them to become autonomous learners. It means

¹⁰ Joan Sedita, *Effective Vocabulary Instruction*, (Published in “Insights on Learning Disabilities” 2(1) 33-45, 2005), p. 1

¹¹ Laura Loshuertos Centenario, *Vocabulary Notebooks: A Tool to Enhance Memory or a Memories Notebook?*, (Universidad Pública de Navarra: Post-graduate Master’s Degree in Education EFL Teachers 2012-2013), p. 5

Personal Vocabulary Notes is a way to develop students' personal vocabulary and grow to be independent.¹² Using this technique will make students become independent students to make their own vocabulary and also remember the vocabulary they have stored in their Personal Vocabulary Notes. If the Personal Vocabulary Notes technique is carried out routinely, it can involve students in teaching training because students learn how to be active and independent when they search for the words they want.

Based on the statement above, according to Kurzweil Personal Vocabulary Notes (PVN) is a way to develop students' vocabulary in a personalized way while encouraging them to become independent students. By using this technique, students will learn English more easily, especially learning vocabulary.

¹² Joshua Kurzweil, Personal Vocabulary Notes, (*The Internet TESL Journal*, Vol. VIII, No. 6, 2002.), p. 1

2. Teaching Vocabulary

a) Definition of Vocabulary

Vocabulary is considered to be one of the most important elements in comprehending lesson materials, especially when learning a foreign language. Vocabulary is the core of language and the cornerstone of language learning. Through comprehending foreign words, students will understand the meaning of the words. Knowledge of vocabulary is essential to students' academic success. "If students do not understand the meaning of the words in the text, they will have difficulty understanding the content". Therefore, comprehension of the meaning of words can help students understand the materials and the reading texts.¹³

¹³ Kristin Natalina Nugraha Bakti, "Vocabulary Learning Strategies Used by Junior High School Students", (*Indonesian Journal of English Language Studies*. Vol. 3, No. 2, March 2018), p.

Vocabulary is crucial to be mastered by the learner in order to understand the language. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. According to Hornby as cited in Al qahtani defined the mastery of vocabulary as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession.¹⁴

Based on the statements above, the researcher concludes that vocabulary is very important for students to develop and understand the language vocabulary needed to express their ideas and to be able to understand the words of others. By understanding their

¹⁴ Alpino Susanto, "The Teaching of Vocabulary: A Perspective", (*Jurnal KATA: Vol 1 No. 2 Oktober 2017*), p. 185

vocabulary, they will also be easier to learn English in the future.

b) Improve Vocabulary

Different types of instructional modes, approaches, vocabulary building activities and skills proved to be effective in developing children and college students' vocabulary in L2 environments. Teaching vocabulary in context, combining vocabulary with reading and writing activities, and providing the students with different lexical information about the words under study enhanced children and adult students' vocabulary.

According to Marzano outlines five-step processes that can help students learn critical subject-specific vocabulary.

1) By showing actual objects and showing models

It is a very useful technique to teach vocabulary to the beginners. The names of many things can be taught by showing actual objects. It gives real experience and sense to the learners. The words like pen,

chalk, table, chair, football, flowers, tomato etc. can be taught in the classroom. Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

2) Using demonstrations and showing pictures

Teacher can perform some words. It can be fun and frolic. It makes the class student-centered. Teacher can act and learners try to imitate it. For example, the words like jump, smile, cry, nap, sleep, and dance can be demonstrated. Miming works well with younger students. You can mime out emotions and everyday activities to teach new words. This method can be practiced at ease. It can win the favor of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated. This works

well with young students or students studying a foreign language to help introduce them to new concepts. After explaining new vocabulary, you can then ask the students to perform the actions.

3) By drawing pictures

It is an easy and quick technique of introducing vocabulary to the learners. For students, drawing can be a fun medium to explain vocabulary. It is not necessary that teacher must be an expert in drawing pictures accurately. He can draw rough sketches to make an idea clear. Basic sketches will often work well. You can even have students do their own drawings, which further reinforces their understanding of the vocabulary. Comparative words and prepositions can be made clear by simple sketches. Pictures of many types and colors can be used successfully to show the meaning of words and sentence. Drawings can be used to

explain the meaning of things, actions, qualities, and relations.

4) Dictionary

It is an important tool in the teaching and learning of vocabulary. Teacher should encourage students to search words in dictionaries. Therefore, the habit of its use should be inculcated right from the beginning. Dictionary work was laborious but necessary, and that ESL college students need to be taught practical use of the dictionary. Exploring dictionary entries can be one important and effective component of understanding a word deeply.

5) Reading the word

Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners. Sound can be an easy way to illustrate words that describe sounds, such as whistle, scratching, and tinkling. You can make the sounds yourself, or

bring in tapes or CDs for students to listen to and write down the words that they hear.¹⁵

Based on the statement above, according to Marzano outlines a five-step process that can help students learn the specific vocabulary of certain subjects, namely, by showing actual objects and showing models, using demonstrations and showing pictures, by drawing pictures, dictionaries, and reading the word. That way, students can learn vocabulary easily.

c) Vocabulary Acquisition

Acquiring the words of one's language is in principle a challenging problem, but children solve it surprisingly easily. Children's vocabulary learning

¹⁵ Prashant Subhash Mothe, *Innovative Techniques of Teaching Vocabulary at the Intermediate Level in the Second Language Classroom*, (Adarsh Senior College, Omerga Dist.Osmanabad (MS) India, 2015), p. 379-386

begins slowly, but rapidly increases – at the age of 16 months children know around 40 words. A classic phenomenon reported in most textbooks on child language is the “vocabulary spurt”: after having learnt around 50 words, children suddenly and dramatically increase the rate at which they learn new words. Children differ in the speed with which they acquire vocabulary and the number of words they know. Many different sources make it possible to acquire so many words either incidentally or through instruction: school activities, reading books, the Internet, cinema, television, radio and interaction with peers.¹⁶

¹⁶ Gobet, F. (2015). Vocabulary acquisition. In James D. Wright (Ed.), *International encyclopedia of the social & behavioral sciences*, 2nd edition, Vol 25. p. 226–231.

3. Narrative Text

a. Definition of Narrative Text

Narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse often times meant to give moral lesson to the readers.

Narrative is the most common of writing because the writer just tells his or her story without any purposes. Narrative places acts in times and tells what happened according to natural time sequence. The genre of narrating or narrative is one of the most commonly read, through least understood of all genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students pick up and write naturally. Narrative does not have; for example, a singular generic purpose, as do some of the other genres. Narrative also has a powerful social role beyond that of being of medium for entertainment. Narrative is also a

powerful medium for changing social opinion and attitudes.¹⁷

b. The Social Function of Narrative Text

The social function of narrative text is to amuse, to entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds resolution.¹⁸

c. The Generic Structure of Narrative Text

According to Anderson and Anderson, there are five steps for constructing a narrative text, like the following:

1. Orientation: in which the narrator tells the audience about who is in the story,

¹⁷ Rodearta Purba, Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique, (*Advances in Language and Literary Studies* ISSN: 2203-4714. Volume: 9 Issue: 1. February 28, 2018), p. 29

¹⁸ Entika Fani Prastikawati, Siti Musarokah, *Writing 3 (Handouts and Assignments)*, (Semarang: IKIP PGRI Semarang, 2010), page 15.

when the story is taking place and where the action is happening.

2. Complication: sets off a chain of events that influences what will happen in the story.
3. Sequence of events: where the characters react to the complication (optional).
4. Resolution: in which the characters finally sort out the complication.
5. Coda: provides a comment or moral based on what has been learned from the story (optional).¹⁹

Based on the statement above, according to Pardyono narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse often times meant to give

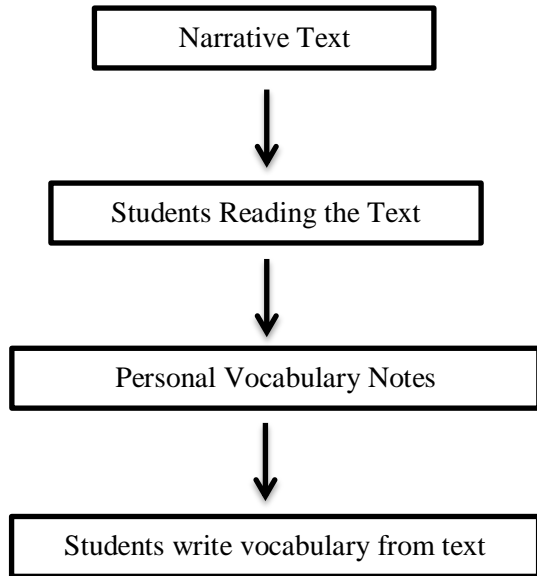
¹⁹ Mark Anderson, & Kathy Anderson, *Text Types in English 2*, (South Yara: MacMillan Education Australia PTY LTD, 1997), page, 37.

moral lesson to the readers. Narrative places act in times and tells what happened according to natural time sequence.

C. Conceptual Framework

This section presents how researcher answers the research problem in this study. To support research, researcher provides several theories relating to the use of personal vocabulary notes technique, writing vocabulary, and good and correct pronunciation in narrative texts.

In using personal vocabulary notes, students write some words that they don't know about in the text, especially in narrative texts. Students must get at least five or ten words. If students fail to get five or ten in class, they can find the words they want to know outside of class with their friends. For the next meeting, students are expected to know new words from their notes and these words can enrich students' vocabulary. With this technique, students can read and improve their pronunciation especially the vocabulary they made from previous notes.



D. Hypothesis of Research

Hypothesis is a temporary answer of research problem, until it is proved from the data which collected. The theoretical hypothesis of this research is: Personal Vocabulary Notes technique is effective to enrich students' vocabulary in narrative text. There are kinds of hypothesis:

Ha: Personal Vocabulary Notes is significantly effective to enrich students' vocabulary in narrative text.

Ho: Personal Vocabulary Notes is not significantly effective to enrich students' vocabulary in narrative text.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research methodology. It consists of the research method, research setting, research participants, instruments, data collection techniques, and data analysis techniques.

A. Research Design

This research used the quantitative research method. The research methodology as the holistic steps a researcher employs in embarking on research work. Therefore, a quantitative research method deals with quantifying and analyzing variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how.²⁰

The researcher used a quasi-experimental method. Experimental research is the only type of

²⁰ Oberiri Destiny Apuke, Quantitative Research Methods a Synopsis Approach, (*Arabian Journal of Business and Management Review*). ISSN: 2224-8358. Vol. 6 (10), 2017), p. 41

research that can test hypotheses to establish cause-effect relations. In experimental research the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect on one or more dependent variables.²¹ Experimental research has action characteristics in the form of research object engineering. This form of action or engineering is called treatment. Thus, the problem in experimental research is related to the engineering of objects to get a new concept or to understand an artificial phenomenon.²²

This research used a quasi-experimental method with one experimental and control class. According to Nunan had been characterized that quasi experiment has both pre-test and post-test experimental

²¹ L.R. Gay, Geoffrey E. Mills, Peter Airasian, *Educational Research: Competencies for Analysis and Applications*-10th ed, (United States America, Pearson Education, Inc, 2012), p. 249-250.

²² Solimun, Armau, dkk, *Metodologi Penelitian Kuantitatif Perspektif Sistem*, (Malang: UB Press, 2019), p. 163

and control groups, but no random assignment of subjects.²³

Table 3.1
The Procedure of Pre-test And
Post-test Group Design

The research design adapted from Arikunto²⁴:

Group	Pre-test	Treatment	Post-test
<i>Experimental</i>	O ₁	X	O ₂
<i>Control</i>	O ₃	-	O ₄

Both classes use different treatments. After treatment, both classes were given a test about a narrative text, and their scores became the main data of the study. Significant differences from students'

²³ David Nunan, *Research Methods in Language Learning*, (Cambridge: Cambridge University Press, 1992), p.41.

²⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 86

abilities in understanding narrative text, researchers have used the t-test formula. The results of the analysis are then interpreted to determine students' understanding of the narrative text.

B. Research Setting

1. Setting and Context

The researcher was researched MTs N 3 Demak, located in Karang Tengah Demak. The school has several classrooms, offices, libraries, principals' rooms, counseling rooms, volleyball courts, basketball courts, school organization offices, clinical rooms, storage, canteens, toilets, and multimedia rooms. There is also a parking lot for teachers and students. This study was designed for eighth-grade students with 60 students.

This research was the eight grade students of MTs N 3 Demak in the academic year 2019/2020. The total number of the entire students is 60 which consist into two classes: VIII-3 (30 students), and VIII-4 (30 students).

2. Setting of Time.

The time for conducting the research was in the 20th January until 1th February 2020. It was in

the academic year of 2019/2020 in the second semester.

C. Variable and Indicator

Variable is a variation object of the study. Variable is the object of research or something that become the concern of research. A variable can be considered as a construct, operationalized construct or particular property in which the researcher is interested.²⁵ There are two types of variable in this research:

1. Variable Independent (X)

The independent variable is the variable that influences or is the cause of change or the appearance of the dependent variable.²⁶ The independent variable in this study is the use of personal vocabulary note

²⁵ Louis Cohen, Lawrence Manion, Keith Morrison, *Research Methods in Education*, (United States America, Routledge, 2007), p. 504

²⁶ Sugiyono, *Metode Penelitian Kuantitatif dan R&D*, (Bandung: Alfabeta, 2012), p. 39

techniques to enrich students' vocabulary in reading narrative text. The experimental group was taught to read narrative texts using personal vocabulary note techniques, while the control group was taught to read narrative texts without using personal vocabulary note techniques. The indicators from this variable were:

- a) Teacher explains about using the Personal Vocabulary Notes technique to find vocabulary that they do not know yet in narrative text.
- b) Teacher gives several examples to students how to use Personal Vocabulary Notes in narrative text.
- c) Teacher asks students to write their own vocabulary notes they don't know yet based on the sample text.
- d) Students fill out their own vocabulary notes according to instructions.

2. Variable Dependent

The dependent variable is the variable that is affected or becomes a result, because of

the independent variable.²⁷ Dependent variable is typically measured by a test or a measuring instrument that produces quantitative data.²⁸ The dependent variable in this study is the development of student learning in understanding vocabulary in narrative texts. The author can measure it using student scores from the test, and the indicators are:

- a) Every student can use personal vocabulary notes from narrative text.
- b) Students can find new vocabulary in narrative text.
- c) Students can write vocabulary in their own notebooks.
- d) Students can remember vocabulary for a long time if they write vocabulary they

²⁷ Sugiyono, *Metode Penelitian Kuantitatif dan R&D*, (Bandung: Alfabeta, 2012), p. 39

²⁸ Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtler, co, Marguerite G, *Methods in Educational Research : from Theory to Practice*,(United States America, John Wiley & Son Inc, 2010), p. 229

don't understand like vocabulary in narrative text.

D. Technique of Collecting the Data

The researcher used instrument in order to get data. The researcher used tests, namely pre-test and post-test. The test used to see the results of students' vocabulary development. The following steps were taken by the researcher.

1. Pre-test

Pre-test was conducted in the experimental class and the controlled class and carried out before the Personal Vocabulary Notes are used. The purpose of this test is to find out whether students in the sample have the same background knowledge in the research variables. Pre-test was given to the experimental and control class in the same way.

2. Post-test

Post-test was also given to the experimental and control class after treatment. The purpose of this test is to determine the effectiveness score of

students using the Personal Vocabulary Notes Technique on the Development of Student Vocabulary.

E. Technique of Data Analysis

1. Instrument of Try-out Test

Researcher compares pre-test and post-test scores in the experimental and controlled classes. This research used applies validity and reliability. The steps are as follows:

a) Validity

Validity is the strength of our conclusions, inferences or propositions.²⁹ According to Arikunto, “a test is valid if it measures what its purpose to be measured”.³⁰ To determine the validity of

²⁹ Portland State University, *Quantitative Research: Reliability and Validity*, <http://www.socialresearchmethods.net/tutorial/Colosi/colosi2.htm> (accessed on September 28, 2019, at 21:23 pm).

³⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* -edisi revisi, (jakarta : Rineka Cipta, 2010). p.211

the instrument, product correlation testing is used, namely:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

In which:

r_{xy} = the coefficients of correlation between X and Y

n = the total of subject of experimental

$\sum X$ = the sum of score X item

$\sum Y$ = the sum of score Y item

b) Reliability

Reliability is the consistency of your measurement or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects.³¹ To calculate

³¹ Portland State University, *Quantitative Research: Reliability and Validity*,

<http://www.socialresearchmethods.net/tutorial/Colosi/icolosi2.htm>

(accessed on September 28, 2019, at 10:30 am).

reliability, the researchers used to calculate instrument of reliability used the Kuder Richardson 20 formula (K-R 20). The formula for the reliability is:³²

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{s^{2s} - \sum pq}{s^2} \right)$$

In which:

r_{11} : The reability coefficient of items

K : The number of item in the test

P : The proportion of students who give the right answer

Q : The proportion of students who give the wrong answer

S^2 : The deviation standard of the test

c) Degree of Test Difficulty

A proper question of the test is a question that isn't always sincerely difficult and not genuinely easy. The

³² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* -edisi revisi, (jakarta : Rineka Cipta, 2010). p.231

formula for the degree of test difficulty is:³³

$$P = \frac{B}{JS}$$

In which:

P: index of difficulty

B: the number of students who answer the item correctly

JS: the total number of students

d) Discriminating Power

The discriminating power is a measure of the effectiveness of a whole test. The higher and low values of discriminating power are the more effective the test will be. The formula for the discriminating power is:³⁴

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

In which:

³³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006). p. 208.

³⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006)

D: discrimination index.

JA: member of student in upper group.

JB: member of student in low group.

BA: member of students in upper group who answer the item correctly.

BB: member of students in low group who answer the item correctly.

2. Pre-Test

1) Normality Test

Normality test is used to know whether the data is normally distributed or not. To find out the distribution data, researcher used normality test with Liliefors. The formula for the normality test is:³⁵

$$Z_i = \frac{x_i - \bar{x}}{s}$$

In which:

X : Number of data

x : Transformation of numbers to notations in the normal distribution

³⁵ Sudjana, *Metoda Statistika*, (Bandung: Tarsito 2005), p.466.

Z_i : Empirical cumulative probability

$F(z)$: Normal cumulative probability

$S(z)$: Empirical cumulative probability

$Fz-Sz$: Cumulative proportion of normal

With the criteria;

If $|F(x) - S(x)| < \text{Lilliefors table score}$, then
 H_0 is accepted; H_a rejected.

If $|F(x) - S(x)| > \text{Lilliefors table score}$, then
 H_0 is rejected; H_a accepted.

With $\alpha = 0.05$

2) Homogeneity Test

This used to find out whether the experimental group and the control group are homogeneous or not. The formula for homogeneity test is:³⁶

$$F = \frac{v b}{v k}$$

In which:

vb : bigger variant

³⁶ Sudjana, *Metoda Statistika*....., p.250

ν_k : smaller variant

The hypotheses in homogeneity test are:

H_0 : homogeny variant

H_a : non homogeny variant

If the calculation results of F by 5% degree of significant so H_0 is accepted, it means the data is homogeneous or both groups have the same variance.

3) Test of Average

The researcher used this to check whether the average is the experimental class and the control classes have a different mean significance. Researchers used the following formula: T-test for independent samples is a direct ratio that divides the observed difference between the average and the difference expected by chance alone. The formula for test of average is:³⁷

³⁷ Sudjana, *Metoda Statistika*....., p.239

$$t = \frac{X_1 - X_2}{S_{X_1X_2} \cdot \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$S_{X_1X_2} = \sqrt{\frac{(n_1 - 1)S_{X_1}^2 + (n_2 - 1)S_{X_2}^2}{n_1 + n_2 - 2}}$$

In which:

\overline{X}_1 : Average of experimental group

\overline{X}_2 : Average of control group

N1 : Number of experimental group

N2 : Number of control group

S_1^2 : Deviation standard of experimental group

S_2^2 : Deviation standard of both groups

The hypotheses are:

H₀ : $\mu_1 = \mu_2$

H_a : $\mu_1 \neq \mu_2$

μ_1 : average data of experimental group

μ_2 : average data of control group

If $t_{\text{count}} > t_{\text{table}}$ so H₀ is rejected and there is no difference of average value from both groups.

Moreover, the other way if the $t_{\text{count}} < t_{\text{table}}$ so H₀ is

accepted and there is a significant difference in average value from both groups.

3. Post Test

To examine the hypothesis that uses stated, these following steps are used:

1) Normality Test

The second step of this test is same as the normality test on the initial data (Pre-test).

2) Homogeneity Test

The second step of this test is same as the homogeneity test on the initial data (Pre-test).

3) Test of Average

This test proposes that hypothesis test in average similarity with the right test is as follows:

$$H_0 : \mu_1 \leq \mu_2$$

$$H_a : \mu_1 \geq \mu_2$$

μ_1 : Average data of experimental class

μ_2 : Average data of control

class

$$t = \frac{X_1 - X_2}{S_{X_1X_2} \cdot \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$S_{X_1X_2} = \sqrt{\frac{(n_1 - 1)S_{X_1}^2 + (n_2 - 1)S_{X_2}^2}{n_1 + n_2 - 2}}$$

With:

\overline{X}_1 : Average of experimental group

\overline{X}_2 : Average of control group

N1 : Number of experimental group

N2 : Number of control group

S_1^2 : Deviation standard of experimental group

S_2^2 : Deviation standard of both groups.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses about research design, and data analysis of the research.

A. Research Finding

1. Description of Research

In this chapter, the researcher describes the result of the research based on the data collected and analysis. The researcher proves the effectiveness between the students who were taught using Personal Vocabulary Notes to enrich their vocabulary in Narrative text. In addition, this study aims to prove the effectiveness of using Personal Vocabulary Notes in Narrative text to the eighth graders of MTs N 3 Demak in the second semesters of the academic years of 2019/2020.

The data was obtained by giving test to the experimental class and control class after giving a different treatment of learning process in both classes. The subjects of this research were divided into two classes. They

were experimental class (VIII 4) and control class (VIII 3).

The results of this study contains data on pre-test and post-test scores on the use of personal vocabulary notes to looking for difficulties vocabulary on narrative text. Before the activities were conducted to the subjects of the research, the researcher gave try-out test to analyze validity, reliability, difficulty level, and discriminating power of each item. The researcher prepared 25 items as the instruments of try out test. After the data were collected, the researcher analyzed it. Then, the researcher conducted the pre-test to both classes experimental and control group. It was used to know groups were normal and had same variant.

After giving pre-test, the researcher prepared the materials and lesson plan before teaching learning process was conducted. The experimental class was taught by using personal vocabulary notes technique, while the control class was taught without using personal

vocabulary notes technique. After that, the researcher gave post-test for both of classes. The test was used to prove the truth of hypothesis that has been planned.



B. Data Analysis

1. The Data Analysis of Try-out Test Instrument

Try-out test instrument consists of validity, reliability, degree of difficulty, and discriminating power.

a. Validity

There are twenty-five items number in try out. To find out the validity of the instrument, the result of this research was consulted to critical score for an r -product moment or r

table. If the obtained coefficient of correlation was higher than the critical score for r- product-moment ($r_{count} > r_{table}$), it meant that a test was valid at 5% alpha level significance. On another hand, if $r_{count} < r_{table}$ the item test was invalid. It was obtained from 25 test items; there were 19 test items that were valid and 6 test items which were invalid.

Table 4.1

The Validity of Test

No. Items	Uji Validitas		
	r_{xy}	r_{tabel}	Criteria
1	0.30	0.361	Invalid
2	-0.02	0.361	Invalid
3	0.53	0.361	valid
4	0.27	0.361	valid
5	0.09	0.361	valid
6	-0.06	0.361	Invalid

7	0.15	0.361	valid
8	0.39	0.361	valid
9	0.13	0.361	valid
10	0.32	0.361	valid
11	0.17	0.361	valid
12	0.48	0.361	valid
13	0.42	0.361	valid
14	-	0.361	Invalid
15	0.36	0.361	valid
16	0.19	0.361	valid
17	-0.18	0.361	valid
18	-0.09	0.361	Invalid
19	0.14	0.361	Invalid
20	0.30	0.361	valid
21	0.46	0.361	valid
22	0.34	0.361	valid
23	0.21	0.361	valid
24	0.19	0.361	valid
25	0.28	0.361	valid

n

the results of calculation analysis of the validity of the items obtained data as follows:

Table 4.2
The Result of Validity Items

Criteria	Number Of Question	Total
Valid	3,4,5,7,8,9,10,11,12,13, 16,17,20,21,22,23,24,25	19
Invalid	1,2,6,14,18,19	6

b. Reliability

The reliability of instrument is to find out whether a test had higher critical score and gave the stability or consistency of the test scores or not. To calculate instrument of reliability used the Kuder Richardson 20 formula (K-R 20). The complete analysis and the computation as follow:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{s^{2s} - \sum pq}{s^2} \right)$$

In which:

r_{11} : The reability coefficient of items

K : The number of item in the test

- P : The proportion of students who give the right answer
- Q : The proportion of students who give the wrong answer
- S^2 : The deviation standard of the test

The results of r_{11} obtained from the calculation are compared with the value of the product moment table. The value of r_{table} is obtained with a significance level of 5%. If $r_{11} > r_{table}$, it can be said that the item is reliable.

The result of reliability testing for items with $N = 30$, was the reliability value of the item $r_{11} = 11.90$ while the price of $r_{table} = 0.361$. Because $r_{11} > r_{table}$, then the item reliability coefficient has a high testing criteria (reliable).

c. Degree of difficulty

Difficulty level test is used to determine the level of difficulty of the question whether it is difficult, medium, or easy. The Index of

difficulty level can be classified as follows:

Criteria are:

$0,00 < P \leq 0,30$ is difficult

$0,30 < P \leq 0,70$ is medium

$0,70 < P \leq 1,00$ is easy

Calculation below is the example of the computation of difficulty level on item number 1.

$$B = 25$$

$$JS = 30$$

$$P = \frac{B}{JS} = \frac{25}{30} = 0.83$$

Based on the criteria above, the result is between $0.70 \leq P < 1,00$, so the item of number 1 can be said as the easy category. Based on calculations about the point about the difficulty level is obtained that the question of the criteria:

Table 4.3

The Analysis of Difficulty of Each Item

Criteria	Number Of Question	Total
----------	--------------------	-------

Easy	2, 3, 4, 5, 7, 8, 11, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 28, 29	19
Medium	1, 6, 9, 10, 12, 14, 26, 27, 30	9
Difficult	13, 15	2

d. Discriminating power

The discriminating power is the ability of distinguishing between high-ability students and low-ability students. The question is said to be good, if the question can be answered correctly by high ability students. The classification of different power indices is as follows:

Formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

The criteria were:

Question with Correct Answers	interpretation
Less of 0,20	Poor
0,21 – 0, 40	Satisfactory
0,41 – 0,70	Good
0,71 – 100	Excellent

Based on the results of the calculation of the different power items in the appendix, the following results are obtained:

Table 4.4
The Analysis of
Discriminating Power of Each Item

Criteria	Number of question	Total
Very Poor	14	1
Poor	1, 11, 17, 22, 23	6
Satisfactory	4, 9, 21, 25	4
Good	2, 3, 5, 7, 13, 15, 16, 18, 20	7
Excellent	6, 8, 10, 12, 19	5

2. The Data Analysis of Pre-requisite Test

a. Normality Test

The normality test was used to know whether the data obtained was normally distributed or not. Test data of this research used the formula of Liliefors.

If $|F(x) - S(x)| < \text{Lilliefors table score}$, then H_0 is accepted; H_a rejected.

If $|F(x) - S(x)| > \text{Lilliefors table score}$, then H_0 is rejected; H_a accepted.

With $\alpha = 0.05$

Table 4.5

**The Normality Result of Pre-Requisite Test in
Experimental and Control Class**

Class	L	L_{critical}	Criteria
Experimental	0.15	0.161	Normal
Control	0.16		

Based on the result above, it can be seen that $|F(x) - S(x)|$ table score both of classes were lower Lilliefors, so H_0 is accepted. The conclusion is distribution data of experimental class and control class were normal.

b. Homogeneity Test

The homogeneity test is used to know whether the group sample that was taken from population is homogeneous or not.

$$H_0: \sigma_{12} = \sigma_{22}$$

$$H_a: \sigma_{12} \neq \sigma_{22}$$

Table 4.6

**The Homogeneity Result of Pre-Test in
Experimental and Control Class**

Class	Variance (s ²)	N	F^2_{count}	F^2_{table}	Criteria
Experimental	1.748	30	1.187	1.861	Homogenous
Control	2.075	30			

According to the formula above, it is obtained that:

$$F_{count} = \frac{vb}{vk}$$

$$F = \frac{2.075}{1.748}$$

$$F = 1.187$$

Based on computation above it is obtained that F_{count} is lower than F_{table} so H_0 accepted. It can be concluded that data of pre-

test from experimental and control class have the same variance or homogeneous.

c. The Average Similarity Test

Testing the similarity of average of the initial data between experimental class and control class. To test the difference of average used t-test

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

The average of the two classes is said to be no different if $t_{\text{count}} < t_{\text{table}}$. With a significant level of $\alpha = 5\%$, $Df = 30 + 30 - 2 = 58$. Obtained $t_{\text{table}} = 2.042$ from the calculation obtained $t_{\text{count}} = 26.36$ because $t_{\text{count}} > t_{\text{table}}$ then H_a is accepted so that it can be concluded there is difference in average score learning achievement pretest experimental and control class.

Table 4.7:

**The Average of Pre-Test of Experimental
And Control Class**

Source of Variance	Experimental	Control	Criteria
Sum	213	205	Ha accepted
N	30	30	
Average	7.1	6.8	
Variance	1.748	2.075	
Standard Deviation (S^2)	1.32	1.44	
t_{count}	26.36		
t_{table}	2.042		

Based on the computation above it is obtained that F_{count} is lower than F_{table} so H_a accepted. It can be concluded that data of pre-test from experimental and control class have the same variance.

3. The Data Analysis of Post-test

a. Normality Test of Post-Test

The normality test was used to know whether the data obtained was normally distributed or not. Test data of this research used the formula of Liliefors.

If $| F(x) - S(x) | < \text{Lilliefors table score}$,
then H_0 is accepted; H_a rejected.

If $| F(x) - S(x) | > \text{Lilliefors table score}$,
then H_0 is rejected; H_a accepted.

With $\alpha = 0,05$

Table 4.8

The Normality Result of Post Test in Experimental and Control Class

Class	L	L_{critical}	Criteria
Experimental	0.14	0.161	Normal
Control	0.15		

Based on the result above, it can be seen that $| F(x) - S(x) |$ table score both of classes were lower Lilliefors, so H_0 is accepted. The conclusion is distribution data of experimental class and control class were Normal.

b. Homogeneity Test of Post-Test

The homogeneity test is used to know whether the group sample that was taken from population is homogeneous or not.

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_a: \sigma_1^2 \neq \sigma_2^2$$

Table 4.9

**The Homogeneity Result of Post-Test in
Experimental and Control Class**

Class	Variance (s ²)	N	F_{count}^2	F_{table}^2	Criteria
Experimental	1.757	30	0.942	1.861	Homogenous
Control	1.655	30			

According to the formula above, it is obtained that:

$$F_{count} = \frac{Vb}{Vk}$$

$$F = \frac{1.757}{1.655}$$

$$F = 0.942$$

Based on computation above it is obtained that F_{count} is lower than F_{table} so H_0 accepted. It can be concluded that data of pre-test from experimental and control class have the same variance or homogeneous.

c. The Average Similarity Test

Testing the similarity of average of the initial data between experimental class and control class. To test the difference of average used t-test

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

The average of the two classes is said to be no different if $t_{\text{count}} < t_{\text{table}}$. With a significant level of $\alpha = 5\%$, $Df = 30 + 30 - 2 = 58$. Obtained $t_{\text{table}} = 2.042$ from the calculation obtained $t_{\text{count}} = 64.39$ because $t_{\text{count}} < t_{\text{table}}$ then H_a is accepted so that it can be concluded there is difference in average score learning achievement pretest experimental and control class.

Table 4.10:

The Average of Post-Test of Experimental and Control Class

Source of Variance	Experimental	Control	Criteria
Sum	229	210	Ha accepted
N	30	30	

Average	7.6	7.0
Variance	1.757	1.655
Standard Deviation (S^2)	1.33	1.29
t_{count}	64.39	
t_{table}	2.042	

Based on the computation above it is obtained that F_{count} is lower than F_{table} so H_a accepted. It can be concluded that data of post-test from experimental and control class have the same variance.

C. Hypothetical Test

Hypothesis test is used to know whether there is a difference on post-test of experimental class and control classes. The data which is used to test the hypothesis is score post-test both of class. To test the difference of average used t-test.

$H_0: \mu_1 \leq \mu_2$: This means that there is no significant difference between students who are taught vocabulary using personal vocabulary notes techniques and those who

are taught using personal vocabulary notes techniques.

Ha: $\mu_1 > \mu_2$: This means that there are significant difference between students who are taught vocabulary using personal vocabulary notes techniques and those who are taught using personal vocabulary notes techniques.

Based on the final result if the average difference test showed that the average post-test test score of experimental class was 7.6, while the average post-test score of control class was 7.0.

The calculation using t-test showed that $t_{\text{count}} = 64.39$ and $t_{\text{table}} = 2,042$, with a significant level of $\alpha = 5\%$, $Df = 30 + 30 - 2 = 58$. It showed that $t_{\text{count}} > t_{\text{table}}$. It means that H_0 was rejected and H_a was accepted. So that it can be concluded there is a significant difference between experimental class and control class.

D. Discussion of Research Finding

Based on the data collected, using personal vocabulary notes technique to teach vocabulary in narrative text showed that students enjoyed and very interested. It was supported by the result of the student's score of pre-test and post-test. The students' score who was taught vocabulary by using personal vocabulary notes technique was better than before the treatment.

The researcher discovered that the students were enthusiastic, fun and also enjoy while learning vocabulary. They followed the lesson respectfully and also discussed their personal vocabulary notes with their chair mates or friends and helped each other to make their personal vocabulary notes.

With this, the researcher sees from previous studies there are differences. Researchers use different technique and media.

Based on the finding result, the eighth graders of MTs N 3 Demak students' score percentage before used personal vocabulary notes technique were very low for their vocabulary. The pre-test was conducted to experimental and control class in the eighth grade to

know which classes that eligible. The treatment was given four times in each class. After the treatment was given, the researcher gave the post-test and the result was the score of the experimental class is higher than the controlled class. It can be seen from the mean of the pre-test in the experimental class is 7.1, which of the post-test is 7.6. In the controlled class, the mean of the pre-test is 6.8, which of the post-test is 7.0.

Based on the result of the calculation of t-test is obtained t count = 64.39 and t table = 2.042. It showed that t count > t table ($64.39 > 2.042$). So H_0 is rejected and H_a is accepted. It means there was a significant difference between the students' who using personal vocabulary notes in narrative text and the students' who without using personal vocabulary notes in narrative text. In other words, personal vocabulary notes technique is found to be helpful and effective on students' vocabulary understanding in narrative text, especially the eighth-grader students of MTs N 3 Demak.

E. Limitation of The Research

There are several limitations that are quite influential on this research of thesis. These limitations

include the subject and time of the study. These limitations can be explained as follows.

- 1) This research was limited at VIII MTs N 3 Demak, with one experimental class and one control class. The researcher focused on personal vocabulary notes technique in narrative text. When the same researchers conducted in other schools, it is still possible to obtain the difference result.
- 2) The research process was carried out by researcher was also limited by time. This research was carried out during thesis making. This short time was one of the factors that could not be done maximally. Although the time was used quite short but was still able to fulfill the requirements for a research.
- 3) The researcher was still lack of knowledge and experience for during this research, so the implementation process of this research was less smooth. But the researcher presented the research as good as possible to do this research.

CHAPTER V

CONCLUSION

In this chapter, the researcher presents the conclusion of this study, some suggestions, and closing.

A. Conclusion

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. After getting the result of the study, the researcher concludes that personal vocabulary notes technique was effective on students' vocabulary understanding in narrative text.

There are some significant differences between the experimental and control classes. In the result of the average post-test of the experimental class was 7.6 which was higher than the control class 7.0. It means that using personal vocabulary notes in the narrative text was better than non-using personal vocabulary notes in the narrative text.

Based on the result of the calculation of the t-test is obtained $t \text{ count} = 64.39$ and $t \text{ table} = 2.042$. It showed that $t \text{ count} > t \text{ table}$ ($64.39 > 2.042$). So H_0 is rejected and H_a is accepted. It can be concluded that

there is a significant difference between the students' who using personal vocabulary notes in narrative text and the students' who without using personal vocabulary notes in narrative text. In other words, personal vocabulary notes technique is found to be helpful and effective on students' vocabulary understanding in narrative text, especially the eighth-grader students of MTs N 3 Demak.

B. Suggestion

Based on the results obtained, there are several suggestions as follows:

1. For Teachers

The teacher must be innovative in choosing learning models, methods, and techniques that are appropriate to the students' abilities and learning material. So, students are interested in learning English.

2. For Students

Students are advised to always pay attention to what the teacher says carefully. Students can not only pay attention to the material but also work together and actively improve their vocabulary in

interesting and different ways by using personal vocabulary note techniques.

3. For Further Researcher

The results of this study are expected to be used as a consideration or preview for further researcher in conducting the same research field with different research objects. This thesis is presented to the readers. Researcher realizes that it is still less than perfect. Researcher expects suggestions and criticisms to make it perfect. Researcher hopes this can be useful for readers.

C. Closing

Alhamdu lillahi rabbil 'alamin. Finally, this research can be completed and the researcher realizes that this paper is far from the perfect category. Therefore, constructive criticism and suggestions are expected to complete this thesis. Hopefully, this thesis is useful to us. Amiin.

REFERENCES

- Abdillah, Zaeni, The Effectiveness of the Vocabulary Journal Technique on the Vocabulary Mastery of Class VII Students in MTs. Al-Jami'ah Tegalega-Cidolog, *Thesis*, (Jakarta: UIN Syarif Hidayatullah, 2017).
- Alqahtani, Mofareh, The Importance of Vocabulary in Language Learning and How to be Taught. 2015. *International Journal of Teaching and Education*, Vol. III.
- Anderson, Mark, & Kathy Anderson, *Text Types in English 2*, (South Yara: MacMillan Education Australia PTY LTD, 1997).
- Annury, Muhammad Nafi, Promoting Multilingualism in the Classroom: A Case Study of ELT Program. *Vision: Journal for Language and Foreign Language Learning*, 2017. Vol.6, No.1, 80-88.
- Apuke, Oberiri Destiny, Quantitative Research Methods a Synopsis Approach, (*Arabian Journal of Business and Management Review*). ISSN: 2224-8358. Vol. 6 (10), 2017).
- Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006).

- Bakti, Kristin Natalina Nugraha, Vocabulary Learning Strategies Used by Junior High School Students, (*Indonesian Journal of English Language Studies*. Vol. 3, No. 2, March 2018).
- Barthes, Roland and Lionel Duisit, An Introduction to the Structural Analysis of Narrative, (*The Journal of New Literary History*: 2018. Vol. 6, Numb 2.
- Centenario, Laura Loshuertos, *Vocabulary Notebooks: A tool to Enhance Memory or a Memories Notebook?*, (Universidad Pública de Navarra: Post-graduate Master's Degree in Education EFL Teachers 2012-2013).
- Cohen, Louis, Lawrence Manion, Keith Morrison, *Research Methods in Education*, (United States America, Routledge, 2007).
- Fadhilah, Ma'rifatul, The Effectiveness of Written 'Peer Review' Towards English 3 Students' Writing Skill. *Vision: Journal for Language and Foreign Language Learning*, 2017 Vol.6, No.1, 47-61.
- Fahim, Agus, Improving Vocabulary Mastery by Using Inquiry Technique in The Seventh grade of Islamic Junior High School of SMP 2 Sumber Gempol in Academic

- Year 2013/2014, *Thesis*, (Tulungagung: IAIN Tulungagung, 2014).
- Gay, L.R., Geoffrey E. Mills, Peter Airasian, *Educational Research: Competencies for Analysis and Applications*-10th ed, (United States America, Pearson Education, Inc, 2012).
- Gobet, F. Vocabulary acquisition. In James D. Wright (Ed.), *International encyclopedia of the social & behavioral sciences*, 2nd edition, 2015. Vol 25
- Hidayati, Ida Ubaidah, The Use of Think, Pair, Share Learning Method to Improve Vocabulary Mastery of the Second Class Students of Muhammadiyah Vocational High School, Salatiga in Academic Year 2011/2012. *Vision: Journal for Language and Foreign Language Learning*, 2017. Vol.6, No.2.
- Hidayat, Irfan Wahyu, Vocabulary Teaching Techniques in SMP Muhammadiyah 10 Surakarta in the 2016-2017 Academic Year, *Thesis*, (Surakarta: Universitas Muhammadiyah Surakarta, 2017).
- Kurzweil, Joshua, Personal Vocabulary Notes, (*The Internet TESL Journal*, Vol. VIII, No. 6, 2002).
- Lodico, Marguerite G., Dean T. Spaulding, Katherine H. Voegtle, co, Marguerite G, *Methods in Educational*

- Research : from Theory to Practice*, (United States America, John Wiley & Son Inc, 2010).
- Mothe, Prashant Subhash, *Innovative Techniques of Teaching Vocabulary at the Intermediate Level in the Second Language Classroom*, (Adarsh Senior College, Omerga Dist.Osmanabad (MS) India).
- Nikmah, Miftakul, “Developing Moodle – Based Interactive Online Media to Teach Narrative Reading in SMA N 13 Semarang”, *Vision: Journal for Language and Foreign Language Learning*, 2015 Vol. 4, No. 1
- Nunan, David, *Research Methods in Language Learning*, (Cambridge: Cambridge University Press, 1992).
- Prastikawati, Entika Fani, Siti Musarokah, *Writing 3 (Handouts and Assignments)*, (Semarang: IKIP PGRI Semarang, 2010).
- Portland, State University, *Quantitative Research: Reliability and Validity*, <http://www.socialresearchmethods.net/tutorial/Colosi/1colosi2.htm> (accessed on September 28, 2019, at 21:23 pm).
- Purba, Rodearta, Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique, (*Advances in Language and Literary*

- Studies* ISSN: 2203-4714. Volume: 9 Issue: 1. February 28, 2018).
- Puspita Sari, Kharisma, Teacher's Directive Speech Acts at Kindergarten School. *Vision: Journal for Language and Foreign Language Learning*, 2018. Vol.7, No.1, 35-44.
- Sedita, Joan, Effective Vocabulary Instruction, (Published in "Insights on Learning Disabilities" 2(1) 33-45, 2005).
- Solimun, Armau, dkk, *Metodologi Penelitian Kuantitatif Perspektif Sistem*, (Malang: UB Press, 2019).
- Sudjana, *Metoda Statistika*, (Bandung: Tarsito 2005).
- Sugiyono, *Metode Penelitian Kuantitatif dan R&D*, (Bandung: Alfabeta, 2012).
- Susanto, Alpino, The Teaching of Vocabulary: A Perspective, (*Jurnal KATA*: Vol 1 No. 2 Oktober 2017).

APPENDIX 1

Students' Name List of Experimental Class (VIII-4)

No	Name of Students	Code
1	Ade Wahyu Setiawan	A-1
2	Agus Aliyul Wafa	A-2
3	Ahmad Ja'far	A-3
4	Ahmad Machfud Dzaki	A-4
5	Alen Saputra	A-5
6	Anggraeni Hapsari W	A-6
7	Aova Auliya Ahyariz Zaki	A-7
8	Aulia Lestari Rahayu	A-8
9	Aurelia Divia Pradita Putri	A-9
10	Diah Puspita Sari	A-10
11	Diar Kustia Shinta	A-11
12	Eris Juni Anto	A-12
13	Fatma Kristiana	A-13
14	Ihghar Al Ghoni	A-14
15	Indra Zainal Abidin	A-15
16	Khabibah Nur Fadhilah	A-16
17	Kori'ah	A-17
18	Miftahul Ulum	A-18
19	Millatina Nur Naimah	A-19
20	Mubarochatul Muaziizah	A-20

21	Muhamad Arya Adhi Pramana	A-21
22	Muhammad Farisul Amri	A-22
23	Muhammad Irsyad Isfan Diar	A-23
24	Muhammad Luqman Hakim	A-24
25	Muhammad Rafli Nur Ariyanto	A-25
26	Muhammad Risqi Hadi Wijoyo	A-26
27	Muhammad Zaenal Abidin	A-27
28	Mukhamad Ilham Bakhtiar	A-28
29	Nabil Ibnu Ubaidillah	A-29
30	Nabila Azka Uliyya	A-30

APPENDIX 2

Students' Name List of Control Class (VIII-3)

No.	Name of Students	Code
1	Abdullah Syifak	C-1
2	Ahmad Abid Aftoni Yahya	C-2
3	Ahmad Jauharul Mufid	C-3
4	Ahmad Kholilur Rohman	C-4
5	Ali Mahbub	C-5
6	Amanda Eka Cahyati	C-6
7	Andi Setiawan	C-7
8	Anis Sa'adah	C-8
9	Anta Maulana M	C-9
10	Azzam Al Faruq	C-10
11	Candra Lusi Dewayanti	C-11
12	Chalif Adi Pratama	C-12
13	Dewi Nur Hidayah	C-13
14	Fajar Maulana	C-14
15	Imam Khoirus Syifa	C-15
16	Johan Sandhono	C-16
17	Luthfi Kurniawan	C-17
18	Milla Febriyanti	C-18
19	Muhamad Ashar Fahrudy	C-19
20	Muhamad Indra Saputra	C-20

21	Muhamad Naufal Ramdani	C-21
22	Muhammad Agil Afiq Ginantaka	C-22
23	Muhammad Syarif Hidayatullah	C-23
24	Musyafak	C-24
25	Nadif Fathul Aswa	C-25
26	Nur Dwi Setiasari	C-26
27	Nur Lailatul Muna	C-27
28	Pradita Sari	C-28
29	Puji Wahyu Lestari	C-29
30	Putri Ayu Candra Ningtyas	C-30

APPENDIX 3

Lesson Plan for Experimental Class

Educational Unit	: MTs N 3 Demak
Class/Semester	: VIII/2
Subject	: English
Topic	: Narrative Text
Time Allocation	: 2 x 40 minutes

A. CORE COMPETENCE

C-1: Appreciating and practicing the religious teaching that the students follow.

C-2: Respecting and appreciating honest, disciplined, responsible, caring (tolerant, mutual assistance) behavior, courteous, confident in interacting effectively with social and natural environment within the reach of association and its existence.

C-3: Understanding knowledge (factual, conceptual, and procedural) based on the students' curiosity about science, technology, arts, culture related phenomena and visible eye events.

C-4: Observing, exploring, and associating in the realm of concrete and abstract realms related to the development of the self-study in school independently, and being capable of using methods according to scientific rules.

B. BASIC COMPETENCE

- 11 : Understanding meaning in simple short essay in form of recount and narrative to interact with surrounding.
- 11.3: Responding meaning and rhetorical stages of a simple short essays accurately, fluently and thankful to interact with the environment in the form of narrative text.

C. INDICATOR

1. Identifying and determining detailed information in narrative text correctly.
2. Identifying the meaning of words in narrative text.

D. LEARNING AIMS

After the learning process, students are expected to be able to:

1. Students are able to identify and determine the detail information in narrative text.
2. Students are able to identify specific words used in narrative text.

E. LEARNING MATERIAL

- a. Meeting 1

Read and find out the words they don't know before and look up part of speech!

Mousedeer and Crocodile

One day Mousedeer saw a lot of fruits on the other side of the river. He wanted to eat them but he could not cross the river. There were many crocodiles there, but there was no bridge across the river. The Mousedeer suddenly had an idea. He stood on the river side and called out.

“Hello. Is anybody there?” Crocodile heard him, he swam fast to meet Mousedeer, and answered, “Hello, Mousedeer. How are you? Please come in.” He pretended to be friendly. He had a plan. As soon as Mousedeer got near; he would snap him and eat him for breakfast. But Mousedeer was standing on top of a big stone. In a proud voice he said, “Crocodile, I’m here to do the King’s order.

The King will give away free meat to all crocodiles. He has sent me to count the number of all the crocodiles here.” Crocodile was so happy that he forgot his plan to eat Mousedeer. “Really? How will you count us?” “Please call all your family, relatives, friends, neighbors. Tell them to line up from here to the other side of the river,” ordered Mousedeer.

Before long, all the crocodiles were in a long line across the river. Then, Mousedeer jumped onto the back of one crocodile to another, counting loudly “One, Two, Three, Four.” When he got to the last crocodile he said “One hundred!” and quickly jumped up to the land. “How many are we?” asked Crocodile. “One hundred. Hahaha, I fooled you! Thanks for giving me a bridge to cross the river. Bye!”

Source: When English Rings a Bell (Kemendikbud 2014)

b. Meeting 2

Look for difficult words from the text and search in a dictionary!

Fox and a Cat

One day, a cat and a fox were having a conversation. The fox, who was a conceited

creature, boasted how clever she was. “Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,” she said.

“I know only one trick to get away from dogs,” said the cat. “You should teach me some of yours!”.

“Well, maybe someday, when I have the time, I may teach you a few of the simpler ones”, replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder – the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. “This is the trick I told you about, the only one I know”, said the cat. “Which one of your hundred tricks are you going to use?”.

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

The Lion and the Mouse

When he was awakened by a tiny Mouse running across his body, a mighty Lion was sleeping in his lair. The lion then grabbed the frightened mouse with his huge paws and opened his mouth to swallow him directly. “Please, King,” begged the Mouse, “Spare me this time and of course I will never forget your kindness. Someday I may be able to repay you. “The Lion thought that it was such an amusing idea that he let the poor creature go.

Sometimes later the Lion was caught in a net laid by some hunters. Despite his great

strength, the Lion could not break free. Soon the forest echoed with angry load roars.

The Little Mouse heard the Lion and ran to see what was wrong. As soon as he succeeded to make the Lion free “There!” said the Mouse proudly, ” You laughed at me when I promised to repay your kindness, but now you know that even a tiny Mouse can help a mighty Lion.”

Source: <https://ekspektasia.com> (accessed on January 5, 2020, at 11.32 am).

F. LEARNING METHOD

- Scientific approach (*Observing, Questioning, Experimenting, Associating, Communicating*)
- Personal Vocabulary Notes Technique

G. LEARNING SOURCES MEDIA

Source : **Students’ handbook**

Siti Wachidah, Asep Gunawan, Emi Emilia dan Raden Safrina. 2014. *When English Rings a Bell*. (Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.)

Internet source

H. LEARNING ACTIVITIES

First meeting:

Activities	Teacher’s Activities	Time Allocation
Opening Activity	The Teacher says opening <i>salam</i> and addresses the students.	5 minutes
	The Teacher invites the students to pray together	

	before starting learning activity, then check the attendance list.	
	The Teacher gives motivation and asks the students about the previous material.	
	The Teacher tells the students the learning objective of the students.	
Main Activity	Observing	30 minutes
	The teacher gives narrative text to be read by students.	
	Teacher asks to the students about the story which is their like.	
	Questioning	
	Teacher asks some questions related to the text.	
	Experimenting	
	Teacher asks them to list vocabulary they didn't know	

	before from the text.	
	Teacher asks them to look up <i>part of speech</i> for their own words.	
	The teacher asks students to look up the meaning of the words they have found in the text and search in the dictionary.	
	Associating	
	Teacher helps the students to find the meaning of those words or vocabularies.	
	Students are given time to discuss with their peers about the vocabulary they write and complement each other.	
	Communicating	
	Teacher gives exercises to test the students' understanding.	
Closing	Teacher gives positive	5 minutes

Activity	feedback for students' participation.	
	Students are given the opportunity to ask questions if they are still confused.	
	Teacher invites the students to pray together before closing the class, gives a closing statement, and says <i>salam</i> .	

Second Meeting:

Activities	Teacher's Activities	Time Allocation
Opening Activity	Teacher says opening <i>salam</i> and addresses the students.	5 minutes
	Teacher invites the students to pray together before starting learning activity, then check the attendance list.	
	Teacher gives motivation and asks the students about the previous material.	
	Teacher tells the students	

	the learning objective of the students.	
Main Activity	Observing	30 minutes
	The teacher discusses the student's practice from the last meeting.	
	Questioning	
	The teacher gives a chance to students to answer one of the questions.	
	The teacher allows students to ask about the question.	
	Exploring	
	The teacher divides several groups into 4 groups.	
	The teacher shares other texts with students.	
	Associating	
	The teacher asks each group to look for difficult words from the text given by the teacher.	

	Communicating	
	The teacher asks each group to present the results of their work.	
	The teacher asks students to write words they did not get from the work of other groups.	
	Creating	
	The teacher asks students to make sentences from the vocabulary notes they get individually.	
Closing Activity	Teacher gives positive feedback for students' participation.	5 minutes
	Students are given the opportunity to ask questions if they are still confused.	
	Teacher invites the students to pray together before closing the class, gives a closing statement, and says <i>salam</i> .	

I. ASSESSMENT

a. Attitude :

- 1) Aspect: Students' responsibility in the class.
- 2) Scoring Rubric

Aspect	Criteria	Score
Responsibility	Complete the task independently.	5
	Complete tasks and sometimes ask for help from friends.	4
	Only do part of it.	3
	Only do some work and sometimes ask for help from friends.	2
	Not doing or completing assignments.	1

Note: 5 = very good, 4 = good, 3 = enough, 2 = less, 1 = bad/very less

b. Knowledge :

- 1) Aspect: Match vocabulary according to the available sentences.
- 2) Instrument : Students' worksheet 1
- 3) Table of instrument lattice

Material	Indicators	No Questions	Types of Question	Cognitive Level
Vocabulary	Problems related to matching vocabulary in sentences.	1,2,3,4,5,6,7,8,9,10	Blank spaces	

4) Scoring Rubric

Aspect	Description	Score
Answering questions correctly relates to the text of narrative text.	Student can answer the question correctly	1
	Student cannot answer the question correctly	0

5) Score

$$\text{Final Score} = \frac{\text{total obtained score}}{10} \times 100$$

c. Skill :

- 1) Aspect : Create sentences from the vocabulary they get
- 2) Instrument : Students' worksheet 2
- 3) Score : Final score = Total score x 5

No	Aspect	Criteria	Score
1	Clearly expresses written ideas	Ideas are clear and completely decipherable.	5
		Can understand most words in the sentences.	4
		Can understand some words in the sentences.	3
		Can understand very few words in the sentences.	2
		Sentences are not decipherable.	1
2	Writes in complete sentences	Writes complete sentences with subject, verb and a detail or adjective.	5
		Writes complete simple sentences.	4
		Writes run-on sentences or begins with And/But often.	3
		Writes phrases or incomplete sentences.	2
		Writes random words/letters.	1
3	Neatness	Excellent letter formation and spacing.	5

		Good letter formation and spacing.	4
		Fair letter formation and spacing.	3
		Poor letter formation and spacing.	2
		Not legible.	1

Assessment criteria:

$$\frac{\text{Total Score obtained} \times 10}{\text{Maximum Score}} = 100$$

Mengetahui,

Peneliti



Layyinnatus Syifa
NIM 1503046050

Guru Mata Pelajaran



H. Suraji, S.Pd
NIP. 196802131999031002

Students' Worksheet

Worksheet 1

Name :

Class :

Complete the sentences below by using the following words: *count, idea, back, snap, there, plan, top, free, many, side*

1. The Mousedeer suddenly had an
2. Crocodile was so happy that he forgot his to eat Mousedeer.
3. "How are we?"
4. He has sent me to the number of all the crocodiles here.
5. Mousedeer jumped onto the of one crocodile to another.
6. "Hello. Is anybody ?"
7. The King will give away meat to all crocodiles.
8. But Mousedeer was standing on of a big stone.
9. One day Mousedeer saw a lot of fruits on the other of the river.
10. He would him and eat him for breakfast.

Source: <https://ekspektasia.com> (accessed on January 5, 2020, at 11.32 am).

Answer:

- 1) Idea
- 2) Plan
- 3) Many
- 4) Count
- 5) Back
- 6) There
- 7) Free
- 8) Top
- 9) Side
- 10) Snap

Worksheet 2

The teacher divides several groups into 4 groups and look for difficult words from the text and search in a dictionary!

APPENDIX 4

Lesson Plan for Control Class

Educational Unit	: MTs N 3 Demak
Class/Semester	: VIII/2
Subject	: English
Topic	: Narrative Text
Time Allocation	: 2 x 40 minutes

A. CORE COMPETENCE

- C-1:** Appreciating and practicing the religious teaching that the students follow.
- C-2:** Respecting and appreciating honest, disciplined, responsible, caring (tolerant, mutual assistance) behavior, courteous, confident in interacting effectively with social and natural environment within the reach of association and its existence.
- C-3:** Understanding knowledge (factual, conceptual, and procedural) based on the students' curiosity about science, technology, arts, culture related phenomena and visible eye events.
- C-4:** Observing, exploring, and associating in the realm of concrete and abstract realms related to the development of the self-study in school

independently, and being capable of using methods according to scientific rules.

B. BASIC COMPETENCE

11 : Understanding meaning in simple short essay in form of recount and narrative to interact with surrounding.

11.3: Responding meaning and rhetorical stages of a simple short essays accurately, fluently and thankful to interact with the environment in the form of narrative text.

C. INDICATOR

1. Identifying and determining detailed information in narrative text correctly.
2. Identifying the meaning of words in narrative text.

D. LEARNING AIMS

After the learning process, students are expected to be able to:

1. Students are able to identify and determine the detail information in narrative text.
2. Students are able to identify specific words used in narrative text.

E. LEARNING MATERIAL

a. Meeting 1

Read the text and the teacher will provide vocabulary from the text!

Mousedeer and Crocodile

One day Mousedeer saw a lot of fruits on the other side of the river. He wanted to eat them but he could not cross the river. There were many crocodiles there, but there was no bridge across the river. The Mousedeer suddenly had an idea. He stood on the river side and called out.

“Hello. Is anybody there?” Crocodile heard him, he swam fast to meet Mousedeer, and answered, “Hello, Mousedeer. How are you? Please come in.” He pretended to be friendly. He had a plan. As soon as Mousedeer got near; he would snap him and eat him for breakfast. But Mousedeer was standing on top of a big stone. In a proud voice he said, “Crocodile, I’m here to do the King’s order.

The King will give away free meat to all crocodiles. He has sent me to count the number of all the crocodiles here.” Crocodile was so happy that he forgot his plan to eat Mousedeer. “Really? How will you count us?” “Please call all your family, relatives, friends, neighbors. Tell them to line up from here to the other side of the river,” ordered Mousedeer.

Before long, all the crocodiles were in a long line across the river. Then, Mousedeer jumped onto the back of one crocodile to another, counting loudly “One, Two, Three, Four.” When he got to the last crocodile he said “One hundred!” and quickly jumped up to the land. “How many are we?” asked Crocodile.

“One hundred. Hahaha, I fooled you! Thanks for giving me a bridge to cross the river. Bye!”

Source: When English Rings a Bell (Kemendikbud 2014)

c. Meeting 2

Look for difficult words from the text and search in a dictionary!

Fox and a Cat

One day, a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. “Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,” she said.

“I know only one trick to get away from dogs,” said the cat. “You should teach me some of yours!”

“Well, maybe someday, when I have the time, I may teach you a few of the simpler ones”, replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder – the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. “This is the trick I told you about, the only one I know”, said the cat. “Which one of your hundred tricks are you going to use?”

The fox sat silently under the tree, wondering which trick she should use. Before

she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

The Lion and the Mouse

When he was awakened by a tiny Mouse running across his body, a mighty Lion was sleeping in his lair. The lion then grabbed the frightened mouse with his huge paws and opened his mouth to swallow him directly. “Please, King,” begged the Mouse, “Spare me this time and of course I will never forget your kindness. Someday I may be able to repay you.” The Lion thought that it was such an amusing idea that he let the poor creature go.

Sometimes later the Lion was caught in a net laid by some hunters. Despite his great strength, the Lion could not break free. Soon the forest echoed with angry loud roars.

The Little Mouse heard the Lion and ran to see what was wrong. As soon as he succeeded to make the Lion free “There!” said the Mouse proudly, ” You laughed at me when I promised to repay your kindness, but now you know that even a tiny Mouse can help a mighty Lion.”

Source: <https://ekspektasia.com> (accessed on January 5, 2020, at 11.32 am).

F. LEARNING METHOD

- Discussion

G. LEARNING SOURCES MEDIA

Source : **Students’ handbook**

Siti Wachidah, Asep Gunawan, Emi Emilia dan Raden Safrina. 2014. *When English Rings a Bell*. (Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.)

Internet source

H. LEARNING ACTIVITIES

First meeting:

Activities	Teacher's Activities	Time Allocation
Opening Activity	Teacher says opening <i>salam</i> and addresses the students.	5 minutes
	Teacher invites the students to pray together before starting learning activity, then check the attendance list.	
	Teacher gives motivation and asks the students about the previous material.	
	Teacher tells the students the learning objective of the students.	

Main Activity	Observing	30 minutes
	The teacher gives narrative text to the students.	
	The teacher asks students to read the text given by the teacher.	
	Questioning	
	Teacher asks some questions related to the text.	
	Elaboration	
	The teacher gives some vocabulary from the text.	
	The teacher asks students to write the vocabulary that has been given.	
	Confirmation	
	Teacher gives exercises to test the	

	students' understanding.	
Closing Activity	Teacher gives positive feedback for students' participation.	5 minutes
	Students are given the opportunity to ask questions if they are still confused.	
	Teacher invites the students to pray together before closing the class, gives a closing statement, and says <i>salam</i> .	

Second Meeting:

Activities	Teacher's Activities	Time Allocation
Opening Activity	Teacher says opening <i>salam</i> and addresses the students.	5 minutes
	Teacher invites the students to pray	

	together before starting learning activity, then check the attendance list.	
	Teacher gives motivation and asks the students about the previous material.	
	Teacher tells the students the learning objective of the students.	
Main Activity	Observing	30 minutes
	The teacher discusses the student's practice from the last meeting.	
	The teacher gives a chance to students to answer one of the questions.	
	Questioning	
	Teacher asks some	

	questions related to the text.	
	Elaboration	
	The teacher divides several groups into 4 groups.	
	Teacher asks the students to read the text and find the difficult vocabularies.	
	Teacher helps the students to find the meaning of those words / vocabularies	
	Creating	
	The teacher asks students to make sentences from the vocabulary provided	

	by the teacher individually.	
Closing Activity	Teacher gives positive feedback for students' participation.	5 minutes
	Students are given the opportunity to ask questions if they are still confused.	
	Teacher invites the students to pray together before closing the class, gives a closing statement, and says <i>salam</i> .	

I. ASSESSMENT

a. Attitude :

- 1) Aspect: Students' responsibility in the class.

Aspect	Criteria	Score
Responsibility	Complete the task independently.	5
	Complete tasks and sometimes	4

	ask for help from friends.	
	Only do part of it.	3
	Only do some work and sometimes ask for help from friends.	2
	Not doing or completing assignments.	1

2) Scoring Rubric

Note: 5 = very good, 4 = good, 3 = enough, 2 = less, 1 = bad/very less

b. Knowledge :

- 1) Aspect: Match vocabulary according to the available sentences.
- 2) Instrument : Students' worksheet 1
- 3) Table of instrument lattice

Material	Indicators	No Questions	Types of Question	Cognitive Level
Vocabulary	Problems related to matching vocabulary in sentences.	1,2,3,4,5, 6,7,8,9,10	Blank spaces	

4) Scoring Rubric

Aspect	Description	Score

Answering questions correctly relates to the text of narrative text.	Student can answer the question correctly	1
	Student cannot answer the question correctly	0

5) Score

$$6) \text{ Final Score} = \frac{\text{total obtained score}}{10} \times 100$$

c. **Skill :**

- 1) Aspect : Create sentences from the vocabulary they get
- 2) Instrument : Students' worksheet 2

No	Aspect	Criteria	Score
1	Clearly expresses written ideas	Ideas are clear and completely decipherable.	5
		Can understand most words in the sentences.	4
		Can understand some words in the sentences.	3
		Can understand very few words in the sentences.	2
		Sentences are not decipherable.	1
2	Writes in complete sentences	Writes complete sentences with subject, verb and a detail or adjective.	5
		Writes complete simple sentences.	4
		Writes run-on sentences or begins with And/But often.	3
		Writes phrases or incomplete sentences.	2
		Writes random words/letters.	1
3	Neatness	Excellent letter formation and	5

		spacing.	
		Good letter formation and spacing.	4
		Fair letter formation and spacing.	3
		Poor letter formation and spacing.	2
		Not legible.	1

3) Score

4) Final score = Total score x 5

Assessment criteria:

$$\frac{\text{Total Score obtained} \times 10}{\text{Maximum Score}} = 100$$

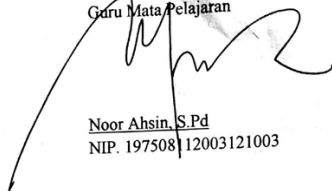
Mengetahui,

Peneliti



Layyinnatus Syifa
NIM 1503046050

Guru Mata Pelajaran



Noor Ahsin, S.Pd
NIP. 19750812003121003

Students' Worksheet

Worksheet 1

Name :

Class :

Complete the sentences below by using the following words: *count, idea, back, snap, there, plan, top, free, many, side*

1. The Mousedeer suddenly had an
2. Crocodile was so happy that he forgot his to eat Mousedeer.
3. "How are we?"
4. He has sent me to the number of all the crocodiles here.
5. Mousedeer jumped onto the of one crocodile to another.
6. "Hello. Is anybody ?"
7. The King will give away meat to all crocodiles.
8. But Mousedeer was standing on of a big stone.
9. One day Mousedeer saw a lot of fruits on the other of the river.
10. He would him and eat him for breakfast.

Source: <https://ekspektasia.com> (accessed on January 5, 2020, at 11.32 am).

Answer:

- 1) Idea
- 2) Plan
- 3) Many
- 4) Count
- 5) Back
- 6) There
- 7) Free
- 8) Top
- 9) Side
- 10) Snap

Worksheet 2

The teacher divides several groups into 4 groups and look for difficult words from the text and search in a dictionary!

APPENDIX 5

Instrument of Pre-test

Name :

Class :

I. Choose either A, B, C, or D for the correct answer!

The following text is for question number 1-5.

The Smartest Animal

Once there was a farmer in Laos. Every morning and afternoon he plowed his field with the help of his buffalo.

One day a tiger saw the farmer and his buffalo working. The tiger was surprised to see a big animal listening to a small animal. He wanted to know more about the buffalo and the man. After the man went home, the tiger spoke to the buffalo. "You are so big and strong, why do you do everything the man tells you?" "Oh, the man is very intelligent."

So the next day the tiger said to the man. "Can I see your intelligence?" But the man answered, "It's at home." "Can You go and get it?" asked the tiger.

"Yes," said the man, "But I'm afraid you will kill my buffalo when I am gone. He took his plow and

hit the tiger with a stick. Then he said. “Now you know about my intelligence even if you haven’t seen it.”

Source: <https://www.itapuih.com/2016/02/contoh-soal-latihan-narrative-text-part.html>

1. Where did the story happen?
 - A. In the Zoo
 - B. In the Forest
 - C. In the Field
 - D. In the Park
2. When does the farmer plow his field?
 - A. In the morning and afternoon
 - B. In the morning and evening
 - C. Only in the afternoon
 - D. Only in the morning
3. How many characters are there in the story?
 - A. Three
 - B. Five
 - C. Four
 - D. Six
4. What is the main idea of the last paragraph?
 - A. Farmer and his buffalo working
 - B. Big animal listening to a small animal
 - C. The farmer shows his intelligence
 - D. The tiger want to see farmer’s intelligence
5. “The tiger was surprised to see big animal listening to a small animal”

(paragraph 2 line 2). The underlined word means.....

- A. Hear
 - B. Afraid
 - C. Obey
 - D. Weak
6. What can we learn from the story?
- A. Never underestimate others
 - B. We have to plow the field everyday
 - C. Buffalo is more intelligent than a tiger
 - D. The size of body determines the power

Read the following text to answer questions number 7 to 10

Story of Rabbit and Bear

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit was feared to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra-large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

Source: <https://www.itapuih.com/2016/02/contoh-soal-latihan-narrative-text-part.html>

7. What do you think about the bear?
 - A. He was greedy
 - B. He was a good shot
 - C. He could use the arrow well
 - D. He was very kind to the rabbit
8. Who gave the meat to the rabbit?
 - A. The papa bear
 - B. The mother bear
 - C. The oldest child of the bear
 - D. The youngest child of the bear

9. "He consented and went with the bear and shot enough buffalo to satisfy the hungry family." The underlined word is closest in meaning with ...
- A. Fulfill
 - B. Eat
 - C. Give
 - D. Fill
10. What can we learn from the story?
- A. Don't be arrogant
 - B. We must be kind to our neighbors
 - C. Don't be lazy
 - D. Be a generous man

II. Complete the sentences below by using the following words: *plan, idea, side, many, top.*

1. The Mousedeer suddenly had an
2. Crocodile was so happy that he forgot his to eat Mousedeer.
3. "How are we?"
4. But Mousedeer was standing on of a big stone.
5. One day Mousedeer saw a lot of fruits on the other of the river.

Source: <https://ekspektasia.com> (accessed on January 5, 2020, at 11.32 am).

III. Create sentences from your own vocabulary (2 sentences)

Answer Key:

I

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

II

- a) Idea
- b) Plan
- c) Many
- d) Top
- e) Side

APPENDIX 6

Instrument of Post-test

Name :

Class :

- I. Choose either A, B, C, or D for the correct answer!**

The following text is for question number 1-4.

Three Fish

Once upon a time, there were three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. “This pond is full of fish”, they told each other excitedly. “We have never fished here before. We must come back tomorrow morning with our nets and catch these fish!” So saying, the fishermen left.

When the eldest of the three fish heard this, he was troubled. He called the other fish together and said, “Did you hear what the fishermen said? We must leave this pond now. The fishermen will return tomorrow and kill us all!” The second of the three fish agreed. “You are right”, he said. “We must leave this pond now.”

But the youngest fish laughed. “You are worrying without reason”, he said. “We have lived

in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe”. The eldest of the fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish’s luck did not help him – he was caught and killed.

1. How is the character of the third fish?
 - A. Obstinate
 - B. Kind
 - C. Lazy
 - D. Arrogant
2. What did the third fish do when he was invited to leave the pond?
 - A. He agreed to leave the pond
 - B. He refused to follow the eldest fish
 - C. He wanted to follow the eldest fish
 - D. He was angry with his friends
3. What is the main idea in the second paragraph?
 - A. The fish had known that the fisherman will come back to the pond to go fishing.
 - B. There were some fishermen going fishing in the pond

- C. Fisherman did not find fish
 - D. The third fish was caught
4. What is the antonym of word “refused” in fourth paragraph?
- A. Reject
 - B. Accept
 - C. Extend
 - D. Believe

Read the following text to answer questions number 5 to 7.

Telaga Warna

Long long ago, there was a kingdom in West Java. The kingdom was ruled by a king named His Majesty Prabu. Prabu was a kind and wise king. But it was a pity that Prabu and his queen hadn't got any children. The queen often cried. That was why Prabu went to the jungle. There he prayed to God every day, begging for a child.

A few months later, the queen got pregnant. Nine months later, a princess was born. Prabu and Queen loved their beautiful daughter so much. They gave whatever she wanted. It made Princess turn into a very spoiled girl.

One day, the princess celebrated her 17th birthday party. Many people gathered in the palace. Then, Prabu took out a necklace which was made from gold and jewel. "My beloved daughter,

today I give you this necklace. Please, wear this necklace," said Prabu. "I don't want to wear it! It's ugly!" shouted the princess. Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor. Everybody couldn't say anything. They never thought that their beloved princess would do that cruel thing. In their silence, people heard the queen crying. Every woman felt sad and began crying, too. Then, everybody was crying.

Suddenly, from the underground, a spring emerged. It made a pool of water. Soon, the place became a big lake. The lake finally sank the kingdom. Nowadays, people called the lake "Telaga Warna". It means "Lake of Color". On a bright day, the lake is full of color. These colors come from shadows of forest, plants, flowers, and sky around the lake. But some people said that the colors are from the princess's necklace, which spreads at the bottom of the lake.

5. What is the purpose of the text?
 - A. To amuse the readers with the story of telaga warna
 - B. To describe telaga warna
 - C. To inform about telaga warna
 - D. To give information about telaga warna
6. Which statement is TRUE according to the story?

- A. Prabu had a kingdom in Centre Java
 - B. Prabu was an evil king
 - C. Princess was a spoiled girl
 - D. Princess was a kind person
7. What is the meaning of word “begging” in the second paragraph?
- A. Asking
 - B. Praying
 - C. Requesting
 - D. Answering

Read the following text to answer questions number 8 to 10.

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. “I must find them,” she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an

almighty push. The witch fell into the oven and the stepmother shut the door.

Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

8. The story is about....
 - A. Two children went to school for the first time
 - B. A witch who is really kind
 - C. A father who begged a witch for money
 - D. A stepmother who saved her children from a witch
9. Which statement is FALSE about the witch?
 - A. She locked Hansel in a cage
 - B. She planned to eat Hansel & Gretel
 - C. She fell into the ocean
 - D. She hated the children
10. "The witch fell into the oven and the stepmother shut the door." (Paragraph 4) The underlined word can be replaced by the word...
 - A. Marked
 - B. Painted
 - C. Opened

D. Closed

II. Complete the sentences below by using the following words: *sleeping, conversation, help, silently, able.*

1. The fox sat.....under the tree.
2. A cat and a fox were having a
3. Lion was in his lair.
4. Someday I may be to repay you.
5. Mouse can a mighty Lion.

Source: <https://ekspektasia.com> (accessed on January 5, 2020, at 11.32 am).

III. Create sentences from your own vocabulary (2 sentences)!

Answer Key:

I

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

II

- a) Silently
- b) Conversation
- c) Sleeping
- d) Able
- e) Help

APPENDIX 7

Students' Pre-test for Experimental Class

6

Name : Ade Wahyu Setiawan

Class : VIII A

- I. Choose either A, B, C, or D for the correct answer!
The following text is for question number 1-5.

The Smartest Animal

Once there was a farmer in Laos. Every morning and afternoon he plowed his field with the help of his buffalo.

One day a tiger saw the farmer and his buffalo working. The tiger was surprised to see a big animal listening to a small animal. He wanted to know more about the buffalo and the man. After the man went home, the tiger spoke to the buffalo. "You are so big and strong, why do you do everything the man tells you?" "Oh, the man is very intelligent."

So the next day the tiger said to the man. "Can I see your intelligence?" But the man answered, "It's at home." "Can You go and get it?" asked the tiger. "Yes," said the man, "But I'm afraid you will kill my buffalo when I am gone. He took his plow and hit the tiger with a stick. Then he said. "Now you know about my intelligence even if you haven't seen it."

Source: <https://www.itapuih.com/2016/02/contoh-soal-latihan-narrative-text-part.html>

1. Where did the story happen?
 A. In the Zoo
 B. In the Forest
 C. In the Field
 D. In the Park
2. When does the farmer plow his field?
 A. In the morning and afternoon
 B. In the morning and evening
 C. Only in the afternoon
 D. Only in the morning
3. How many characters are there in the story?
 A. Three
 B. Five
 C. Four
 D. Six
4. What is the main idea of the last paragraph?
 A. Farmer and his buffalo working
 B. Big animal listening to a small animal

APPENDIX 8

Students' Pre-test for Control Class

5

Name : Umam Khoirul Syifa

Class : VII.3

I. Choose either A, B, C, or D for the correct answer!

The following text is for question number 1-5.

The Smartest Animal

Once there was a farmer in Laos. Every morning and afternoon he plowed his field with the help of his buffalo.

One day a tiger saw the farmer and his buffalo working. The tiger was surprised to see a big animal listening to a small animal. He wanted to know more about the buffalo and the man. After the man went home, the tiger spoke to the buffalo. "You are so big and strong, why do you do everything the man tells you?" "Oh, the man is very intelligent."

So the next day the tiger said to the man. "Can I see your intelligence?" But the man answered, "It's at home." "Can You go and get it?" asked the tiger. "Yes," said the man, "But I'm afraid you will kill my buffalo when I am gone. He took his plow and hit the tiger with a stick. Then he said. "Now you know about my intelligence even if you haven't seen it."

Source: <https://www.itapuih.com/2016/02/contoh-soal-latihan-narrative-text-part.html>

- ✓ 1. Where did the story happen?
 - A. In the Zoo
 - B. In the Forest
 - ✗ C. In the Field
 - D. In the Park
- ✓ 2. When does the farmer plow his field?
 - ✗ A. In the morning and afternoon
 - B. In the morning and evening
 - C. Only in the afternoon
 - D. Only in the morning
- ✓ 3. How many characters are there in the story?
 - ✗ A. Three
 - B. Five
 - C. Four
 - D. Six
- ✗ 4. What is the main idea of the last paragraph?
 - A. Farmer and his buffalo working
 - ✗ B. Big animal listening to a small animal

APPENDIX 9

Student's Post-test of Experimental Class

9

Name : Aulia Lestari Rahayu

Class : VIII-4

I. Choose either A, B, C, or D for the correct answer!

The following text is for question number 1-4.

Three Fish

Once upon a time, there were three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. "This pond is full of fish", they told each other excitedly. "We have never fished here before. We must come back tomorrow morning with our nets and catch these fish!" So saying, the fishermen left.

When the eldest of the three fish heard this, he was troubled. He called the other fish together and said, "Did you hear what the fishermen said? We must leave this pond now. The fishermen will return tomorrow and kill us all!" The second of the three fish agreed. "You are right", he said. "We must leave this pond now."

But the youngest fish laughed. "You are worrying without reason", he said. "We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe". The eldest of the fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him – he was caught and killed.

- √1. How is the character of the third fish?
 - A. Obstinate
 - B. Kind
 - C. Lazy
 - D. Arrogant
- √2. What did the third fish do when he were invited the eldest fish to leave the pond?
 - A. He agreed to leave pond
 - B. He refused to follow the eldest fish
 - C. He wanted to follow the eldest fish
 - D. He was angry with his friends 2
- √3. What is the main idea in the second paragraph?
 - A. The fish had known that the fisherman will come back to the pond to go fishing.
 - B. There were some fisherman go fishing in the pond
 - C. Fisherman did not find fish
 - D. The third fish was caught
- √4. What is the antonym of word "refused" in fourth paragraph?
 - A. Reject

APPENDIX 10

Students' Post-test of Control Class

Name : M. Agha Afia G.

Class : B.3

I. Choose either A, B, C, or D for the correct answer!

The following text is for question number 1-4.

(Three Fish)

Once upon a time, there were three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. "This pond is full of fish", they told each other excitedly. "We have never fished here before. We must come back tomorrow morning with our nets and catch these fish!" So saying, the fishermen left.

When the eldest of the three fish heard this, he was troubled. He called the other fish together and said, "Did you hear what the fishermen said? We must leave this pond now. The fishermen will return tomorrow and kill us all!" The second of the three fish agreed. "You are right", he said. "We must leave this pond now."

But the youngest fish laughed. "You are worrying without reason", he said. "We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe". The eldest of the fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him – he was caught and killed.

1. How is the character of the third fish?
- A. Obstinate
 - B. Kind
 - C. Lazy
 - D. Arrogant
2. What did the third fish do when he were invited the eldest fish to leave the pond?
- A. He agreed to leave pond
 - B. He refused to follow the eldest fish
 - C. He wanted to follow the eldest fish
 - D. He was angry with his friends 2
3. What is the main idea in the second paragraph?
- A. The fish had known that the fisherman will come back to the pond to go fishing.
 - B. There were some fisherman go fishing in the pond
 - C. Fisherman did not find fish
 - D. The third fish was caught
4. What is the antonym of word "refused" in fourth paragraph?
- A. Reject

APPENDIX 11

The Score Pre-Test of Experimental and Control Class

Experimental Class			Control Class		
No	Student's Code	Score	No	Student's Code	Score
1	A-1	6	1	C-1	8
2	A-2	7	2	C-2	8
3	A-3	8	3	C-3	8
4	A-4	7	4	C-4	8
5	A-5	8	5	C-5	5
6	A-6	7	6	C-6	9
7	A-7	4	7	C-7	5
8	A-8	6	8	C-8	8
9	A-9	8	9	C-9	6
10	A-10	6	10	C-10	8
11	A-11	7	11	C-11	8
12	A-12	7	12	C-12	6
13	A-13	9	13	C-13	6
14	A-14	5	14	C-14	7
15	A-15	7	15	C-15	5
16	A-16	8	16	C-16	7
17	A-17	5	17	C-17	6

18	A-18	5	18	C-18	6
19	A-19	6	19	C-19	8
20	A-20	7	20	C-20	9
21	A-21	8	21	C-21	4
22	A-22	6	22	C-22	9
23	A-23	8	23	C-23	4
24	A-24	8	24	C-24	8
25	A-25	9	25	C-25	5
26	A-26	9	26	C-26	7
27	A-27	8	27	C-27	6
28	A-28	9	28	C-28	7
29	A-29	7	29	C-29	7
30	A-30	8	30	C-30	7
	Σ	213		Σ	205
	Average	7.1		Average	6.8
	Variance	1.75		Variance	2.07
	S²	1.32		S²	1.44
	Max	9		Max	9
	Min	4		Min	4

APPENDIX 12

The Score Post-Test of Experimental and Control Class

Experimental Class			Control Class		
No	Student's Code	Score	No	Student's Code	Score
1	A-1	6	1	C-1	6
2	A-2	6	2	C-2	6
3	A-3	8	3	C-3	4
4	A-4	8	4	C-4	7
5	A-5	6	5	C-5	9
6	A-6	9	6	C-6	7
7	A-7	5	7	C-7	8
8	A-8	7	8	C-8	8
9	A-9	7	9	C-9	5
10	A-10	10	10	C-10	5
11	A-11	8	11	C-11	6
12	A-12	9	12	C-12	7
13	A-13	5	13	C-13	8
14	A-14	8	14	C-14	8
15	A-15	7	15	C-15	7
16	A-16	7	16	C-16	8

17	A-17	7	17	C-17	5
18	A-18	7	18	C-18	8
19	A-19	7	19	C-19	7
20	A-20	9	20	C-20	7
21	A-21	9	21	C-21	8
22	A-22	8	22	C-22	9
23	A-23	8	23	C-23	6
24	A-24	10	24	C-24	8
25	A-25	6	25	C-25	8
26	A-26	8	26	C-26	7
27	A-27	8	27	C-27	7
28	A-28	9	28	C-28	6
29	A-29	9	29	C-29	6
30	A-30	8	30	C-30	9
	Σ	229		Σ	210
	Average	7.6		Average	7.0
	Variance	1.76		Variance	1.66
	S²	1.33		S²	1.29
	Max	10		Max	9
	Min	5		Min	4

APPENDIX 13

The Result of Normality Test of Pre-Test of Experimental Class

Hypothesis

Ho: the data distributes normally

Ha: the data does not distribute normally

Hypothesis test

$$Z_i = \frac{x_i - \bar{x}}{s}$$

With the criteria

If $|F(x) - S(x)| <$ Lilliefors table score, then Ho is accepted;
Ha rejected.

Hypothesis test

Maximum Score = 0.15

Mean = 7.1

Standard Deviation = 1.322

The Table of Count

No	X	x	Zi	Fz	Sz	[fz-Sz]	Mean	Standard Deviation
1	4	-3.10	-2.34	0.01	0.03	0.02	7.1	1.322
2	5	-2.10	-1.59	0.06	0.07	0.01	7.1	1.322
3	5	-2.10	-1.59	0.06	0.10	0.04	7.1	1.322
4	5	-2.10	-1.59	0.06	0.13	0.08	7.1	1.322
5	6	-1.10	-0.83	0.20	0.17	0.04	7.1	1.322
6	6	-1.10	-0.83	0.20	0.20	0.00	7.1	1.322
7	6	-1.10	-0.83	0.20	0.23	0.03	7.1	1.322
8	6	-1.10	-0.83	0.20	0.27	0.06	7.1	1.322
9	6	-1.10	-0.83	0.20	0.30	0.10	7.1	1.322
10	7	-0.10	-0.08	0.47	0.33	0.14	7.1	1.322
11	7	-0.10	-0.08	0.47	0.37	0.10	7.1	1.322
12	7	-0.10	-0.08	0.47	0.40	0.07	7.1	1.322
13	7	-0.10	-0.08	0.47	0.43	0.04	7.1	1.322
14	7	-0.10	-0.08	0.47	0.47	0.00	7.1	1.322
15	7	-0.10	-0.08	0.47	0.50	0.03	7.1	1.322
16	7	-0.10	-0.08	0.47	0.53	0.06	7.1	1.322
17	7	-0.10	-0.08	0.47	0.57	0.10	7.1	1.322
18	8	0.90	0.68	0.75	0.60	0.15	7.1	1.322
19	8	0.90	0.68	0.75	0.63	0.12	7.1	1.322
20	8	0.90	0.68	0.75	0.67	0.09	7.1	1.322
21	8	0.90	0.68	0.75	0.70	0.05	7.1	1.322
22	8	0.90	0.68	0.75	0.73	0.02	7.1	1.322
23	8	0.90	0.68	0.75	0.77	0.01	7.1	1.322
24	8	0.90	0.68	0.75	0.80	0.05	7.1	1.322
25	8	0.90	0.68	0.75	0.83	0.08	7.1	1.322

26	8	0.90	0.68	0.75	0.87	0.11	7.1	1.322
27	9	1.90	1.44	0.92	0.90	0.02	7.1	1.322
28	9	1.90	1.44	0.92	0.93	0.01	7.1	1.322
29	9	1.90	1.44	0.92	0.97	0.04	7.1	1.322
30	9	1.90	1.44	0.92	1.00	0.08	7.1	1.322
TOTAL	213							
MEAN	7.1							

In which:

X : Number of data

x : Transformation of numbers to notations in the normal distribution

Z_i : Empirical cumulative probability

$F(z)$: Normal cumulative probability

$S(z)$: Empirical cumulative probability

$Fz-Sz$: Cumulative proportion of normal

With $\alpha = 0.05$, and $dk = 30$ obtained $L_{\text{tabel}} = 0.161$ and $Fz-Sz = 0.15$. Because $Fz-Sz < L_{\text{tabel}}$, so the data distributes normally.

APPENDIX 14

The Result of Normality Test of Pre-Test of Control Class

Hypothesis

Ho: the data distributes normally

Ha: the data does not distribute normally

Hypothesis test

$$Z_i = \frac{x_i - \bar{x}}{s}$$

With the criteria

If $|F(x) - S(x)| <$ Lilliefors table score, then Ho is accepted;
Ha rejected.

Hypothesis test

Maximum Score = 0.16

Mean = 6.83

Standard Deviation = 1.440

The Table of Count

No	X	x	Z	Fz	Sz	[fz-Sz]	Mean	Standard Deviation
1	4	-2.83	-1.967	0.025	0.03	0.01	6.83	1.440
2	4	-2.83	-1.967	0.025	0.07	0.04	6.83	1.440
3	5	-1.83	-1.273	0.102	0.10	0.00	6.83	1.440
4	5	-1.83	-1.273	0.102	0.13	0.03	6.83	1.440

5	5	-1.83	-1.273	0.102	0.17	0.07	6.83	1.440
6	5	-1.83	-1.273	0.102	0.20	0.10	6.83	1.440
7	6	-0.83	-0.579	0.281	0.23	0.05	6.83	1.440
8	6	-0.83	-0.579	0.281	0.27	0.01	6.83	1.440
9	6	-0.83	-0.579	0.281	0.30	0.02	6.83	1.440
10	6	-0.83	-0.579	0.281	0.33	0.05	6.83	1.440
11	6	-0.83	-0.579	0.281	0.37	0.09	6.83	1.440
12	6	-0.83	-0.579	0.281	0.40	0.12	6.83	1.440
13	7	0.17	0.116	0.546	0.43	0.11	6.83	1.440
14	7	0.17	0.116	0.546	0.47	0.08	6.83	1.440
15	7	0.17	0.116	0.546	0.50	0.05	6.83	1.440
16	7	0.17	0.116	0.546	0.53	0.01	6.83	1.440
17	7	0.17	0.116	0.546	0.57	0.02	6.83	1.440
18	7	0.17	0.116	0.546	0.60	0.05	6.83	1.440
19	8	1.17	0.810	0.791	0.63	0.16	6.83	1.440
20	8	1.17	0.810	0.791	0.67	0.12	6.83	1.440
21	8	1.17	0.810	0.791	0.70	0.09	6.83	1.440
22	8	1.17	0.810	0.791	0.73	0.06	6.83	1.440
23	8	1.17	0.810	0.791	0.77	0.02	6.83	1.440
24	8	1.17	0.810	0.791	0.80	0.01	6.83	1.440
25	8	1.17	0.810	0.791	0.83	0.04	6.83	1.440
26	8	1.17	0.810	0.791	0.87	0.08	6.83	1.440
27	8	1.17	0.810	0.791	0.90	0.11	6.83	1.440
28	9	2.17	1.504	0.934	0.93	0.00	6.83	1.440
29	9	2.17	1.504	0.934	0.97	0.03	6.83	1.440
30	9	2.17	1.504	0.934	1.00	0.07	6.83	1.440
TOTAL	205							
MEAN	6.83							

In which:

X : Number of data

x : Transformation of numbers to notations in the
normal distribution

Z_i : Empirical cumulative probability

$F(z)$: Normal cumulative probability

$S(z)$: Empirical cumulative probability

$Fz-Sz$: Cumulative proportion of normal

With $\alpha = 0.05$, and $dk = 30$ obtained $L_{\text{tabel}} = 0.161$ and $Fz-Sz = 0.15$. Because $Fz-Sz < L_{\text{tabel}}$, so the data distributes normally.

APPENDIX 15

The Result of Normality Test of Post-Test of Experimental Class

Hypothesis

Ho: the data distributes normally

Ha: the data does not distribute normally

Hypothesis test

$$Z_i = \frac{x_i - \bar{x}}{s}$$

With the criteria

If $|F(x) - S(x)| < \text{Lilliefors table score}$, then Ho is accepted;
Ha rejected.

Hypothesis test

Maximum Score = 0.14

Mean = 7.6

Standard Deviation = 1.326

The Table of Count

No	X	x	Z	Fz	Sz	[fz-Sz]	Mean	Standard Deviation
1	5	-2.63	-1.99	0.02	0.03	0.01	7.6	1.326
2	5	-2.63	-1.99	0.02	0.07	0.04	7.6	1.326
3	6	-1.63	-1.23	0.11	0.10	0.01	7.6	1.326

4	6	-1.63	-1.23	0.11	0.13	0.02	7.6	1.326
5	6	-1.63	-1.23	0.11	0.17	0.06	7.6	1.326
6	6	-1.63	-1.23	0.11	0.20	0.09	7.6	1.326
7	7	-0.63	-0.48	0.32	0.23	0.08	7.6	1.326
8	7	-0.63	-0.48	0.32	0.27	0.05	7.6	1.326
9	7	-0.63	-0.48	0.32	0.30	0.02	7.6	1.326
10	7	-0.63	-0.48	0.32	0.33	0.02	7.6	1.326
11	7	-0.63	-0.48	0.32	0.37	0.05	7.6	1.326
12	7	-0.63	-0.48	0.32	0.40	0.08	7.6	1.326
13	7	-0.63	-0.48	0.32	0.43	0.12	7.6	1.326
14	8	0.37	0.28	0.61	0.47	0.14	7.6	1.326
15	8	0.37	0.28	0.61	0.50	0.11	7.6	1.326
16	8	0.37	0.28	0.61	0.53	0.08	7.6	1.326
17	8	0.37	0.28	0.61	0.57	0.04	7.6	1.326
18	8	0.37	0.28	0.61	0.60	0.01	7.6	1.326
19	8	0.37	0.28	0.61	0.63	0.02	7.6	1.326
20	8	0.37	0.28	0.61	0.67	0.06	7.6	1.326
21	8	0.37	0.28	0.61	0.70	0.09	7.6	1.326
22	8	0.37	0.28	0.61	0.73	0.12	7.6	1.326
23	9	1.37	1.03	0.85	0.77	0.08	7.6	1.326
24	9	1.37	1.03	0.85	0.80	0.05	7.6	1.326
25	9	1.37	1.03	0.85	0.83	0.02	7.6	1.326
26	9	1.37	1.03	0.85	0.87	0.02	7.6	1.326
27	9	1.37	1.03	0.85	0.90	0.05	7.6	1.326
28	9	1.37	1.03	0.85	0.93	0.08	7.6	1.326
29	10	2.37	1.79	0.96	0.97	0.00	7.6	1.326
30	10	2.37	1.79	0.96	1.00	0.04	7.6	1.326
TOTAL	229							
MEAN	7.6							

In which:

X : Number of data

x : Transformation of numbers to notations in the normal distribution

Z_i : Empirical cumulative probability

$F(z)$: Normal cumulative probability

$S(z)$: Empirical cumulative probability

$Fz-Sz$: Cumulative proportion of normal

With $\alpha = 0.05$, and $dk = 30$ obtained $L_{\text{tabel}} = 0.161$ and $Fz-Sz = 0.15$. Because $Fz-Sz < L_{\text{tabel}}$, so the data distributes normally.

APPENDIX 16

The Result of Normality Test of Post-Test of Control Class

Hypothesis

Ho: the data distributes normally

Ha: the data does not distribute normally

Hypothesis test

$$Z_i = \frac{x_i - \bar{x}}{s}$$

With the criteria

If $|F(x) - S(x)| <$ Lilliefors table score, then Ho is accepted;
Ha rejected.

Hypothesis test

Maximum Score = 0.15

Mean = 7.0

Standard Deviation = 1.287

The Table of Count

No	X	x	Z	Fz	Sz	[fz-Sz]	Mean	Standard Deviation
1	4	-3.00	-2.332	0.01	0.03	0.02	7.00	1.287
2	5	-2.00	-1.555	0.06	0.07	0.01	7.00	1.287
3	5	-2.00	-1.555	0.06	0.10	0.04	7.00	1.287

4	5	-2.00	-1.555	0.06	0.13	0.07	7.00	1.287
5	6	-1.00	-0.777	0.22	0.17	0.05	7.00	1.287
6	6	-1.00	-0.777	0.22	0.20	0.02	7.00	1.287
7	6	-1.00	-0.777	0.22	0.23	0.01	7.00	1.287
8	6	-1.00	-0.777	0.22	0.27	0.05	7.00	1.287
9	6	-1.00	-0.777	0.22	0.30	0.08	7.00	1.287
10	6	-1.00	-0.777	0.22	0.33	0.11	7.00	1.287
11	7	0.00	0.000	0.50	0.37	0.13	7.00	1.287
12	7	0.00	0.000	0.50	0.40	0.10	7.00	1.287
13	7	0.00	0.000	0.50	0.43	0.07	7.00	1.287
14	7	0.00	0.000	0.50	0.47	0.03	7.00	1.287
15	7	0.00	0.000	0.50	0.50	0.00	7.00	1.287
16	7	0.00	0.000	0.50	0.53	0.03	7.00	1.287
17	7	0.00	0.000	0.50	0.57	0.07	7.00	1.287
18	7	0.00	0.000	0.50	0.60	0.10	7.00	1.287
19	8	1.00	0.777	0.78	0.63	0.15	7.00	1.287
20	8	1.00	0.777	0.78	0.67	0.11	7.00	1.287
21	8	1.00	0.777	0.78	0.70	0.08	7.00	1.287
22	8	1.00	0.777	0.78	0.73	0.05	7.00	1.287
23	8	1.00	0.777	0.78	0.77	0.01	7.00	1.287
24	8	1.00	0.777	0.78	0.80	0.02	7.00	1.287
25	8	1.00	0.777	0.78	0.83	0.05	7.00	1.287
26	8	1.00	0.777	0.78	0.87	0.09	7.00	1.287
27	8	1.00	0.777	0.78	0.90	0.12	7.00	1.287
28	9	2.00	1.555	0.94	0.93	0.01	7.00	1.287
29	9	2.00	1.555	0.94	0.97	0.03	7.00	1.287
30	9	2.00	1.555	0.94	1.00	0.06	7.00	1.287

TOTAL	210
MEAN	7.00

In which:

X : Number of data

x : Transformation of numbers to notations in the normal distribution

Z_i : Empirical cumulative probability

$F(z)$: Normal cumulative probability

$S(z)$: Empirical cumulative probability

$Fz-Sz$: Cumulative proportion of normal

With $\alpha = 0.05$, and $dk = 30$ obtained $L_{\text{tabel}} = 0.161$ and $Fz-Sz = 0.15$. Because $Fz-Sz < L_{\text{tabel}}$, so the data distributes normally.

APPENDIX 17

The Result of Homogeneity Pre-test of Experimental and Control Class

Hypothesis

H_0 : homogeny variant

H_a : non homogeny variant

Hypothesis test

$$F = \frac{\text{big variant}}{\text{small variant}}$$

H_0 accepted if $F < F(1-\alpha)(v_b-1):(v_b-1)$

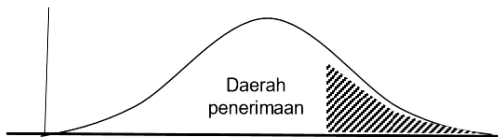


Table of homogeneity:

No	VIII-4 (Experim ental)	VIII-3 (Control)
1	6	8
2	7	8
3	8	8

4	7	8
5	8	5
6	7	9
7	4	5
8	6	8
9	8	6
10	6	8
11	7	8
12	7	6
13	9	6
14	5	7
15	7	5
16	8	7
17	5	6
18	5	6
19	6	8
20	7	9
21	8	4
22	6	9
23	8	4

24	8	8
25	9	5
26	9	7
27	8	6
28	9	7
29	7	7
30	8	7
Σ	213	205
Average	7.1	6.83
Variance	1.75	2.07
S²	1.32	1.44
S	1.15	1.20
N	30	30

According to the table above, it is obtained that:

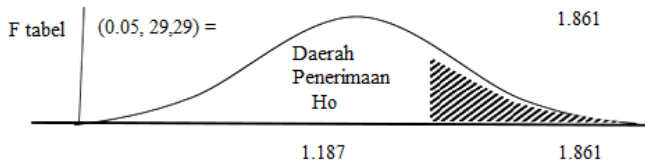
$$F_{\text{count}} = \frac{Vb}{Vk}$$

$$F = \frac{2.075}{1.748}$$

$$F = 1.187$$

With $\alpha = 0.05$ dk numerator = $n - 1 = 30 - 1 = 29$, dk denominator = $n - 1 = 30 - 1 = 29$.

$$F(0.05)(29:29) = 1.861$$



Because F_{table} is in the reception area of H_0 , it can be concluded that both classes have the same variant (HOMOGEN)

APPENDIX 18

The Result of Homogeneity Post-test of Experimental and Control Class

Hypothesis

H_0 : homogeny variant

H_a : non homogeny variant

Hypothesis test

$$F = \frac{\text{big variant}}{\text{small variant}}$$

Ho accepted if $F < F(1-\alpha)(v_b-1):(v_b-1)$

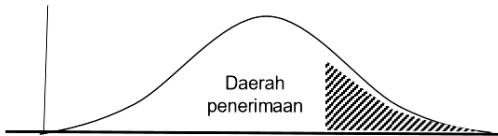


Table of homogeneity:

No	VIII-4 (Experimental)	VIII-3 (Control)
1	6	6
2	6	6
3	8	4

4	8	7
5	6	9
6	9	7
7	5	8
8	7	8
9	7	5
10	10	5
11	8	6
12	9	7
13	5	8
14	8	8
15	7	7
16	7	8
17	7	5
18	7	8
19	7	7
20	9	7
21	9	8
22	8	9
23	8	6

24	10	8
25	6	8
26	8	7
27	8	7
28	9	6
29	9	6
30	8	9
Σ	229	210
Average	7.6	7.0
Variance	1.76	1.66
S²	1.33	1.29
S	1.15	1.13
N	30	30

According to the table above, it is obtained that:

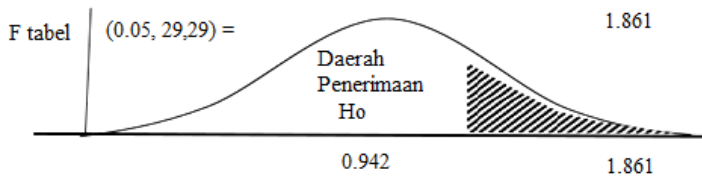
$$F_{\text{count}} = \frac{Vb}{Vk}$$

$$F = \frac{1.757}{1.655}$$

$$F = 0.942$$

With $\alpha = 0.05$ dk numerator = $n - 1 = 30 - 1 = 29$, dk denominator = $n - 1 = 30 - 1 = 29$.

$$F(0.05)(29:29) = 1.861$$



Because F_{table} is in the reception area of H_0 , it can be concluded that both classes have the same variant (HOMOGEN)

APPENDIX 19

The average of Pre-test

Hypothesis

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

Hypothesis test

$$t = \frac{X_1 - X_2}{S_{X_1 X_2} \cdot \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$S_{X_1 X_2} = \sqrt{\frac{(n_1 - 1)S_{X_1}^2 + (n_2 - 1)S_{X_2}^2}{n_1 + n_2 - 2}}$$

Ha accepted if $t_{\text{count}} > t_{(1-a)}(n_1+n_2-2)$



For the data:

Variation source	Experimental	Control
Sum	213	205
N	30	30

Average	7.1	6.8
Varian (S^2)	1.75	2.07
Standard deviation (S)	1.15	1.20

$$t = \frac{213 - 205}{\sqrt{\frac{(29)1.75 + (29)1.20}{58} \left(\frac{1}{30} + \frac{1}{30} \right)}}$$

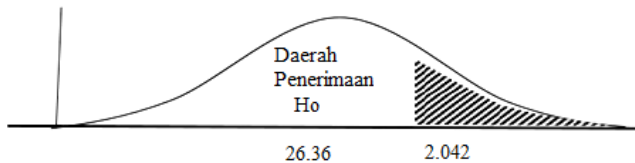
$$= \frac{8}{\sqrt{1.38 (0.067)}}$$

$$= \frac{8}{\sqrt{0.09}}$$

$$= \frac{8}{0.30}$$

$$= 26.36$$

With $\alpha = 0.05$ and $dk = 30 + 30 - 2 = 58$ it is obtained $t_{(0.05)(58)} = 26.36$



Because t is in the area of acceptance of H_0 , it can be concluded that the experimental class has NO equation with the control class.

APPENDIX 20

The average of Post-test

Hypothesis

$$H_0: \mu_1 = \mu_2$$

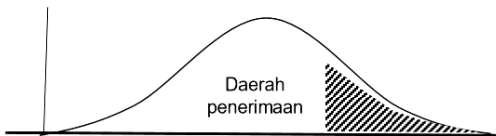
$$H_a: \mu_1 \neq \mu_2$$

Hypothesis test

$$t = \frac{X_1 - X_2}{S_{X_1 X_2} \cdot \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$S_{X_1 X_2} = \sqrt{\frac{(n_1 - 1)S_{X_1}^2 + (n_2 - 1)S_{X_2}^2}{n_1 + n_2 - 2}}$$

Ha accepted if $t_{\text{count}} > t_{(1-\alpha)(n_1+n_2-2)}$

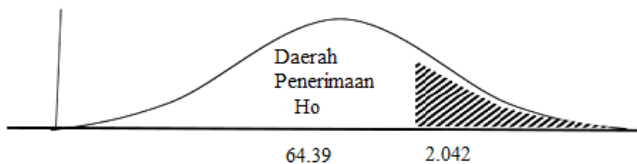


Variation source	Experimental	Control
Sum	229	210
N	30	30
Average	7.6	7.0

Varian (S^2)	1.33	1.29
Standard deviation (S)	1.15	1.13

$$\begin{aligned}
 t &= \frac{229 - 210}{\sqrt{\frac{(29)1.33 + (29)1.29}{58} \left(\frac{1}{30} + \frac{1}{30} \right)}} \\
 &= \frac{19}{\sqrt{1.31 (0.067)}} \\
 &= \frac{19}{\sqrt{0.09}} \\
 &= \frac{19}{0.30} \\
 &= 64.39
 \end{aligned}$$

With $\alpha = 0.05$ and $dk = 30 + 30 - 2 = 58$ it is obtained $t_{(0.05)(58)} = 64.39$



Because t is in the area of acceptance of H_a , it can be concluded that the experimental class has NO equation with the control class.

APPENDIX 21

Profile of MTs N 3 Demak

Madrasah Tsanawiyah (MTs) Negeri 3 Demak is a public tsanawiyah madrasah (formal educational institution at the junior high school level) which is administratively a work unit under the Indonesian Ministry of Religion of the Central Java Province Regional Office. MTs Negeri 3 Demak is located on Jalan Buyaran-Guntur KM.04, Pulosari Village, Karang Tengah District, Demak Regency, and Central Java Province. Initially, MTs Negeri 3 Demak was named MTs Negeri Karang Tengah established in 1997, on March 17, 1997 based on the Decree of the Minister of Religion No. 107 of 1997.

MTs Negeri 3 Demak has met the ideal education standard, which already has accreditation standards A from the National Accreditation Board. MTs Negeri 3 Demak, as a formal school, generally applies a curriculum that is in accordance with the curriculum of the Ministry of Education and Culture, with the addition of a number of Islamic subjects implemented by the Ministry of Religion and some

local content. Since the 2015/2016 school year, this madrasa has used the 2013 Curriculum for teaching and learning activities for new students in the next academic year and academic year, which continues to this day.

The vision of this school is the realization of qualified students, Islamic character, nationalism, and environmental love.

The missions of this school are:

- 1) Carry out learning activities that are carried out, effective, and competitive.
- 2) Developing the creativity of educators and students in all fields.
- 3) Creating a madrasa life based on morality of the mercy by upholding religious values and noble character.
- 4) Organizing guidance and training habits with the guidance of *Akhlaqul Karimah*.
- 5) Develop an attitude of love for the motherland.
- 6) Develop an attitude of discipline, democracy, kinship and mutual cooperation.

- 7) Creating an orderly, clean and beautiful school environment.
- 8) Realizing challenging environmental pollution.
- 9) Realizing the repair of environmental damage.
- 10) Realizing schools care about the preservation of environmental functions.

APPENDIX 22

Documentation

Experimental class

Treatment and Post Test in Experimental class



Control class

Post Test in Control class



Treatment in Control class





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7801295, Faksimile 024-7815387
www.walisongo.ac.id

Nomor: B-240 /Un.10.3/D.1/TL.00./01/2020 16 Januari 2020

Lamp :-
Hal : Mohon Izin Riset
a.n. : Layyinnatus Syifa
NIM : 1503046050

Yth.
Dekan FITK UIN Walisongo
Di Semarang

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Layyinnatus Syifa
NIM : 1503046050
Alamat : Pulosari RT 01 RW 01 Kec. Karang Tengah Kab. Demak
Judul Skripsi : The Effectiveness of Personal Vocabulary Notes Technique to
Teach Comprehension of Reading Narrative Text.

Pembimbing :
1. Dr. Hj. Siti Mariam, M.Pd.
2. Muhammad Nafi Annury, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama dua minggu, mulai tanggal 20 Januari 2020 sampai dengan 1 Februari 2020
Demikian atas perhatian dan terimakasih permohonan ini disampaikan terima kasih.
Wassalamu'alaikum Wr.Wb.

a.n. Dekan,
Rekan Dekan Bidang Akademik

Mahfud Junaidi

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN DEMAK
MADRASAH TSANAWIYAH NEGERI 3 DEMAK
Jalan Raya Buyaran – Guntur Km. 04 Karangtengah Demak
Telp/Fax (0291) 681181
Website : mtsn3demak.sch.id dan E-mail : mtsn3demak@gmail.com

SURAT KETERANGAN

Nomor : 142 /Mts.11.94/PP.00.5/03/2020

Yang bertanda tangan di bawah ini :

Nama : RODLIYAH, S.Ag.M.S.I
NIP : 197105031996032003
Pangkat/Golongan : Pembina Utama Muda / IVc
Jabatan : Kepala MTs Negeri 3 Demak
Menerangkan dengan sesungguhnya bahwa :

Nama : Layyinnatus Syifa
Universitas Asal : Universitas Islam Negeri Walisongo Semarang
Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan
NIM : 1503046050
Alamat : Pulosari RT.01 RW. 01 Kec. Karangtengah, Kab. Demak
Judul Skripsi : The Effectiveness of Personal Vocabulary Notes Techniques to Teach
Comprehension of Reading Narrative Text

adalah benar-benar telah mengadakan Penelitian di MTs Negeri 3 Demak, yang telah dilaksanakan pada :

Hari : Senin s.d. Sabtu
Tanggal : 02 s.d. 07 Maret 2020
Guru Pembimbing : 1. Suraji, S.Pd
2. Noor Ahsin, S.Pd

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Demak, 07 Maret 2020





AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Hamka Km 01 Ngalian Tambak Aji Semarang, 50815-1649, 024-7608786 Fax: 024-7619177 email : baakusm@yahoo.com

PENELITI : LAYYINNATUS SYIFA

NIM : 1503046050

JURUSAN : Pendidikan Bahasa Inggris

JUDUL : THE EFFECTIVENESS OF PERSONAL VOCABULARY NOTES
TECHNIQUE TO IMPROVE STUDENT'S VOCABULARY IN
NARRATIVE TEXT.

HIPOTESIS:

a. Hipotesis Uji Homogenitas Data Tahap Awal

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

b. Hipotesis Uji Homogenitas Data Tahap Akhir

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

c. Hipotesis Perbedaan Rata-Rata Data Tahap Awal

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

d. Hipotesis Perbedaan Rata-Rata Data Tahap Akhir

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

HASIL DAN ANALISIS DATA

Pretest Experiment		Posttest Experiment		Pretest Control		Posttest Control	
Mean	7,4	Mean	8,1	Mean	7	Mean	7,3666
Standard Error	0,22283	Standard Error	0,187849	Standard Error	0,23488	Standard Error	0,2273
Median	7	Median	8	Median	7	Median	8
Mode	7	Mode	8	Mode	8	Mode	8
Standard Deviation	1,22051	Standard Deviation	1,028892	Standard Deviation	1,28653	Standard Deviation	1,2452
Sample Variance	1,48965	Sample Variance	1,058620	Sample Variance	1,65517	Sample Variance	1,5505
Sum	222	Sum	243	Sum	210	Sum	221
Count	30	Count	30	Count	30	Count	30



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Hamka Km.01 Ngaliyan Tambak Aji Semarang, 50815, Telp. 024-7608786 Fax. 024-7619177 email : baikaism@yahoo.com

Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

	Control	Experiment
Mean	7	7,4
Variance	1,655172	1,489655
Observations	30	30
df	29	29
F	1,111111	
P(F<=f) one-tail	0,389281	
F Critical one-tail	1,860811	

Keterangan:

Sig. = 0.389 \geq 0.05, maka H_0 diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen).

Uji Homogenitas Data Tahap Akhir

F-Test Two-Sample for Variances

	Control	Experiment
Mean	7,366667	8,1
Variance	1,550575	1,058621
Observations	30	30
df	29	29
F	1,464712	
P(F<=f) one-tail	0,154865	
F Critical one-tail	1,860811	

Keterangan:

Sig. = 0.154 \geq 0.05, maka H_0 diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen).

Uji Perbedaan Rata-rata Data Tahap Awal

t-Test: Two-Sample Assuming Equal Variances

	Control	Experiment
Mean	7	7,4
Variance	1,655172	1,489655
Observations	30	30
Pooled Variance	1,572414	
Hypothesized Mean Difference	0	
df	58	
t Stat	-1,23544	
P(T<=t) one-tail	0,110824	
t Critical one-tail	1,671553	
P(T<=t) two-tail	0,221647	



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Hamka Km.01 Ngaliyan Tambak Aj. Semarang. 50815 Telp. 024-7608786 Fax. 024-7619177 email : baaism@yahoo.com

t Critical two-tail 2,001717

Keterangan:

Sig. = 0.11 > 0.05, maka H_0 diterima artinya bahwa tidak ada perbedaan rata-rata antara nilai siswa kelas Experiment dan nilai siswa kelas Control

Uji Perbedaan Rata-rata Data Tahap Akhir

t-Test: Two-Sample Assuming Equal Variances

	Control	Experiment
Mean	7,366667	8,1
Variance	1,550575	1,05862
Observations	30	30
Pooled Variance	1,304598	
Hypothesized Mean Difference	0	
df	58	
t Stat	-2,48662	
P(T<=t) one-tail	0,007898	
t Critical one-tail	1,671553	
P(T<=t) two-tail	0,015797	
t Critical two-tail	2,001717	

Keterangan:

Sig. = 0,007 < 0,05, maka H_0 ditolak artinya bahwa ada perbedaan rata-rata antara nilai siswa kelas Experiment dan nilai siswa kelas Control

Semarang, 26 Maret 2020

Kepala Laboratorium



Deden Istiqwan, S.Si.,M.Kom

CURICULUM VITAE

A. PERSONAL IDENTITY

Name : Layyinnatus Syifa
Place & Time of birth : Demak, June 26th 1997
Address : Pulosari RT/RW 01/
Karang Tengah, Demak
Phone Number : 082244924569
Email : syifbih@gmail.com

B. EDUCATIONAL BACKGROUND

1. FORMAL EDUCATION:

- a. SD N Karang Sari 1, Karang Tengah, Demak (2003-2009)
- b. MTs N Karang Tengah, Demak (2009-2012)
- c. MAN 1 Semarang, Pedurungan Kidul, Semarang Timur (2012-2015)
- d. UIN Walisongo Semarang (2015-2020)

2. NON-FORMAL EDUCATION:

- a. Boarding School MAN 1 Semarang, Pedurungan Kidul, Semarang Timur (2012-2015)

b. Ma'had Al-Jami'ah Walisongo, Semarang
(2015-2016)