

**THE INFLUENCE OF USING NARRATIVE STORY TOWARDS  
STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER  
THE EIGHTH GRADE OF SMPN 19 BANDAR LAMPUNG  
IN THE ACADEMIC YEAR OF 2016/2017**



**(A Thesis)**

Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree

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## ABSTRACT

### **The Influence of Using Narrative Story towards Students' Vocabulary Mastery at the First Semester of Eighth Grade of SMPN 19 Bandar Lampung in the Academic year of 2016/2017**

**By**  
**Muhamad Nasrulloh**

Vocabulary is one of the important language elements that should be mastered by the students. Based on the preliminary research at SMPN 19 Bandar Lampung, it was found that the students' vocabulary score was still low. The objective of this research was to know whether there is influence of using Narrative Story towards Students' vocabulary mastery or not.

The method of the research was quasi experimental design with the treatment held in three meetings, 2x45 minutes for each. The population of this research was the eighth grade students of SMPN 19 Bandar Lampung. In taking the sample, the researcher used cluster random sampling. The sample taken was two classes; class VIII D as the experimental class XIII B as the control class. Both of them consisted of 30 students. In collecting the data, the researcher used tests. The tests for pre tests consisted of 20 items and post test consisted of 20 items. For analyzing the data, the researcher used independent sample T-test.

From the data analysis, it was found that the result of T-test was 0.000 this result is consulted to the score of the value significant generated Sig. ( $p_{value}$ ) = 0.000 <  $\alpha$  = 0.05. Therefore,  $H_0$  is rejected and  $H_a$  is accepted. In other words, from this research it is known that Narrative Story could improve the students' vocabulary mastery. It could be concluded that there is a significant influence of using Narrative Story towards students' vocabulary mastery.

**Keywords:** Narrative story, quasi experimental research, vocabulary mastery



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## **DECLARATION**

I declare that this thesis entitled “The Influence of Using Narrative Story towards Students’ Vocabulary Mastery at the First Semester of the Eighth Grade of SMPN 19 Bandar Lampung in the Academic Year of 2016/2017” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.

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## MOTTO

Al-Baqarah : 31

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَلَى عَرَضِهِمُ الْمَلَائِكَةَ فَقَالَ

أُنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

The meaning:

*“And he taught Adam the names of all things, than he placed them before the angels, and said: tell me the names of these if you are right...”*<sup>1</sup> ( Al-Baqarah : 31)

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<sup>1</sup> Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006, p. 1219.

## **DEDICATION**

This thesis dedicated to:

1. My beloved parents, my father Imam Bajuri and my mother Siti Fatimah who always pray for my success.
2. My beloved brother and sister, Hendri Firmansyah M.Pd and Istiqomah S.Pd who always support and give me suggestion for my success.
3. My beloved grandmother and all of my big family, who have given me support and spirit for my study.
4. My beloved Almamater UIN Raden Intan Lampung.

## **CURRICULUM VITAE**

The name of the researcher is M.Nasrulloh. He is called Nas. He was born in Gedung Aji Baru on July 06<sup>th</sup>, 1988. He is the second of four children of Mr. Imam Bajuri and Mrs. Siti Fatimah. He has two sisters and one brother whose names are Istiqomah S.Pd, Mar'atus Soleha (alm) and Ahmad Syaiful Rifai (alm).

The researcher began her study at Elementary School of MI Bahrul Ulum Tugu Ratu Suoh and graduated in 2002. Then He continued to Junior High School of MTS Bahrul Ulum Tugu Ratu Suoh and graduated in 2005. In 2008, He was graduated from at Senior High School of MA Al-Mar'uf Margodadi Tanggamus. He decide to continue her study in English Education Department, Tarbiyah and Teacher Training Faculty of State Islamic University Negeri Raden Intan Lampung. While being a college student, the researcher was a member of UKM Internal: Pramuka, Ibroh, Bapinda, Pencak Silat (PSHT) and BEM-FT (Dinas Kerohanian). and of UKM Exsternal: HMI (Himpunan Mahasiswa Islam) and KAMMI (Kesatuan Aksi Mahasiswa Muslim Indonesia). In the seventh semester, the researcher had her KKN in Tambah Rejo, Prengsewu. After having KKN, he had her PPL in SMPN 25 Bandar Lampung.



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First of all, praise be to Allah, the Almighty God, the Most Merciful, the Most Beneficent who always gives His blessing and mercy to the writer during the study to complete this final project. Then the best salutations be upon the great messenger Prophet Muhammad PBUH.

For the accomplishment of this thesis, the writer would like to express the gratitude to:

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2. Meisuri, M.Pd, the chairperson of English Education Study Program at UIN Raden Intan Lampung.
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8. All my friends in English Education Department, A class of UIN Raden Intan Lampung '09, All lecturers of English Department in UIN Raden Intan Lampung who have taught the writer since the first year of study.

He fully realizes that this piece of writing is imperfect. Therefore, he expects constructive criticism such as corrections or comments for its improvement. Finally, the writer hopes that this thesis will be useful for the readers, especially for teaching English.

Bandar Lampung, March 2017  
The writer,

Muhamad Nasrulloh  
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## CHAPTER I INTRODUCTION

### A. Background of the Problems

English is an international language which is used all over the world. In Indonesia, we learn English as a foreign language<sup>1</sup>. The most important thing in learning English as a foreign language is learning vocabulary. Alqahtani<sup>2</sup> stated that vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. In addition, Cameron<sup>3</sup> stated that vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a language. Mastering vocabulary is a basic matter in learning a foreign language<sup>4</sup>. It means that the acquisition of vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written text.

In Indonesia, the government realized that vocabulary learning is the essential part for students in learning English as a foreign language. Therefore, at the end of the first year students of SLTP/MTs, the students are hoped to have at least 500

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<sup>1</sup> Dewa Komang Tantra. "Teaching English as a Foreign Language in Indonesia: A Literature Review." *Lingual: Journal of Language and Culture* 4.1 (2015).

<sup>2</sup> Mofareh Alqahtani. "The importance of vocabulary in language learning and how to be taught." *International Journal of Teaching and Education* 3.3 (2015): 21-34.

<sup>3</sup> Lynne Cameron. *Teaching languages to young learners*. Cambridge: Cambridge University Press. 2001.

<sup>4</sup> Scott Thornbury. *How to Teach Vocabulary*. Series Editor: Jeremy Harmer. Malaysia: Longman. 2002.p.13

words to support their reading, listening, writing, and speaking.<sup>5</sup> There are four competences in KTSP curriculum that should be mastered by Junior High School such as listening, speaking, reading, and writing. But, in this study, the writer will focus on vocabulary mastery. To master vocabulary is not easy because vocabulary is one major problem for learning English as a foreign language. Mastering vocabulary is the basic unit of language form. Without a sufficient vocabulary, one cannot communicate effectively or express idea. Having a limited vocabulary is also a barrier that prevents students from learning foreign language. If the students do not know how to expand their vocabulary, they gradually lose interest in learning. Based on preliminary research, many students consider learning vocabulary is a tedious job. They try studying list of words with their spelling, pronunciation, meaning, synonyms, etc only to realize a few hours later that their result are hardly satisfactory. They start blaming their poor memories. They say they are discouraged by the number of words in English and their complex usage. They still have difficulties to recall or remember the vocabularies that have been learned. They come to rely on incidental learning, finding intentional studying boring and inefficient.

According to Margono, Istianah, and Rofiq, generally students have difficulty in learning English especially in vocabulary because they are lack of vocabulary and

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<sup>5</sup> Departemen Pendidikan Nasional. *Penyempurnaan/Penyesuaian Kurikulum 1994 SLTP (Suplemen GBPP) Mata Pelajaran Bahasa Inggris*. Jakarta. 2000. p. 174

grammar.<sup>6</sup> Therefore, the English teacher is expected to be able to cover the students' problems in vocabulary mastery. In addition Firmansyah, there were some problems in teaching and mastering vocabulary.<sup>7</sup> The first problem is forgotten and loses the words rapidly. It is because the difficulties in pronunciation, spelling, idiomatic, and overlap meaning make the students uninterested to memorize the vocabularies well. The Second is the appropriateness of teaching materials to the students' level of proficiency. Teaching material is very important in learning process. The appropriate materials make the students interested in studying and the bad material will make the students bored. The third problem is teaching media. We have known that media is a resource to motivate the students' spirit to study. Media also helps the teacher in transferring the material to the students. The fourth problem is teaching technique. Teaching technique is also important in teaching vocabulary. A teacher should have various techniques instead of using single technique in order to avoid boredom to the students. An important in teaching technique is how to motivate the students studying vocabulary, practical the effective technique to make the class livelier, make learning vocabulary easier and more pleasant.

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<sup>6</sup> Sapto Margono, Wiwiek Istianah, Annur Rofiq. A Descriptive Study On The Class X-2 Students' Vocabulary Mastery Through Narrative Texts Taken From The Internet At SMAN 11 Surabaya. ©Pancaran, Vol. 2, No. 2, hal 65-74, Mei 2013

<sup>7</sup> Hendri Firmansyah, *Increasing students' vocabulary mastery by using song technique (A study on the first semester of MTs Pancasila Bengkulu)* Unpublished thesis STAIN Bengkulu, 2008, p.3

Related to my research, the students difficulties in learning English are caused by lack of vocabulary, teaching material is inappropriate to the students, unattractive media, and monotonous teaching technique.

The students of SMPN 19 Bandar Lampung were also have difficulties in learning English. Based on the results of interview between the writer and the teacher at SMPN 19 Bandar Lampung, she said that students' English ability still low since they are difficult to comprehend the text when they did the English assignments. It is because the lack of vocabulary. The students difficult to understand and memorize new vocabulary words and tend to forget the new words rapidly that have been learned. So, they are difficult for increasing their vocabulary. In teaching and learning process, most of the students cannot communicate with English well since they get difficulties in vocabularies. Then, some students said that the monotonous technique make the learning process as the boredom activities and make them lose their interests and motivations in learning. Besides that, she said that score of KKM (criteria of minimum mastery) in SMPN 19 Bandar Lampung is 75.<sup>8</sup> The students' vocabulary score can be seen in the table below:

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<sup>8</sup> Diswatiningsih, *English teacher of SMPN 19 Bandar Lampung*, January 2016 (an interview) Unpublished.

**Table 1**  
**The achievement of KKM at Seven Grader of**  
**SMPN 19 Bandar Lampung 2016/2017**

No	KKM (75)	The Number of students	Percentage
1	<75	45	75%
2	>75	15	25%
Total		60	100%

*Score: English teacher at SMPN 19 Bandar Lampung*

From the table above, the students who achieve the KKM are 75%. It means that there are many students under the standard of KKM at the school. By knowing the students' problem in vocabulary, it is necessary for the writer to do a research. In this case, the writer needs to organize a way to find an appropriate technique which can help the students to master their vocabulary.

Based on the information above, it is necessary for the teacher to find out and apply the efficient and effective teaching technique, appropriate materials, and good media which can make the students easily and rapidly understand the English word that they have heard, read, or known. So, to make the students are interested to study English, the writer will use narrative story to increase students' English vocabulary.

Narrative is one type of texts or story that must be learned by the Indonesian students of junior high school when they are studying English. It is a kind of text (story) that has purpose to entertain or amuse the reader or listener. According to Anderson and Anderson, a narrative is a piece of text which tells a story and, in



doing so and entertains or informs the students or listener.<sup>9</sup> In addition, Sejnost and Thiese mention the purpose of narrative is to entertain, to gain and hold a reader's interest.<sup>10</sup> however, writers of memoirs and novels often relate complex stories that examine universal ideas, events, and issues. The kinds of story that are included in narrative are legend, myth, tales, fable, and etc. If the students are interested to read the story, fun, enjoy, and entertained by content of the story, they will be easy to memorize the vocabularies and their vocabulary mastery increased. Theoretically, Wardiman, Jahur, and Djusma, stated that narrative story is an imaginative story to entertain people.<sup>11</sup> It means that narrative story is the genre of the text that tells a story to the readers in order to entertain them. The materials of narrative texts in this research refer to reading materials that have simple language, not too long, easy to understand by the students and the text did not make them bored.

Karolina says in his thesis that Based on the result of the research in the previous can conclude that. It is described that the students have more knowledge about narrative story are, among others are generic structure and many types of narrative story. They seem to know the steps to make a good writing and it is very

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<sup>9</sup> Mark Anderson & Kathy Anderson. *Text types in English 2*. South Yarra: MacMillan. (2003).

<sup>10</sup> Roberta L. Sejnost & Sharon M. Thiese. *Building content literacy: Strategies for the adolescent learner*. Thousand Oaks, CA: Corwin Press. Retrieved from <http://www.adlit.org/article/39884/> (2010).

<sup>11</sup> Artono Wardiman, Masduki B. Jahur, Mohammad Sukirman Djusma. *English in Focus*. Jakarta: Pusat Perbukuan Department Pendidikan Nasional. 2008.

useful for them when they write something. Therefore they can make a narrative story better than before.<sup>12</sup>

Based on the problems above, the writer conducted the study to find out whether narrative story is effective or not in students' vocabulary mastery with the research title "The Influence of Using Narrative Story towards Students' Vocabulary Mastery for Eight grade in the first Semester of SMPN 19 Bandar Lampung in the Academic Year of 2016/2017".

## **B. Identification of the Problems**

Based on the background of the problem above, the writer identified the problem as follows:

1. The students of SMPN 19 Bandar Lampung have difficulties in vocabulary mastery.
2. The students should use narrative story to get vocabulary rapidly.

## **C. Limitation of the Problems**

Based on the identification of problem above, the writer was focus on using Narrative Story to increase students' vocabulary mastery. Text used in the story is a Narrative Story type Fables.

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<sup>12</sup> Intan Karolina. *Teaching Narrative Text in improving writing to the tenth grade students of SMAN Petarukan Pematang*. Unpublish Skripsi of Universitas Negeri Malang. 2006 Retrieved from <http://lib.unnes.ac.id/1180/1/2081.pdf>

#### **D. Formulation of Problem**

Based on the identification and the limitation of the problem above, the writer formulated the problem: Is there any significant influence of using Narrative Story towards students' vocabulary mastery?

#### **E. Objective of the Research**

The objective of the research is to know whether there is significance influence of using Narrative Story towards students' vocabulary mastery.

#### **F. Use of he Research**

The use of this research are:

1. Theoretically, to give information to the English teacher about the influence of using Narrative Story toward vocabulary mastery, and also to give information for futher research with similar interest.
2. Practically, to motivate the students to increase their vocabulary mastery.

#### **G. Scopes of the Research**

1. Research Subject

The subject of the research was the students at the first Semester of the Eight grade at SMPN 19 Bandar Lampung in the Academic Year of 2016/2017.

## 2. Objective of the Research

Objective of the research was to know whether there is significance influence of using Narrative Story towards students' vocabulary mastery.

## 3. Place of the Research

The writer conducted the research at SMPN 19 Bandar Lampung in the Academic Year of 2016/2017.

## 4. Time of the Research

The writer conducted the research on first Semester at SMPN 19 Bandar Lampung in the Academic Year of 2016/2017".

## **CHAPTER II**

### **REVIEW OF RELEVANT LITERATURE**

#### **A. Teaching and Learning English as a Foreign Language**

English is an international language in the world. It has a big influence in human life in the world. English has very important position almost in every aspect of our life, like: in technological, scientific, social, cultural and economic sector. In Indonesia English is the foreign language that is learned at the formal school from elementary school up to university. It is expected that the students should have the ability or knowledge of English which can be used for communication.

According to Murcia, the goal of teaching English as a second language or foreign language would be for the learning to gain ability to communicate in the target language.<sup>1</sup> Based on the statement above it can be said that language learners in this case the students are expected to use or to communicate the language that he or she learns. Brown also states that teaching is facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something. Teaching also means giving instruction guiding in study of something, providing with knowledge, and causing to know or understand.<sup>2</sup> It means that teaching is a process that should be done by teacher based on the experiences,

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<sup>1</sup>Mariannne Calce Murcia, *Teaching English as a Second of Foreign Language*, University of California, Los Angeles: California Publisher, 2001.p.3

<sup>2</sup>H. Douglas Brown, *The Principles of Language Learning and Teaching*. New York: Longman. 2000.,p.7

knowledge and material preparation the aim of teaching can be reached. In addition it is also hoped that at the end of teaching English as a foreign language activities he/she was understand the subject that is taught.

Considering this fact, remembering the importance of English, teaching English as a foreign language should be put as one of the first priority. This way will be introduced not only something new about culture. Skillful, creative and innovative teacher to achieve the goal of English teaching need media and other facilities which can support in achieving goal. In addition, the teaching techniques should be also interesting, appropriate for students.

Base on the explanation above, it means that the students who learn English as a foreign language have a little exposure or opportunities to learn and to practice English. Because of that, teachers should have an interesting and an effective media or technique so that the students will learn English effectively although they do not have much time to learn it.

## **B. Concept of Vocabulary**

Vocabulary is one important part in learning a language. If the students' English vocabulary mastery is limited, they will find some difficulties in using English for the aim of communication. According to Hiebert and Kamil "vocabulary is the set of words for which we know the meanings when we speak or read orally and the set of

words also that an individual can use when writing”.<sup>3</sup> In order to be able to communicate in English, the students should master adequate personal English vocabulary that covers their need for communication in real life situation. Nunan quoted by Rivers also states. “Vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and function we may have learned for comprehensible communication”.<sup>4</sup>

According to Webster dictionary “vocabulary is a bank of number of words in language or list of words with their meaning”.<sup>5</sup> The statement above explained that vocabulary is total number of words whose meaning of those words must be understood and to organize the words of a language is by using of rules. So, it is clear that vocabulary must exist in a language. One cannot express her/his ideas, nor can receive information without vocabulary. This is supported by Thornbury, he states, “without vocabulary nothing can be conveyed.”<sup>6</sup>

Mastering vocabularies means mastering the meaning and the ways to use them in context. According to Cameron “vocabulary is central to learning of a foreign language”.<sup>7</sup> By mastering a great number of vocabularies, the students can learn

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<sup>3</sup>Elfrieda H. Hiebert and Michael L. Kamil, *Teaching And Learning Vocabulary Bringing Research to Practice*. Lawrence Erlbaum Associate, Publisher Mahwah, New Jersey London, 2005,p.3

<sup>4</sup>David Nunan, *Language Teaching Methodology: A Textbook for Teacher*, New York: Longman, 2000,p.177

<sup>5</sup>Webster, *The New Webster Dictionary of Current English*, Oxford University Press, New York, 1988,p.101

<sup>6</sup>Scott Thornbury, *How To Teach Vocabulary*, Longman, England, 2002,p.13

<sup>7</sup> Lyne Cameron, *Teaching Language to Young Learners*, Cambridge University Press,2001,p.72

foreign language easier. Based on the statements above, the writer assumes that students' vocabulary mastery means as the students' ability to use or to understand the properties of words in English language.

Vocabulary is basic to learn a language and make communication to each other fluently, it is impossible to learn language without vocabulary. The explanation above is supported by Cameron's statement, "vocabulary is fundamental to using the foreign language as discourse".<sup>8</sup> In communication, vocabulary plays an important role, without the mastery of vocabulary it is impossible to make communication through language.

According to Hiebert and Kamil, vocabulary is "the knowledge of meaning of words".<sup>9</sup> It refers that by mastering a great number of vocabularies students will learn foreign language easily. According to Hornby, "vocabulary is total number of words in a language".<sup>10</sup> It means that before someone is able to use language he or she should have a certain amount of vocabulary. It means that vocabulary is an essential element of the language which we use in communication.

From these definitions it can be said that vocabulary is used to build a language. It is a basic element in communication. Thus, learning vocabulary plays an important role in understanding the language whether it is in written or spoken. In short, from the

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<sup>8</sup> *Ibid*,p.95

<sup>9</sup> Elfrieda H.Hiebert And Micheal L.Kamil, *Op.Cit*,p.3

<sup>10</sup> Hornby, *Oxford Advanced Learner's of Current English*, (Oxford University Press, Oxford, 1995),p.1331



explanation above the research concludes that vocabulary is a list of words with their meaning used for communication in a certain language, in this case, English.

### **C. Concept of Teaching Vocabulary**

a wide range of vocabulary is one of the most important tools of learning. A list of words that teachers prepare for their learners to memorize and learn by heart. Memorizing may be good and useful as a temporary technique for tests, but not for learning a foreign language. Language students need to learn vocabulary of the target language in another way. If we are really to teach students what words mean and how they are used, we need to show them being used together in context, words do not just exist on their own; they live together and they depend upon each other. Therefore, teaching vocabulary correctly is a very important element in language learning. Correct vocabulary instruction involves vocabulary selection, word knowledge and techniques. Nowadays methodologists and linguists suggest that teachers can decide and select the words to be taught on the basis of how frequently they are used by speakers of the language.<sup>11</sup> Vocabulary is basic element of language to understand the language; the learner should know the complexity of words. Then, the teacher should decide how to teach vocabulary on the class, According to Thornbury, there are five factors related to the teaching of vocabulary should be considered by the teacher:

#### 1. The level of the learner

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<sup>11</sup>Jeremy Harmer, *The Practice of English Language Teaching*, Longman Group UK Limited, Singapore, 2007, p.154

2. The learner likely familiarity with words
- 3, The difficulty of items
4. Their teaching ability
5. Whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading)".<sup>12</sup>

From the statement above that students have different level and teacher encourage their students to gain success in learning the language. The method or technique might be one motivating them on teaching language. There are many ways on teaching vocabulary mostly English teacher used. such as game and picture. Teacher knows that in presenting the new vocabulary the English teacher cannot give the students list of words, but they should be creative to manage and introduce the words with a good and appropriate way.

Brown says, "teaching is guiding and facilitating the learners to learn, setting the condition for learning".<sup>13</sup> It means that the teacher is monitoring progress, where the teacher can assess progress identify gaps and errors, many pace to fill in activity. In teaching vocabulary the teacher does not merely give the students a list of words to be memorized separately, but the words are put and practice in sentence. The basic aims of teaching vocabulary, according to Brown is to develop the students vocabulary

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<sup>12</sup> Scott Thornbury. *Op. Cit.* p. 75-76

<sup>13</sup> HD Brown. *Op. Cit.* p.7

perhaps by extending his vocabulary or perhaps by giving him practice in using what he already knows receptively, and so on.<sup>14</sup>

Some people claim that vocabulary should be taught in its own way, not in conjunction with the language skills. They argue that such a way will provide learners with more time to focus on certain lexicons that needed to be activate. However it does not seem true for it is not enough for learners just to memorize a number of words. Teaching learning vocabulary needs the right techniques to be used in order to make it successful. Implementing the right techniques help teaching learning process run well.

In teaching learning English, the writer focused on the using of narrative story in presenting new vocabulary. It is hoped that the narrative story can improve the students' vocabulary, make students have fun in teaching learning process, and make the vocabulary stay longer in students' mind.

#### **D. Concept of Media**

Media comes from the Latin *medius* which literary means the middle. According to AECT (Assosiation of education and communication technolo in Arsyad's book limited that media is every means and connection that is used to send message or information.<sup>15</sup> Teaching learning process in reality is a communication process, this is

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<sup>14</sup> *Ibid.* p.104

<sup>15</sup> Azhar Arsyad, *Media Pembelajaran*, PT R.ajagrafindo Persada, Jakarta, 2010, p.3

a process to deliver message from the sender through any media to the receiver.<sup>16</sup> From this statement, we can say that a media is needed by the sender to convey the message in order the message accepted by the receiver.

Learning is a complex process that happens to all people in their life. This process happens because there is an interaction between people with the environment.<sup>17</sup> This means, learning is also part of communication in human life. The process of learning is a process among learner, teacher and the materials. Then the communication process will not happen if there is no media.

Hamalik in Azhar states that the main function of media in teaching learning process is to arouse students' desire and interest, build students' motivation and stimulate learning activity; even the media can bring psychology influence to the students.<sup>18</sup> Moreover, Kemp and Dayton in Arsyad state that there were three functions of media, can be used for individual, group, or larger group.<sup>19</sup> They are:

1. It can motivate interest or action
2. Giving Information
3. Giving Instruction

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<sup>16</sup> Arief S. Sadiman, Rahardjo, Anung Haryono, Rahardjito, *Media Pendidikan*, PT Rajagrafindo Persada, Jakarta, 2011, p. 11

<sup>17</sup> Azhar Arsyad, M.A, *Lo.Cit.*

<sup>18</sup> *Ibid*, p.15

<sup>19</sup> *Ibid*, p.19

Media is aimed to share instructional information where the information in a media should involve students in a form of activity in order to make a process of teaching and learning. From description, it is clear that media has essential part of teaching learning process.

In general, there are many uses of media in teaching learning process, as follows:

- I. To make a clear message in order to make the message not all as a verbal (in written form or oral form)
2. To cope with the limited of place, time, and sense, for example:
  - a. The object is too big, it can be changed with realia, picture, slide, or model.
  - b. The object is small, it can be use with micro projector, slede, film or picture.
  - c. The motion that too slow and too fast can be assisted with time lapse or high-speed photography.
  - d. Event that happened in the past can be displayed more through film transcription, video, slide, or photo.
  - e. The complex object can be displayed with model or diagram.
  - f. The concept that too large (volcano, earthquake, climate, etc) can be visualized in a form of film, or picture.
3. by using appropriate and various media, in order to overcome the passive act from the students.

4. Each student has their own behavior and also students have different surroundings and different experiences, in this situation media is the way to compare the any differences of students' experiences.<sup>20</sup>

Based on the description above, we can see that there are many kinds of media that the teacher can use in teaching. Media is anything that can be used to convey message from sender to the receiver in order to stimulate mind, feeling, attention, interest, of the learner to create teaching learning process.

## **E. Narrative Story**

### **1. Concept of Narrative Story**

According to Harmer, as an English teacher we have to use variety of teaching aids to explain language meaning and conduction, engage students in a topic, or as the basis of whole activity.<sup>21</sup> it can be said that the teacher needs teaching aid to teach the students. There some teaching media that can be used by the teacher. One of these teaching aids is narrative story. As the research states in the background of the problem, to make students interested in learning English, the students should be conditioned to be interested in learning English by providing them with a teaching technique and material which are able to arouse their interest in learning English.

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<sup>20</sup> Arief S. Sadiman, Rahardjo, Anung Haryono, Rahardjito, *Op.Cit*, p.95

<sup>21</sup> Jeremy Harmer, *The Practice of English Language Teaching 3<sup>rd</sup> Edition*, England, Longman, Cambridge UK, p.134

Narrative Story is one kind of monolog texts in teaching reading to the students. This kind of text is used to entertain the students as well as to attract their interest to read with actual and various experience in different ways.<sup>22</sup>

According to Brewer, Narrative Story is a set of events that occurs through time and in thematic chain. It means that Narrative Story is a kind of text which tell the story in chronological way in order to amuse the readers.<sup>23</sup> Narrative Story has its own generic structure which can be easily found inside the story as Anderson and Anderson, describes, the construction of Narrative Story as follows:<sup>24</sup>

a. Orientation/Exposition

Introducing the main characters and possibly some minor characters as well as informing the time and the place of the story.

b. Complication/Rising Action

Describing the rising crises which are the characters have to do with in a serious of events.

c. Sequence of Event/Climax

Telling how the characters react to the complication which includes their feeling and what they do.

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<sup>22</sup> Beverly Derewianka. *Exploring how text works*. Sydney, NSW: Primary English Teaching Association Australia. P. 40. (1990).

<sup>23</sup> William. F Brewer. Literary theory, rhetoric, and stylistics: Implications for psychology. In R. J. Shapiro, B. C. Bruce, & W. F. Brewer (Eds.) *Theoretical issues in reading comprehension* (pp. 221–239). Hillsdale, NJ: Erlbaum. (1980).

<sup>24</sup> Mark Anderson & Kathy Anderson. *Text types in English 2*. South Yarra: MacMillan. (2003).

d. Resolution/Falling Action

Showing the way of participant to solve the crises, better or worse .

e. Reorientation

Closing the story.

Furthermore, this type of text is also consists of some elements which is also known as literary elements. These elements are useful in helping the students comprehend and construct the meaning of the story<sup>25</sup>. There are five basic of literary elements. First is setting which refers to where and when the story takes place. Second is a character which refers to people or animal that carry out the action. Third is plot which refers to the storyline. Fourth is theme which refers to the whole idea of the story and the moral lesson inside the story. Fifth is vocabulary which refers to the words inside the story.

## 2. Types of Narrative Story

There can be a combination of narratives within each of this different types. Sometimes, the term genre is used for the type of narrative. A genre is some kind of a category. The notion of genre is to help you generate story ideas. Here are examples of the type (or genre) of narrative showing typical features:

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<sup>25</sup> Susan Van Zile. *Awesome hands-on activities for teaching literary elements*. New York, NY: Scholastic Inc. (2001).



#### a) Humor

Humor A humorous narrative is one of that aims to make audience laugh as a part of telling story. Here is typical structure: a. Orientation: the narrator tells the funny characters names in unusual setting. b. Complication: in this part, something crazy happen. c. Sequence of event: there are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary people. d. Resolution : All's well that end well, Example : Belling the Cat.

#### **F. Procedure of Teaching Vocabulary and by Using Narrative Story**

Using narrative story helps the students to make English lessons memorable by creating a link between the objects and the word represented. By bringing narrative story in to the classroom, the researcher hopes, it can make students more interested in learning English especially in teaching vocabulary.

Here are some procedures of using narrative story in the classroom:

1. Teacher explains about the use of media in learning vocabulary.
2. Teacher gave the material.
3. The teacher presented a traditional narrative story.
4. Teacher shows some real things related to the material.
5. Students finds new words related to the material.
6. Students understand explanation of vocabulary mastery using narrative story.
7. Answering questions about the story.<sup>26</sup>

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<sup>26</sup> Gay Miller, *Haw to Teaching Narrrative Story*, available at. <http://www.school.com/how to teaching-narrative-story.html> March 19<sup>th</sup> 2016

### **G. Frame of Thinking**

In teaching vocabulary, an English teacher should be able to help students to memorize the words. Therefore the teacher should have such kind of technique to make the students interested and have motivation in learning English. The teacher must prepare the materials as well, using suitable technique and media in teaching and learning vocabulary. In this case, the teacher can help the students by using narrative story in teaching vocabulary. By using narrative story in teaching vocabulary, the writer hopes that the students can learn more and more creatively in the progress.

Based on the previous explanation, the writer believes that teaching vocabulary through narrative story can increase students' vocabulary mastery and another component in language skill. Narrative story can produce many words that make it keep in students' mind for a long time. Narrative story can be used in teaching vocabulary, because there are so many words appear and it can improve the students' vocabulary mastery.

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## H. Hypothesis

Based on the theories and explanation above, the researcher made the hypotheses as follows:

$H_0$  : There is no significant influence of using narrative story towards students' vocabulary mastery at the first Semester of Eighth Grade of SMPN 19 Bandar Lampung in the Academic Year of 2016/2017

$H_a$  : There is significant influence of using narrative story towards students' vocabulary mastery at the first Semester of Eighth Grade of SMPN 19 Bandar Lampung in the Academic Year of 2016/2017

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In conducting the research, the writer used experimental research design. According to Ary, Jacobs, and Sorensen, experimental research is the general plans for carrying out a study with and active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.<sup>1</sup> the purpose of experimental research it to investigate causal correlation or influence between free variable with variable tied by comparing result of between experiment group.

In this research the writer used quasi experimental research design. Quasi experimental design are similar to randomlized experimental design in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to the treatment groups.<sup>2</sup> That is appropriate to this research's subject because this research's subject is in groups. So if the writer randomly assigns the students into the two groups, it would disrupt the classroom learning.<sup>3</sup> It means that in quasi experimental research the writer does not randomly assign the students

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<sup>1</sup> Donald Ary, Lucy Cheser Jacobs, & Chris Sorensen. 8th Edition. *Introduction to Research in Education*. Canada: Wadsworth. Cengage Learning, 2002. p.301

<sup>2</sup> *Ibid*, p.316

<sup>3</sup> *Ibid*, p.309

The writer assigned the sample by taking randomly the class of the students, so it would not disrupt the classroom learning.

The variety of quasi experimental design can be divided into two main categories, they are post-test only control group, and pre-test post-test group design. In this research, the writer applied quasi-experimental pre-test post-test group design. The writer flip a coin to determine which of the two intact groups will be the experimental group and which will be the control group. The would would give a vocabulary pretest to both classes, administer a program designed to improve vocabulary to the experimental group only, and then give a vocabulary posttest to assess the differences between the both groups. The research design<sup>4</sup> is presented as follows:

Group	Pretest	Independent variable	Posttest
E	$Y_1$	X	$Y_2$
C	$Y_1$	-	$Y_2$

Note: E = experimental class

C = control class

$Y_1$  = Pre- test

$Y_2$  = Post-test

X = Treatments by using Narrative Story

- = No treatments

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<sup>4</sup> *Ibid*, p.316

## **B. Research Variables**

A variable is a characteristic or attribute of an individual or an organization that a writer can measure or observe and varies among individuals or organization study. There are two variables in this research namely: independent variable and dependent variable. An Independent variable is variable selected by the writer to determine their effect on the relationship with the dependent variable. The dependent variable is observed to determine what effect, if any the other types of variable may have on it.<sup>5</sup>

## **C. Operational Definition of Variable**

### **1. Independent Variable (X)**

Independent variable is the variable in a study that is made in the cause or function affects the bound variable.<sup>6</sup> Independent variable in this research is Narrative Story. Narrative Story is using for teaching English in order to give the direct experience to the learner in doing activity during teaching learning process.

### **2. Dependent Variable (Y)**

Dependent variable is the main variable in a reseach.<sup>7</sup> The dependent variable in this research is students' vocabulary mastery. Vocabulary mastery is the students' ability to use or to understand the properties of words in English including noun, verb, adjective and adverb.

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<sup>5</sup> Jack R. Fraenkel, Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: Mc Graw-Hill, 2009), p.42

<sup>6</sup> *Ibid*, p. 107

<sup>7</sup> *Ibid*, p.106

## D. Population, Sample and Sampling Technique

### 1. Population

According to Creswell, a population is a group of individuals who have the same characteristics, then a target population is a group of individuals or a group of organization with the same common defining characteristics.<sup>8</sup> The population of this research was the students of the first semester students of the eighth grade of SMPN 19 Bandar Lampung in Academic Year of 2016/2017

**Table 2**  
**Population of Eighth Grade of SMPN 19**  
**Bandar Lampung in Academic Year of 2016/2017**

No	Class	Male	Female	Total
1.	VIII A	11	18	29
2.	VIII B	16	14	30
3.	VIII C	13	16	29
4.	VIII D	11	19	30
5.	VIII E	14	15	29
6.	VIII F	15	11	26
7.	VIII G	17	13	30
8.	VIII H	12	18	30
9.	VIII I	9	21	31
10.	VIII J	10	19	29
11.	VIII K	16	19	35
12.	VIII L	15	20	35
Total of Students		159	203	362

**Source: The Data of SMPN 19 Bandar Lampung**

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<sup>8</sup>John W. Creswell, *Op.Cit.*, p.142

Based on the table above we can see that the population of the eighth grade of SMPN 19 Bandar Lampung is 362 students.

## **2. Sample**

A sample is a subgroup of the target population that the writer plans to study for generalizing about the target population.<sup>9</sup> The sample of this research was take two classes of the first semester of the Eighth Grade of SMPN 19 Bandar Lampung.

## **3. Sampling Technique**

In taking sample, the writer used cluster random sampling technique. The selection of groups or clusters of subjects rather than individuals is known as cluster random sampling.<sup>10</sup> The writertook two classes of the eighth grade, one was an experimental and one class as a control class. The writer flip a coin to determine which of the two intact groups will be the experimental group and which will be the control group.

## **E. Data Collecting Technique**

In collecting the data, the writergives the test, they are pretest and posttest

- a. Pretest conducted before the treatment.
- b. Posttest conducted after the samples of the research were trained to assess the differences between the both groups.

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<sup>9</sup> *Ibid.*

<sup>10</sup> R. Jack, Fraenkel and Norman R. Wallen, *Op.Cit.*, p.95.



## F. Research Instrument

An instrument is a tool for measuring, observing, or documenting data. It contains specific questions and response possibilities that you establish or develop in advance of the study.<sup>11</sup>

The instrument was used in collecting the data is a test. The test consists of 40 test items for pre-test and post-test, the writer was used multiple choices test with 4 options a,b,c and d. In order to make sure that all items of the test were valid in term of content, level of difficulty and appropriateness, the instrument test were tried out. The judgment was used as a consideration for developing a test. The following table shows the summary of the judgment.

**Table 3**  
**Analysis of test items about the Level of Difficulty**  
**and Significance of Test Items**

<b>Level of difficulty</b>	<b>Total Item</b>	<b>Significant</b>	<b>Total Item</b>
Very Difficult	0	Very Significant	11
Difficult	15	Significant	9
Moderate	24	Insignificant	20
Easy	1		
Very easy	0		

As shown in Table 3, for the level of difficulty there was no item in very difficult and very easy level; while for level of significant there was 11 test items in very significant, 9 test items in significant, and 20 test items were insignificant. Based on the summary of the judgment above, the items of the test were considered significant and very significant as the instrument test

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<sup>11</sup> *Ibid*, p.14.

in this research. It means that there were 20 test items is used for pre-test and post-test. See appendix 19 for the detail of test items analysis.

## **G. Research Procedure**

There are three steps that were applied in this research procedure, they were:

### **1. Planning**

Before the writer applied the research procedure, the writer made some plans to run the application well. There were some steps that should be planned by researcher.

The procedure of making planning of the research can be seen as follows:

#### **a. Determining the Subject**

The writer determined the subject; in this phase the writer chose the first semester of the eighth grade of SMPN 19 Bandar Lampung as the subject of the research, one class was as the experimental class and the other one was as the control class.

#### **b. Preparing the pre-test**

The writer prepared two kinds the test that were given to the students of experimental and control class. The writer prepared try out test items and the total number of the test items was 20 test items.

#### **c. Determining the material to be teach.**

The writer determined the material that be taught to the students, the material was vocabulary. It consisted of: noun, verb, adjective and adverb.

d. Preparing the post-test

The writer prepared a kind of test (called post-test) that was given to the students. By giving the post-test, the writer may know whether the students increase their vocabulary mastery or not.

## **2. Application**

After making the planning, the writer tried to apply the research procedure that has been planned. There were some steps in doing this research:

a. In the first meeting, the writer gave the try out for students. This test was multiple choices that consist of 40 items with 4 options; a, b, c, and d.

b. The second meeting, the writer gave pre-test

The test is multiple choices with 4 options; a, b, c, and d.

c. After giving the pre-test to the students, the writer gave the treatment in control class and experimental class. In control class the writer gave the treatment through picture. While in the experimental class, the writer gave the treatment through narrative story.

d. In the last meeting, the writer gave the post-test.

The test was multiple choices with 4 options; a, b, c, and d.

## **3. Reporting**

The last point that have been done in this research procedure was reporting. There were three steps which applied in reporting. They were:

a. Analyzing the data received from try out

b. Analyzing the data received from pre-test and post-test

c. Making a report on the findings.

## H. Scoring System

Before getting the score, the writer determined the procedure to be used in scoring the students' work. In order to do that, the writer used Arikunto's formula<sup>12</sup>. The ideal highest score is 100. The scores of pre-test and post test were calculated by using the following formula:

$$S = \frac{r}{n} 100$$

Where:

- S : The score of the test
- r : The total of the right answer
- n : The total items.

## I. Validity of the Test

According to Arikunto, validity is a measurement which shows the level of validity or the real of the instrument. A valid instrument has a high validity. On the other hand, the instrument which is lack of goodness has a low validity.<sup>13</sup>

### 1. Content Validity

Content validity concerns whether the test was be good reflection of the materials that need to be test. Content validity refers to instruments that were parallel with the matter that measure. In this research the test intend to measure students' vocabulary mastery of the eighth grade students of junior high school, the test was

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<sup>12</sup> *Ibid*,p.271

<sup>13</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Bumi Aksara, Jakarta, 2010, p.177.

given to the students that can measure students' mastery about vocabulary which be base on what they have learn before based on the curriculum.

To get the content validity of the vocabulary test, the writer tried to arrange the material based on the objective of teaching in the school based on the curriculum for the eighth grades of SMPN 19 Bandar Lampung then the writer consulted the instrument to the English teacher of SMPN 19 Bandar Lampung to make sure that the instrument was valid. The teacher decided that the instrument was valid since it was suitable with the curriculum for the eighth grade in that school.

## **2. Construct Validity**

An instrument can be called valid when it can measure what is wanted. To measure the validity of instrument, the writer used construct validity. According to the expert, construct validity is use to measure perception, language behavior, motivation, even the language ability.<sup>14</sup> In this session, the writer consulted to the English teacher to measure the validity of the instruments.

## **3. Internal Validity**

In order to make sure that all items of vocabulary test were valid in term of content, the writer asked for the English teacher to check the level of difficulty and appropriateness of 40 test items before trying them out. The writer asked English teachers in order to get their view and opinion about the level of difficulty and appropriateness of each item. The judgment was used as a consideration for developing reading comprehension test.

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<sup>14</sup> Ag.Bambang Setiyadi, *Op.Cit*, p . 26

This research used ANATES Version 4 program to know validity of test which consist of 40 items multiple choice. After tried out the test items, there were 20 items considered invalid. They were the items number 3, 8, 10, 11, 13, 14, 15, 16, 19, 20, 21, 24, 27, 30, 31, 32, 33, 35, 36 and 38. After that, valid items in posttest try out were 20 items. They were the items number 1, 2, 4, 5, 6, 7, 9, 12, 17, 18, 22, 23, 25, 26, 28, 29, 34, 37, 39 and 40. It can be seen in Appendix 19. Therefore, 20 valid test items were applied as the instrument test in this research.

### **J. Reliability of Test**

According to Creswell, reliability means that scores from an instrument are stable and consistent.<sup>15</sup> Reliability refers to consistency of the test. The writer used ANATES Version 4 program. ANATES can help analysis of item quickly, easy and accurately. ANATES is necessary in the research to assess the good instrument or not.

The criteria of reliability test are :

0.800-1.000	= Very high reliability
0.600-0.800	= High reliability
0.400-0.600	= Medium reliability
0.200-0.400	= Low reliability
0.00-0.200	= Very low reliability <sup>16</sup>

From the criteria of reliability above, it can be drawn a conclusion that the result obtained in the ANATES of reliability that reliability test in Narrative Story for pre test has a high reliability because the result of the reliability is 0.67 and the

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<sup>15</sup> *Ibid*, 159

<sup>16</sup> Suhairmi arikunto, *Op.Cit.*, p.310

result of post test was 0.80. The writer concluded that the degree of the level of reliability of the students was high reliability. It can be seen in Appendix 19.

## **K. Data Analysis**

After collecting the data, the writer analyzed the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

### **1. Prerequisite Tests**

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by writers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.<sup>17</sup> It means that to get the accurate result, the writer had to do some tests such as normality test and homogeneity test.

#### **a. Normality test**

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not. In this research, the writer used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test are formulated as follows:

$H_0$  : The data have normal distribution.

$H_a$  : The data do not have normal distribution

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<sup>17</sup>M. Erceg-Hurn, *Modern Robust Statistical Method.*, (Crawley: American Psychological Association, 2008), p. 591

While the criteria of acceptance or rejection of normality test are:

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

### **b. Homogeneity Test**

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In this research, the writer use statistical computation by using SPSS (*Statistical Package for the Social Sciences*).

The hypotheses for the homogeneity test are:

$H_a$  = The variance of the data is not homogeneous

$H_0$  = The variance of the data is homogeneous

While the criteria of acceptance or rejection of hypothesis test are:

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

## **2. Hypothetical Test**

After the writer knows that the data is normal and homogeneous, the data was be analyzed by using sample T-test, to know the significance of the treatment effect.

The writer will use SPSS (*Statistical Package for the Social Sciences*) to process the data in normality test, homogeneity test, and T-test.

The hypothesis are:



$H_a$  : There is a significant influence of using Narrative Story towards students vocabulary mastery at the first semester of the eighth grade of SMPN 19 Bandar Lampung of 2016/2017.

$H_o$  : There is no a significant influence of using Narrative Story towards students vocabulary mastery at the first semester of the eighth grade of SMPN 19 Bandar Lampung of 2016/2017.

While the criteria of acceptance or rejection of hypothetical test are:

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

$H_o$  is accepted if  $\text{Sig.} > \alpha = 0.05$

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Research Procedure**

The research was conducted on October 26<sup>th</sup>, 2016. Before conducting the research, firstly the writer asked permission to the headmaster and the English teacher at the school. After having the permission, the writer conducted the research through the following steps:

1. Determined the subject of the research, namely the students at the eighth grade of SMPN 19 Bandar Lampung.
2. Designed the test which consists of 40 items for each of pre-test and post-test with four options a, b, c, and d.
3. Determined the sample of research by using cluster random sampling.
4. Held the try out test to know the reliability of the test and validity of the test (it was given to the students out of the research sample).
5. Analyzed the data gotten in try out test.
6. Held pre-test in order to know the students' score in vocabulary mastery before they had treatment.
7. Analyzed the data gotten through pre-test.
8. Gave the treatment to the sample of the research by implementing Narrative Story as media in teaching and learning vocabulary mastery.

9. Held post-test in order to know the students' score in vocabulary mastery after the treatments.
10. Analyzed the data gotten through post-test. The data were analyzed by using statistic formula.
11. Tested the hypothesis and made the conclusion.
12. Reported the result of the research.

### **B. Description of Treatment**

This research was conducted in nine meetings. Each meeting was held on 80 minutes.

The following table below showed the meeting schedule:

Table 4  
Schedule Meeting of the Research

No	Meeting	Schedule
1.	Tried out the test items	September 28 <sup>th</sup> , 2016
2.	Pretest	October 2 <sup>nd</sup> , 2016
3.	Treatment is held in experimental class	October 3 <sup>rd</sup> , 2016
4.	Treatment is held in experimental class	October 4 <sup>th</sup> , 2016
5.	Treatment is held in experimental class	October 5 <sup>th</sup> , 2016
6.	Treatment is held in control class	October 10 <sup>th</sup> , 2016
7.	Treatment is held in control class	October 11 <sup>th</sup> , 2016
8.	Treatment is held in control class	October 12 <sup>th</sup> , 2016
9	Posttest	October 17 <sup>th</sup> , 2016

As shown in Table 4. The meeting was stated On 28<sup>th</sup> September 2016 for tried out meeting, 2<sup>nd</sup> October 2016 for pretest. Then at the next meetings were treatments. The treatments at experimental class were held On 3<sup>rd</sup> to 17<sup>th</sup> of October 2016 and the treatments at control class began on October 10<sup>th</sup>, 2016 until October 12<sup>th</sup>, 2016.

After the treatments, the writer administered the post-test on October 17<sup>th</sup>, 2016. The result of the pre-test and post-test that were in score form were as the data of the research. In the process of treatments all activities could run well

### **1. Description of the First Treatment**

The first meeting was done in October 3<sup>rd</sup>, 2016. The topic of this meeting was about “Introduction”. In pre teaching, the writer and students prayed together in the class, checked the students’ name and gave apperception to the students. In while teaching, the writer explained about the goals, to know narrative story, fable, generic structure and example of Narrative fable, the second step the resarcher explained and gave example of narrative story as media in teaching learning vocabulary mastery.

In teaching generic structure of Narrative Story, the writer asked the students to explain the Narrative Story based on topic given to the students. The writer guided and asked to the students in analizing narrative story include orientation, complication of problem, resolution and reorientatoin. The students presented their vocabularies based on topic in front of class. Then, to make sure understanding of students, the writer asked and answered about the material to the students. The last step, the writer and the students made conclusion.

### **2. Description of the Second Treatment**

The second treatment was done in October 4<sup>th</sup>, 2016. In second treatment was better than the first because the students did not look nervous anymore. The students

enjoyed the materials given. The students were taught through another topic to find out new vocabularies by using Narrative Story. The topic of second meeting was “**Animal**”. In pre teaching, the writer and students prayed together in the class, checked the students’ name and gave apperception to the students.

In while teaching second treatment, the writer explained more about Narrative Story in teaching learning. To make sure the understanding, the writer gave question one by one to the students about meaning (Noun, Verb, Adjective and Adverb) with Narrative text based on the topic. Then, the writer asked to the students to find out minimum 10 vocabularies based on Narrative text that was given in group.

In post teaching, the students presented their vocabularies based on the topic in front of class. Then, the writer guided and asked to the students to do some exercise and the last step, the writer and the students made conclusion.

### **3. Description of the Third Treatment**

The third treatment was on October 5<sup>th</sup>, 2016. The third treatment was better than the second treatment because the students felt in accustomed in teaching learning process through Narrative story. The writer did not feel hard to explain and give example about vocabulary with the materials about simple meaning and word use. The students had already known what they must done step by step. The topic in the last meeting was “**Animal**”.

In pre teaching, the writer and students prayed together in the class, checked the students' name and gave apperception to the students. While teaching of third treatment, the writer reviewed about the last material and asked to the students one by one about the goals. Then, the writer explained about word use and asked the students to describe the Narrative that writer showed.

In post teaching, the writer asked to the students to find out some vocabularies, minimum 10 vocabularies for each Narrative Story based on topic given in group. The students presented their Narrative based on topic in front of class. Then, the writer asked and answered about the material with the students. The last step, the researcher and the students made conclusion.

## **C. Result of the Research**

### **1. Result of the Pretest**

The analysis show that the mean score of pretest in experimental class was 54.00, the highest score was 65 and the lowest score was 40, the median score was 55.00, the mode score was 55, and standard deviation was 8.24. (See appendix 13)

While the mean score of pretest in control class was 57.00, the highest score was 75 and the lowest score was 40, the median score was 55.00, the mode score was 55, and standard deviation was 8.46. (See appendix 14) The results of pretest in this study could be seen in table 5

**Table 5**  
**The Statistics Result of the Pretest**

	Experimental	Control
N	30	30
Mean	54.00	57.00
Median	55.00	55.00
Mode	55	55
Std. Deviation	8.242	8.469
Variance	67.931	71.724
Minimum	40	40
Maximum	65	75

## **2. Result of Posttest.**

The analysis show that the mean score of posttest in experimental class was 78.83, the highest score was 85 and the lowest score was 70, the median score was 80.00, the mode score was 80, and standard deviation was 4.85. (See appendix 15)

While the mean score of posttest in control class was 71.00, the highest score was 85 and the lowest score was 65, the median score was 70.00, the mode score was 70, and standard deviation was 5.153. (See appendix 16) The results of pretest in this study could be seen in table 6

**Table 6**  
**The Statistics Result of the Posttest**

	Experimental	Control
N	30	30
Mean	78.83	71.00
Median	80.00	70.00
Mode	80	70
Std. Deviation	4.857	5.153
Variance	23.592	26.552
Minimum	70	65
Maximum	85	85

### 3. The Results of Normality and Homogeneity Test.

Before analyzing the data for further analysis (t-test), the test of normality and homogeneity in Experimental and Control class should be measured. In determining of the data, Kolmogorov–Smirnov was used. The distribution of the scores can be classified into normal if the  $\rho$ -value was higher than mean significant influence at 0.05 levels. The results of normality tests in this study could be seen in table 7.

**Table 7**  
**The Result of Kolmogorov-Smirnov Test**

Class	N	Sig. (2-tailed)	
Experimental	30	.098	Normal
Control	30	.070	Normal

From the table above, it was found that the result of normality test using Kolmogorov-Smirnov showed the significance value of pre-test and post-test scores



were higher than 0.05. It means that the score distributions of both in Experimental and Control class were normal.

Furthermore, the homogeneity of the data determined from the Levene Statistic and the significance value should be also analyzed. If the  $p$ -value was higher than mean significant influence at 0.05 level, the distribution of the data is considered homogenous. In this study, it was found that the results of homogeneity of variance tests showed the significance value which means they were higher than 0.05. On the basis of these results, it can be concluded that the data taken from pre-test and post-test scores were homogenous. The result of homogeneity test is presented in Table 8.

**Table 8**  
**The Result of Homogeneity of Variance**

	Levene Statistic	df1	df2	Sig.
<b>Based on mean</b>	1.378	1	58	.245

#### **4. Result of Paired Sample t-Test and Independent sample t-Test**

After the writer knew that the data were normal and homogenous, the data were analyzed by using paired sample t-test and independent samples test. Paired sample t-test was applied to know whether or not there was significant improvement of using narrative story toward students' vocabulary mastery. Independent sample t-test was applied to answer research question whether or not there was a significant difference influence of using narrative story toward students' vocabulary mastery.

The hypotheses are:

H<sub>0</sub>: there is no significant Influence of Using Narrative Story towards Students' Vocabulary Mastery at the first Semester of the Eighth Grade of SMPN 19 Bandar Lampung in the Academic Year of 2016/2017

H<sub>a</sub>: there is a significant Influence of Using Narrative Story towards Students' Vocabulary Mastery at the first Semester of the Eighth Grade of SMPN 19 Bandar Lampung in the Academic Year of 2016/2017

**Table 9**  
**The results of paired sample t-test and independent sample t-test**

Variables	Paired Sample t-Test								Independent Sample t-Test	
	Experiment				Control				Mean different between Control and Experiment	
	Pre	Post	Mean Dif	Sig. (2-tailed)	Pre	Post	Mean Dif	Sig. (2-tailed)	Mean	Sig. (2-tailed)
Test	54.00	78.83	24.83	.000	57.00	71.00	14.00	.000	7.83	.000

From the statistical analysis, the results of the research showed that the significance value in pretest and posttest in control group was .000 ( $< 0.05$ ) and in experimental group was .000 ( $< 0.05$ ). From these finding, it can be conclude that *there was significant improvement of using narrative story toward students' vocabulary mastery at the first semester of eight grade of SMPN 19 Bandar Lampung in the academic year of 2016/2017.*

The results of independent sample t-test showed that the mean difference of posttest scores between experimental and control group was 7.83 and the  $\rho$ -value (Sig. 2 tailed) was .000 ( $<0.05$ ). It means that  $\text{Sig. } (p_{\text{value}}) < \alpha$ , so  $H_0$  is rejected and  $H_a$  is accepted. From the result, it can be concluded that *there was significant difference influence of using narrative story toward students' vocabulary mastery at the first semester of eight grade of SMPN 19 Bandar Lampung in the academic year of 2016/2017.*

## **5. Discussion**

In this research, the researcher investigated the significant influence of using narrative story toward students' vocabulary mastery. Some tests were conducted to collect the data such as pretest and posttest.

The pretest was administered to know the students' vocabulary mastery before they were given treatments from the writer. The score of the pretest would be used as the students' score before treatments. In the last of the research, posttest was given to measure the improvement of the students' vocabulary mastery in both classes after the treatments done. The result showed that the mean score between experimental class and control class were slightly different.

Next the writer analyzed the normality and homogeneity of the data. The result of normality test using Kolmogorov-Smirnov showed the significance value of pre-test and post-test scores were higher than 0.05 and the results of homogeneity of variance

tests using the Levene Statistic showed the significance value which means they were higher than 0.05. On the basis of these results, it can be concluded that *the data taken from pre-test and post-test scores were normal and homogenous.*

After conducting the treatment by using narrative story, the results of the research showed that the significance value in pretest and posttest in control group was .000 ( $< 0.05$ ) and in experimental group was .000 ( $< 0.05$ ). From these finding, it can be conclude that *there was significant improvement of using narrative story toward students' vocabulary mastery at the first semester of eight grade of SMPN 19 Bandar Lampung in the academic year of 2016/2017.* The results of independent sample t-test showed that the mean difference of posttest scores between experimental and control group was 7.83 and the  $\rho$ -value (Sig. 2 tailed) was .000 ( $< 0.05$ ). It means that Sig. ( $p_{\text{value}}$ )  $< \alpha$ , so  $H_0$  is rejected and  $H_a$  is accepted. From the result, it can be concluded that *there was significant difference influence of using narrative story toward students' vocabulary mastery at the first semester of eight grade of SMPN 19 Bandar Lampung in the academic year of 2016/2017.*

According to finding of the research, it could be concluded that using Narrative Story in teaching learning process encouraged the students to gain the success in learning the vocabulary. It had been supported by the previous research conducted by Intan Karolina about the use of Narrative Story to improve vocabulary mastery in SMAN Petarukan Pematang, where the writer found that there was an improvement in

teaching by using Narrative Story. Therefore, using Narrative Story could make the students enthusiast to learn vocabulary and the motivate the students to increase their vocabulary mastery.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of hypothetical test, the writer took conclusion that there was a significant influence by using Narrative story towards students' vocabulary mastery. It was proved by seeing the result of the data calculation in the previous chapter null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. It means that the writer's assumption was true, Narrative Story could give a significant influence towards students' vocabulary mastery. It was supported by the scores achieved by the students in which they got higher scores after the writer gave the treatment (Narrative Story) as a Sig. ( $P_{\text{value}} = 0.000 < \alpha = 0.05$ ). The average score of post test showed that the result of post test in experimental class is higher than result of post test in control class. It is also proved that Narrative Story could improve the students' vocabulary mastery.

#### **B. Suggestion**

Based on the result of the research, the writer would like to give some suggestions as follows:

1. For the English teacher, it is better to use and bring narrative story to help the students enhancing their vocabulary mastery since the students not only can

enrich their vocabulary by also make them enjoyable the story in the process of teaching and learning process.

2. For the students, it is suggested that vocabulary is an important thing in learning language because without vocabulary nothing can be conveyed. So the students should master vocabulary as well in order to make English learning become easy.

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