IMPROVING THE STUDENTS' VOCABULARY MASTERY BY USING STORYTELLING AT THE ELEVENTH GRADE OF LANGUAGE CLASS IN MAN MODEL 1 MANADO

THESIS

Submitted as Partial Requirement for the Degree of Education

(S.Pd) In Teaching English

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APPROVAL SHEET

This thesis entitled "Improving the Students' Vocabulary Mastery by Using Storytelling at the Eleventh Grade of Language Class in MAN Model 1 Manado" compiled by Fadila Lamante No. Reg 15.2.6.036, a student of English Education Study Program, has been examined and defended in the munaqasyah session on April 24ᵗʰ 2020 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvements.

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ABSTRACT

Fadila Lamante (2019) Improving the Students' Vocabulary Mastery by Using Storytelling at the Eleventh Grade of Language Class in MAN Model 1 Manado. A thesis. English Education Department, Faculty of Tarbiyah and Teachers' Training, State Institute of Islamic Studies Manado.

The research aimed to find out the improvement of students' vocabulary mastery by using Storytelling. This research was conducted by using Classroom Action Research (CAR). The subjects of this research were the Eleventh Grade of Language Class in MAN Model 1 Manado which consisted of 16 students with 11 girls and 5 boys. This research conducted in two cycles, by each consisted of planning, acting, observing, and reflecting. Every cycle conducted in two meetings. The data were gathered through qualitative and quantitative data. The qualitative data were gained by observation and documentation. Then, quantitative data were obtained from the students' vocabulary score of pre-test and post-test. Based on the results, it showed that there was a development on the students' vocabulary mastery. It can be seen from the mean score of pre-test which was 60.9, while the mean score of post-test cycle one was 66.5 and the mean score of post-test cycle two was 84.3. In addition, there was 1 student (6.25%) who passed the minimum mastery criterion in the pre-test. Meanwhile, in the cycle one, there were 2 students (12.5%) who passed minimum mastery criterion (KKM), and it increased in the post-test cycle two that there were 15 students (93.7%) who passed Minimum Mastery Criterion (KKM). Hence, the criteria of success were achieved. Furthermore, the results of the observation showed that the students were motivated in the teaching-learning process during the implementation of Storytelling.

Key Words: improving vocabulary mastery, storytelling

ABSTRAK

Fadila Lamante (2019) Meningkatkan Penguasaan Kosakata Siswa dengan menggunakan Menceritakan Cerita pada Siswa Kelas XI Bahasa di MAN Model 1 Manado. Sebuah tesis. Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.

Penelitian ini bertujuan untuk mengetahui peningkatan penguasaan kosakata siswa dengan menggunakan Story Telling. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas (PTK). Subjek penelitian ini adalah kelas XI Bahasa di MAN Model 1 Manado. Ini terdiri dari 16 siswa. Objek penelitian ini adalah untuk meningkatkan penguasaan kosakata siswa melalui bercerita. Peneliti ini dilakukan dalam dua siklus yang masing-masing terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Data dikumpulkan melalui data kualitatif dan kuantitatif. Data kualitatif diperoleh dengan menganalisis pengamatan. Kemudian, data kuantitatif diperoleh dari skor kosa kata pre-test dan post-test siswa. Berdasarkan hasil penelitian ini menunjukkan bahwa ada pengembangan penguasaan kosakata siswa, dapat dilihat dari skor rata-rata pre-test adalah 60,9 skor rata-rata post-test satu adalah 66,5 dan skor rata-rata dari post-test cycle dua adalah 84,3. Selain itu, ada 1 siswa (6,25%) yang lulus Kriteria Penguasaan Minimum - Kriteria Ketuntasan Minimal (KKM) dalam pra-tes. Sementara itu, pada siklus satu, ada 2 siswa (12,5%) yang lulus Kriteria Penguasaan Minimum (KKM), dan itu diperoleh yang berada di siklus dua pasca tes ada 15 siswa (93,7%) yang lulus Kriteria Penguasaan Minimum (KKM), sehingga kriteria keberhasilan tercapai. Selanjutnya, hasil pengamatan menunjukkan bahwa siswa termotivasi dalam proses belajar mengajar.

Kata kunci: Meningkatkan Penguasaan Kosakata, Menceritakan Cerita.

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The researcher realizes that this thesis is still far from being perfect and hopes that this thesis would be useful for the next researcher or for readers in general.

Manado, April 3, 2020

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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ia merupakan duplikat, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, April 3, 2020

Peneliti

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Islam, human are guided to learn and how to speak properly with no crookedness or distortion. Allah says in Qur'an surah Al-Ahzab (33:70):

$$يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ$$

$$وَقُولُوا قَوْلًا سَدِيدًا$$

Translation:

"Believer, fear Allah and speak the truth" (QS. Al-Ahzab:70)

According to tafsir Al-Muyassar, O people who believe in Allah and Rasulullah, fear Allah in all your affairs and always try to tell the truth, surely Allah will correct and accept your deeds and forgive your sins. And whoever always obeys Allah and His Messenger, he will win a great victory. Based on the verse above, the researcher concludes that proper choice of words can make people good in communicate.

Vocabulary is the most important part in learning English. It is a basic to communicate and also important for the acquisition process. S. Krashend (1996) stated that Learning a language deals with learning the vocabulary.

Without grammar people still able to transfer what they mean but without vocabulary nothing can be explained. Wilkins in Thorn burry (2002) stated

that it is truly impossible for us to save some vocabulary in our minds and how to express those feelings through words.

Vocabulary is a part of language, in the small and simple form. Moreover, Hatch and Brown (1995) stated that vocabulary refers to a list or set of words that individual speakers of language might use. From that statement we know that it refers to word in a language that is used by the speaker.

In teaching vocabulary, Wilkin (1983) stated that the teacher's task is how to make the students not feel bored in learning vocabulary and when remembering the vocabulary, students felt happy and able to understand the lesson in the class.

From those explanations above, the researcher assumes that vocabulary is a starting material for building or making sentences. Vocabulary is a component of language that everyone uses to convey their ideas or feelings. Without having more vocabulary, people cannot give ideas or opinions of what they hear or what they see, because they think that their vocabulary is very low.

Students wouldn't stay with the vocabulary when they're at elementary school or until they're at senior high school; students won't stay with the one what they have now. The students' vocabulary would keep improving as long as students found a new vocabulary in reading or heard in conversations, on the radio, or TV.

In the preliminary research, during the teaching practice for nine weeks from August until October 2018 in MAN Model 1 Manado, the researcher found most students thought that English is one of the most difficult lessons to be learned. Because their lack of vocabulary, so that they did not master the grammar. They had less motivation in learning English.

Learning English can be carried out by using a short story, especially in improving vocabulary mastery. Stories are one of the motivating, challenging, fun and can establish positive behavior. Obviously story can lead students curious in studying English. They can make own creativity and fantasies. They will seize the moral worth from the story. Most of the story can help the students to create their confidence, encourage social and build up emotional. The story shared a burst of laughter, sadness, excitement, and anticipation.

Cameron (2001) stated Stories are full of very interesting imaginations, assembled by language, which can make students feel happy and can enter into the stories. Students also can enjoy each learning process. Referring to the statements above, the use of alternative activity is needed, and storytelling is one of the activities that can be used in teaching vocabulary to the learners.

It can be concluded that storytelling provides a pleasant learning situation. In such a pleasant and fun situation, students are able to learn well because they will be extremely inspired to be involved in the teaching-learning process.

Based on the explanation above, the researcher concluded that creating activities using storytelling is one of teaching media that will encourage the students to learn vocabulary. The researcher wants to make the students interested in studying vocabulary using storytelling because almost all the students fascinated in a story. It can give much of happiness and also can give the students possibility to remember the word and know the sentence easily. Furthermore, the researcher is interested in using storytelling especially in improving the students' vocabulary mastery.

B. Scope and Limits of the Study

In this study the researcher focused on the improvement of students' vocabulary mastery using storytelling. In this research, the researcher had taken at the eleventh grade of Language Class as the subject of the research. The class consisted of 16 students.

C. Research Questions

In line with the background study above, the researcher formulates the research questions as follows:

1. Is the storytelling able to improve student's vocabulary mastery?
2. How does storytelling improve student's vocabulary mastery?

D. Objectives of the Study

The objectives of this study are:

1. To find out whether the improvement of the students vocabulary mastery by using storytelling.

2. To describe the implementation of storytelling on students vocabulary mastery.

E. Significance of the Study

This research is supposed to be useful for:

Theoretically, the study would provide teacher with a new understanding of the use of Storytelling to improve students' vocabulary mastery.

Practically, for English learners, the use of Storytelling will help English learners to practice vocabulary. They will get a motivation to learn how to found a difficult vocabulary and to memorize a vocabulary.

F. Definition of Key Term

1. Vocabulary Mastery

According to Wilkins (2002) stated contain knowledge and language achievement. It is the capability to understand words; understanding contains the capability to know the point of the words, to learn the words better, to say the words properly and employ the words in context.

2. Storytelling

According to Taylor (2000) storytelling is a tale to one or more listener through voice and gesture. In oral telling, we usually repeat things more than redundancy, especially if the students are having difficulty following.

3. MAN Model 1 Manado

MAN Model 1 Manado is located in Tuminting District. Where located in North Sulawesi especially the Capital of Manado, the place is one of the villages in Islamic village, Hasanuddin Street no. 14.

In MAN Model 1 Manado, there are three classes of Language class which are X, XI and XII. The Eleventh grade (XI) of language class which has been the subject of the researcher include 16 students.

CHAPTER II

REVIEW OF LITERATURES

A. The concept of vocabulary

1. Definition of Vocabulary

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication.

As Cameron (2001) stated at the primary level, vocabulary is a core to the learning of a foreign language to building up the useful words to the students. Vocabulary is an arrangement of words that becomes a sentence arranged according to aspects and uses standard language and has meaning and also the meaning contained in each word.

According to Barnhart (2008) stated the vocabulary is a combination of various words used by people contains the operation and be able to communicate. Vocabulary is a core of language to sustain the participant's interaction in communication.

From the definitions above, the researcher can conclude that vocabulary is combinations of a number of words that can help students understand the teaching and learning process in class. By memorize a lot of vocabulary the students can talk a lot with words. That means vocabulary is very important to build students' knowledge in class.

2. The Types of Vocabulary

According to John Read (2000) stated that vocabulary has two types; they are active and passive vocabulary. People still need a lot of practice and context connections to learn new words. Save the vocabulary in their mind and recall it when they speaking or writing. Those two main groups of person's vocabulary are active and passive vocabulary.

Firstly, Active vocabulary is used in speech or writing and consists of words that appear in a person's mind immediately when he has to produce oral or written sentences. Secondly, Passive vocabulary is known but not used by a person. People understand it when it is heard or read.

According to Elfrieda H. Hiebert and Michael L. Kamil (2005) stated that Passive vocabulary is usually large than the active vocabulary. Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

3. Vocabulary Mastery

According to Thorn burry (2002) stated that vocabulary learning is deemed as an issue of remembering long lists of English words as the goal language. Languages first appear as a word, whole languages have words. However, when we are more familiar with vocabulary, we not only know about the meaning of the word, but also to know more about the meaning of the word obtained for

use in speech or writing. The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

When the students are learning a language, vocabulary is the most important thing to learn first. Worth mastery of vocabulary is significant for anyone who learns the language employed in listening, speaking, writing and reading beyond grammar. A learner of the foreign language will speak easily and accurately, write simply, or understand what he or she reads or hears if he or she has the adequate vocabulary and has an ability to use it accurately.

According to Collier (1971) stated that when a student has arrived at mastering the grammatical basic patterns of language, the task of a student is to determine the vocabulary or the vocabulary that he needs. So it is very clear that vocabulary is very important in learning a language, especially English because the English vocabulary is very large and varied too.

Burton (1982) stated that it is impossible to use good and clear English without having a large vocabulary. While, Coulson et al (1987) stated that mastery is the ability to use knowledge. In another sense, mastery is skill, use, or intelligence. Hornby (1995) Stated that mastery is to have great skills and completed mastery. Consequently, it is very important that the English teacher plays a role in helping students improve their vocabulary.

From the explanations above, it deals how to receive and create the language. The students' should learn a very large vocabulary to understand or to give a

respond of language, the students vocabulary will grow as long as the students improve their vocabulary and they want to be vocabulary mastery.

4. The Problem of Vocabulary

According to Paul Nation (1994) stated that there are several strong reasons for which the vocabulary components of language course needs to be carefully planned. Firstly because different vocabulary gives greatly different return for learning, it is important to make sure that learner have a good control of high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching course make vocabulary learning more difficult that it should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses. Interference that result in confusion for the learners it is simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.

Many problems faced when Indonesian students learn a target language such as English in vocabulary is they cannot understand what the connection between the new vocabularies they have learned with the function of the vocabulary word, and then they cannot apply their new vocabulary in their mind for communication.

According to Hall J. Eugene (1993) State that Term used to classify word based on their functional categories are called part of speech. The classification

of the words of a language in this way is dependent on their function in communication. Noun can occur in certain places in sentence and serve certain function. Verb, adjective, and adverb also occur in certain laces in sentences and serve special function. In English, the functional categories include pronouns and interjections.

B. Storytelling

1. Definition of Storytelling

According to Cameron (2001) stated that storytelling is an oral activity and stories having the shape they do because they are designed to be listened to and, in many situations, participated.

Storytelling is one of the activities commonly used in language learning. It offers good atmosphere of interacting with each other.

Relying on the definitions, it can be inferred that storytelling is the sharing of ideas and experiences through words and actions to communicate and make meaning about our life and the other life. Storytelling has the power to create a sequence of events or story on the listeners' mind and to facilitate the learners in reminding anything in the story for a longer time.

Barzaq (2009) stated that considered storytelling as educational means because the story is about believable, memorable, and entertaining that depends on humans and their experience is considered as an authentic and credible source of knowledge. A story is defined as a narrative account of a real or

imagined event or events. It is a structure of narrative with a specific style and a set of characters. Most of the learners have grown up in a learning context full of narrative stories, whether real or fictitious. Therefore, it can be said that story is the full sequence of events in a work of fiction as we imagine them to have taken place, in the order in which they would have occurred in life.

Additionally, stories build blocks of knowledge, and it is the foundation of memory and learning. It also connects people to the past, present, and the future. The learners may share experience and learn from others' wisdom, beliefs, and values in the storytelling.

From the explanation above, we can conclude that storytelling is retelling a literary text that has a sequence of events including the act of using voice and body language to communicate the text from one person to others in colorful ways to create scenes. The students can have mental participation or active perception that enables the students to enter the story, identify its characters, and actively participate in all its events. Learners may be moved by a story and thus change beliefs, attitudes, and behaviors after hearing or reading a story.

2. Storytelling in Teaching Vocabulary

Storytelling is an excellent teaching strategy because stories ignite students' interest, help students create vivid mental images and activate the thinking process. It allows children to create their imagination about new vocabulary they just hear and help them to come to the terms with their own feelings. Storytelling

is a teaching technique that can reach the emotional and affective realms of learners.

Brown (2001) State that says that the use of storylines, familiar situations and characters and meaningful purposes in using the language will make attention and retention of the young learners improve. Reaching the learners' attention is the first step which is considered to be important in teaching learning process. In addition, it is believed that learners' retention will improve when they deal with attractive things.

Cameron (2001) State that children will pick up words that they enjoy and, in this way, stories offer space for growth in vocabulary. In the enjoyable learning situation, learners will be highly motivated and high confidence self. Once the learners feel interested in the stories they will automatically want to understand them. In such condition, learners' affective filter is low and it enables them to grasp the language input that has been well-arranged affectively.

From the statement above, it can be summarized that storytelling is helpful in teaching vocabulary because storytelling provides an enjoyable learning situation, motivates learners and grows learners' language awareness. The basic aim of stories is to entertain the readers or the listeners. It is explained that stories can have effects on a person's construction of knowledge and self. They help learners make sense of the world around them and the life they lead.

3. Advantages and Disadvantages of Storytelling

There are advantages and disadvantages of using storytelling in learning vocabulary. Storytelling can develop students' understanding of stories that they have learnt during learning activities.

Davies (2007) State that concludes there are some advantages by using storytelling as an important strategy in teaching vocabulary as follows:

First, It helps in the development of students' ability to interpret and understand actions beyond their immediate experience. Second, It is a medium of shared experiences, social and interpersonal development. Third, It is the natural way to introduce students to the wonderful world of books and reading. This reading will enable them to create his/her own stories and learn how to communicate his/her thoughts individually and groups.

On the other hand, there are also disadvantages of using storytelling in teaching vocabulary as follows:

Firstly, It makes teaching-learning process is fulfilled by attracting student's interest to stories; all of them were active and made noisy. Sometimes they too much moved and spoke. That condition makes the teacher difficult to control them.

Secondly, it can be time-consuming activity if the teacher retells a story that deals with the material and related to students' personal experiences. So, the students get less attention in teaching-learning process. And the last, it is

expanding on something that is not real. It could be in the sense of not being truthful.

C. Previous Studies

There are some previous related studies about vocabulary mastery by using storytelling:

1. Research paper by Linda Ismawati (2018) with the title "Teaching Vocabulary Using Storytelling Technique at the Eighth Grade of SMP Negeri 3 Bunga Mayang". This research found the result; the researcher concludes that storytelling can be one of alternatives in improving students' ability to understand and to find the meaning on unfamiliar words or difficult words. Storytelling can be helpful students' to understanding a language with enjoyable situation.

2. Research paper by Dewi Nur Halimah (2017) with tittle "Improving the students' vocabulary mastery by using storytelling (a classroom action research at the seventh grade of SMP Ta'mirul Islam Surakarta in the academic year of 2016/2017)". The researcher concludes; using story telling is really effective in teaching and improving vocabulary mastery. Students not only improve their vocabulary but also they understand about the culture in the story. Students know about the words meaning and the antonym or the synonym of some words. Students also know about multiple meaning, and how to put the words based the context of sentences. It can be applied to all ages of the learners as long as the story is appropriate. It is

suggested to be the reference for the teachers training, since it constitutes one of the effective media that can be applied easily.

3. Research paper by Ika Rahmadani Lubis (2017) with tittle "Improving students' vocabulary mastery by using Fly swatter game in the first grade of MTS Persatuan amal bakti (PAB) 1 Helvetia." The result of this research, related to the students' achievement there were 85.7% who passed. The Minimum Mastery Criterion –Kriteria Ketuntasan Minimal (KKM) 75 with the improvement of the students' mean score from pre-test to the post-test of the second cycle was 56.6%.

4. Research paper by Inten Mujizat (2017) with tittle "The effectiveness of using storytelling technique on students' speaking skill (a Quasi-experimental study at the eleventh grade of MAN 1 Bekasi academic year 2016/2017)". The researcher concludes of this research, the technique is effective to be applied in teaching speaking skill. It can develop confidence, vocabulary, grammar and comprehension. It can be concluded that the students' speaking skill in experimental class that were given by the treatment through storytelling technique were enhanced more effectively than the control group.

5. Research paper by Retnaningtyas Wulandari Wisnu Putri (2013) with tittle "Improving vocabulary mastery of VIII grade students' in SMP 2 Grabag through games in the academic year of 2012/2013)". This research found the result, the aim of this study to improve the students' vocabulary through

games was successful, and students' can understand what the researcher

teaches.

Table 2.1 Research Originality

No.	Research Identity	Similarity	Difference	Research Originality
1.	A research paper by Linda Ismawati (2018) with tittle "Teaching vocabulary using storytelling technique at the eighth grade of SMP Negeri 3 Bunga Mayang". This research found the result; the researcher concludes that storytelling can be one of alternatives in improving students' ability to understand and to find the meaning on unfamiliar words or difficult words. Storytelling can be helpful students' to understanding a language with enjoyable situation.	This research focused on Teaching vocabulary using storytelling.	The object of this research was the eighth grade of junior high school.	The purpose of this research is to find out whether using storytelling can improve students' vocabulary mastery. According to wilkins's theory which stated that without grammar people still able to transfer what they mean but without vocabulary nothing can be explained. Also, the object of this research was the eleventh grade of MAN Model 1 Manado (*XI Bahasa*).
2.	A research paper by Dewi Nur Halimah (2017) with tittle "Improving the students' vocabulary mastery by using storytelling (a classroom action research at the seventh grade of SMP Ta'mirul	This research focused on vocabulary mastery by using storytelling.	The object of this research was the seventh grade of junior high school.	

	Islam Surakarta in the academic year of 2016/2017)". The researcher concludes; using story telling is really effective in teaching and improving vocabulary mastery. Students not only improve their vocabulary but also they understand about the culture in the story. Students know about the words meaning and the antonym or the synonym of some words. Students also know about multiple meaning, and how to put the words based the context of sentences. It can be applied to all ages of the learners as long as the story is appropriate. It is suggested to be the reference for the teachers training, since it constitutes one of the effective media that can be applied easily.		
3.	A research by Ika Rahmadani Lubis (2017) with tittle "Improving students' vocabulary mastery by using Fly swatter game in the first grade of MTS Persatuan amal bakti (PAB) 1	This research focused on the vocabulary mastery.	This research used Fly swatter game to improve the vocabulary mastery.	

	Helvetia." The result of this research, related to the students' achievement there were 85.7% who passed. The Minimum Mastery Criterion –Kriteria Ketuntasan Minimal (KKM) 75 with the improvement of the students' mean score from pre-test to the post-test of the second cycle was 56.6%.			
4.	A research by Inten Mujizat (2017) with tittle "The effectiveness of using storytelling technique on students' speaking skill (a Quasi-experimental study at the eleventh grade of MAN 1 Bekasi academic year 2016/2017)." The researcher concludes of this research, the technique is effective to be applied in teaching speaking skill. It can develop confidence, vocabulary, grammar and comprehension. It can be concluded that the students' speaking skill in experimental class that were given by the treatment through storytelling technique were enhanced more effectively than the control group.	This research used storytelling and the object of this research was the eleventh grade.	This research used speaking skill.	

5.	A research by Retnaningtyas Wulandari Wisnu Putri (2013) with tittle "Improving vocabulary mastery of VIII grade students' in SMP 2 Grabag through games in the academic year of 2012/2013)". This research found the result, the aim of this study to improve the students' vocabulary through games was successful, and students' can understand what the researcher teaches.	This research focused on the improving vocabulary mastery.	The object of this research was the eighth grade of junior high school and this research used Games.	

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was a classroom action research. The researcher used quantitative and qualitative method in purposed of classroom action research. Associated with the problem faced by students, storytelling as a technique to improve vocabulary that is needed in the classroom action research design.

Nunan (1992) States that action research is a shape of a self-reflective investigation conducted by the practitioner, aimed at solving problems, improving practice, or enhancing understanding. Meanwhile Carr and Kemmis (1999) States that action research is only a form of self-reflective inquiry made by involved in a social situation in purpose to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out.

The model of action research that civilized in this research was the model made by Kemmis and Mc Taggart in Burns (1999). According to the model, the application of the classroom action research comprised in four ways at the following:

1. Identifying problems and planning the action

2. Applying the action

3. Observing the action

4. Reflecting the result of the observation

The measures in action research (Planning, action, observation and reflection) are made in each cycle. Cycles are done depending on the issues needed to solve. The following figure is the model of action research thought by Kemmis and McTaggart in Burns (1999)
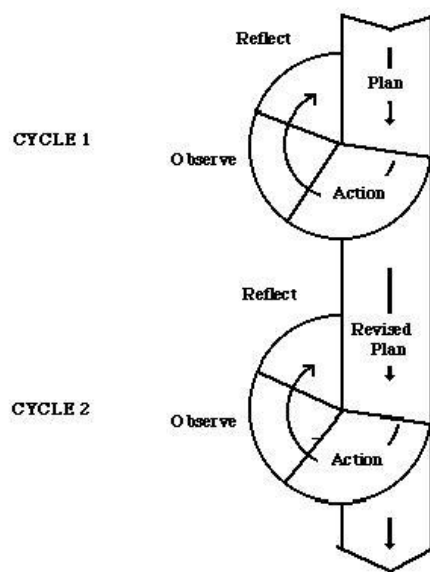
Figure 3.1. The Model of Action Research

The procedures of research are performed by administrating two cycles. Each cycle contain four steps which are planning, action, observation and reflection.

1. Cycle I

   a. Planning

      The following points are the specification of the planning are first cycle:

      1) Conducting the cycle in three meetings include post-test.

      2) Administrating the vocabulary learning process according to lesson plan

3) Conducting pre-test in order to know the students' basic ability in mastery vocabulary

4) Preparing material for vocabulary mastery

5) Conducting a test of vocabulary mastery by using story telling at the end of the cycle

6) Preparing the instrument for collecting data, such as qualitative data: Observation and Questionnaire. Quantitative data: Pre-test and post-test.

b. Action

In this step, the students would be taught how to comprehend vocabulary mastery by using storytelling.

c. Observation

The observation would be conducting to all the process and atmosphere of vocabulary mastery and learning process. The researcher want to find out the overall condition occur during the instruction.

d. Reflection

Reflections have evaluative aspect to effect of spacious issues and suggest in handling it. The researcher took the feedback of this vocabulary mastery and learning process from the result of the observation, the problem that exist, and the cause of problem.

2. Cycle II

   a. Planning

   The following points are the specification of the planning are, second cycle:

   1) Conducting the cycle in three meetings include post-test.

   2) Administrating the vocabulary learning process according to lesson plan

   3) Preparing material for vocabulary mastery

   4) Conducting a test of vocabulary mastery by using story telling at the end of the cycle

   5) Preparing the instrument for collecting data, such as qualitative data: observation, researcher's journal and documentation. Quantitative data: Pre-test and post-test.

   b. Action

   In this step, the students would be taught how to comprehend vocabulary mastery by using story telling. The researcher implements the plan or changes practice and collects data. Data may be collected from a variety of sources.

   c. Observation

   The observation would be conducting to all the process and atmosphere of vocabulary mastery and learning process. The researcher want to find out the overall condition occur during the instruction.

d. Reflection

   Reflections have evaluative aspect to effect of spacious issues and suggest handling it. The researcher took the feedback of this vocabulary mastery and learning process from the result of the observation, the problem that exist, and the cause of problem.

B. Research Stages

1. Cycle I

   a. Planning

   To reach a good result, it is necessary to have a well-prepared plan. The plan is making a lesson plan based on material which is will be taught, preparing source and media to study. For example, preparing storytelling that want to be taught in class, preparing the next steps in doing the action and learning how to explain all of the material, preparing evaluation; test and answer sheet, preparing an observation sheet to observe the students' teaching learning process and students' attitude while in the class.

   b. Action

   Action is conducted by some steps as follows: the first step is the researcher would be given to the students' pre-test, this aimed to see the students' basic vocabulary. The second step is started the cycle one, in this cycle one, the researcher begins the class by opening, in this opening stage the researcher greets the students' and then they prayed together before started the lesson. After that, the researcher gave some motivation to the

students and some conversation about storytelling that will be the main lesson. The third step is the main action, the researcher conducted several actions in order to serve the material such as divided the class into several groups. After that, the researcher gave the students' story to retelling in the class, asking the students to found out the difficult vocabulary and wrote that on the paper, the students' tried to found the synonyms and antonyms with the vocabulary that they wrote before, asked the students' to memorized the vocabulary. After conducted those actions, the next step is made a confirmation. The researcher discussed together with the students' about the material that had been taught. Later, the researcher asked more questions based on the previous lesson to see the students' understanding. Then, the researcher gave the students opportunity to students to asked question. The last step is closed the lesson of the day, the researcher explained about the next material. Post-test would distribute. It is being done individually so that the researcher can measure one's understanding.

c. Observation

The researcher observed the students teaching learning process while in the class. The researcher observes the way of how the students' in the class, how the students' preparing themselves before telling story, how the students' activities for the example: did they listen carefully about the explanation, did they ask a question, did they take a note and did they understand about the material.

d. Reflecting

In reflecting stage, the researcher made evaluation of the process and the result of learning from cycle one. After that the researcher writes the weakness and listing it as a reference to conduct the next cycle. Later, the researcher plans the following steps to give to the next step.

2. Cycle II

The steps in cycle two is similar to cycle one. The difference in cycle two, there were development activities to overcome the weakness in cycle one. The purpose of cycle two is to encourage the students to be more active and to give more the students opportunity to practice their ability. Planning in cycle two is the same with cycle one. The researcher always made lesson plan of each meetings before teaching the material. Prepares the material and media to study, prepares the observation sheet and evaluation. In terms of implementing the action, the steps in cycle two is still same with the cycle one, in the way how the researcher starting the teaching learning process, observes the teaching learning process, make confirmation and closes the lesson of the day. In this cycle the teacher explain in the same way with the previous cycle, the researcher gave the story to retelling in the class, the students' find out the difficult vocabulary, wrote that into list. In making a reflection, the researcher kept evaluating her teaching and learning process and then the researcher wrote the conclusion together with the students'.

C. Population and Sample

The population of this research is *Bahasa class* at MAN Model 1 Manado. MAN Model 1 Manado is the school that place at *Jln. Hasanuddin no. 14 Kampung Islam*, *Cereme*. It is a place where the research is conducted. Furthermore, the setting of the research was Eleventh grade students of Man Model 1 Manado.

The researcher took one class of the Eleventh grade as samples. In determined the samples, the researcher applied cluster random sampling. The sample is *XI Bahasa* at MAN Model 1 Manado. The class consists of 16 students with 11 females and 5 males.

D. Research Instrument

The instruments used to collect the data were pre-test and post-test for quantitative data and for qualitative data the researcher took observation, journal and documentation. The researcher gave the students pre-test for the first meeting and post-test at the end. The test of pre-test and post-test was same, the students listened to the story that the researcher tell to them after that the students have to answered the questions that the researcher gave to them. Each test that the researcher applies contains 20 questions. 10 questions are to fill in the blanks of the story. 5 questions matching of the words and 5 questions describing and retell the picture.

E. Data Collection Technique

Technique of collecting data in this research using qualitative data (experience-based) and quantitaive data (number-based). The qualitative data consisted observation within the physical activity in the classroom. On the other side, quantitative data use pre-test and post-test. The completely explanation as follows:

    a. Observation

       In this case, the researcher used the unstructured or opened observation to know the occurrences within learning precess.

    b. Test

       The test, in this research, are pre-test and post-test. The pre-test will be given before the treatment. It aims to measure current situation of students' vocabulary mastery. Meanwhile, the post-test will be given after the treatment. In this research, the test are in the form of fill the blanks, matching the words and describe or retell the picture. The test is held on the end of every cycle.

F. Data Analysis Technique

This research use qualitative data and quantitative data. The analysis was qualitative data used in this research observation of students' activities during teaching learning process.

The quantitative data there were a vocabulary test and it have about twenty questions for each cycle. In scoring vocabulary test, it determines that the

ranging from 0-100 by accounting the correct answer. The correct answer will give 5 while the wrong answer will give 0.

Table 3.1 The students' predicate score

No.	Alphabet	Value
1.	Very good (A)	100-86
2.	Good (B)	85-71
3.	Enough (C)	70-56
4.	Bad (D)	55

To know the mean of the students' score of vocabulary in each cycle, the researcher use formula from Anas Sudijono (2014) the following formula is:

$$X = \frac{\Sigma x}{n}$$

In which:

X: Mean

Σx: Total score

n: Number of students

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The data was analyzed by quantitative and qualitative. The qualitative data was taken from observation and documentation. This research was conducted in one class of Eleventh Language Class MAN Model 1 Manado with 16 students. Based on the observations showed that storytelling can improve the students' vocabulary mastery: Students were interested in learning vocabulary and became active, more enthusiastic when discussing about the material, participated in finding a new vocabulary related with noun and verb on whiteboard in order to remember and keep their vocabulary.

The quantitative data was taken from the mean of the students' score in taking vocabulary test. This research was conducted in two cycles, while every cycle consisted of four steps (planning, acting, observing, and reflecting). The first cycle conducted in four meetings include pre-test. The second cycle was conducted in three meetings. In the last meeting of each cycle, the students were taken the test as the post-test.

The preliminary data has taken from the preliminary test (pre-test). The researcher held pre-test in one meeting before the cycle one started in order to analyze the students vocabulary in story telling. Before that, the researcher asked

the permission from the head of MAN Model 1 Manado and English teacher who taught at eleventh grade of language class.

1. Qualitative Data

    a. Observation

    The researcher observed and investigated the students, identified the situation and the problem or obstacles during teaching learning process. Observation sheet was used to measure the level of students' activities during teaching and learning process in which story telling was applied in students' activities, students' behavior in vocabulary learning, and interaction between teacher and students.

    In teaching-learning process by using story telling, they felt enjoy and motivated to memorize and learning English. It can be seen from their enthusiastic and interested in the lesson while the teaching learning process and the improvement of their understanding and memorizing based on their final score.

    b. Documentation

    Picture is one of source as documentation or responding observation for researcher to catch every moment. It was taken when the students did the vocabulary test and during the teaching-learning process in the classroom. From the photo will be found the response of students that the students were active and enthusiastic during the teaching-learning process.

2. Quantitative Data

The quantitative data were taken from the results of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisted four meetings include pre-test and post-test in this research and the test was given in the last of each cycle. The result of the test score of students were shown in the table.

Table 4.1

The Students' Score of Cycle I (Pre-test and Post-test I) and Cycle II (Post-test II)

No.	Initial of Students'	Score		
		Pre-Test	Post-Test I	Post-Test II
1.	AD	60	70	85
2.	DAK	65	70	90
3.	FM	60	65	80
4.	FH	70	75	85
5.	FW	55	65	80
6.	FNM	65	65	85

7.	JLZ	60	70	95
8.	LN	55	55	70
9.	MABS	55	60	85
10.	MAJPK	75	75	90
11.	NF	65	65	80
12.	RT	65	65	85
13.	RTI	50	65	80
14.	SWK	55	65	85
15.	SRU	60	65	80
16.	TIH	60	70	95
Total		$\Sigma x = 975$ $X = 60,9$	$\Sigma x = 1.065$ $X = 66,5$	$\Sigma x = 1.350$ $X = 84,3$

From the data above the researcher found there was an increased of the students'
mastery. It could be seen from the mean of score from the test (pre-test, post-test 1,
and post-test 2) that increased.

a. Pre-Test

The pre test was conducted as the preliminary study or accomplished before Classroom Action Research (CAR) to identify the students' real competence and problems in vocabulary. In pre test, there were 20 questions, 10 questions to fill the blank, 5 questions the meaning of word and 5 questions the meaning of the picture.

To get the result of pre-test the researcher calculated the mean of score :

$$X = \frac{\Sigma x}{n}$$

$$X = \frac{975}{16}$$

$$X = 60,9$$

Then to the percentage of students who passed the KKM score, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1 \times 100\%}{16}$$

$$P = 6,25\%$$

Based on the result of the pre test, the data showed that the mean score of pre test is 60.9. There were only one students or 6.25% of the students who got the score above the Minimum Mastery Criterion *Kriteria Ketuntasan Minimal (KKM)* meanwhile, the other 15 students were under that criterion. From the analyze, it could

be seen that almost of *XI Bahasa* of Man Model 1 Manado students' vocabulary was still very low.

b. Post-Test 1

In the post-test 1 the students score got increasing. In the post-test 1 students had given the reaction to pay more attention to the teacher and asked the material they did not know. The result of post test showed the mean score of the class increased to 66.5 which there were 2 students who passed the Minimum Mastery Criterion or KKM 75. The mean score derived the following formula :

$$X = \frac{\Sigma x}{n}$$

$$X = \frac{1.065}{16}$$

$$X = 66.5$$

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

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2 \times 100\%}{16}$$

$$P = 12.5\%$$

c. Post Test II

In the post-test 2, the students score was increased. In the post-test 2, the situation of class was very well after implementing the story telling, all of the students become actively to the activity given by teacher so the atmosphere of

class make the students interested to follow the lesson. The students could found the new vocabulary that contained in the story.

From the table, the total score of the students was 1360 and to see the mean of the students in the test, the researcher applied the following formula:

$$X = \frac{\Sigma x}{n}$$

$$X = \frac{1.350}{16}$$

$$X = 84.3$$

Then, the calculation of class percentage about the students who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{15 \times 100\%}{16}$$

$$P = 93.7\%$$

It showed in the pots-test II more than 50% students could improve their vocabulary using storytelling.

B. Discussion

a. Qualitative Data

The qualitative data was analyzed from observation and documentation.

1. The First Cycle

a. Planning

The researcher planned the action dealing with preparing storytelling, instructional materials and media, and determining the criteria of success. In

this phase, the researcher made a planning for the Action Research based upon the problems faced by students about vocabulary.

Besides of making lesson plan, the researcher also prepared observation sheet to observe the students and researcher's activities in teaching learning process whether it was in line with the lesson plan had before or not. And the researcher also prepared the test (pre-test and post-test) to collect the data, to know there are some students' improvement scores from pre-test to post-test.

b. Action

1) First Meeting

The first meeting was conducted on 10th October 2019. The researcher started the class with greeting and taking the absence. Then, the researcher asked the students to listen the explanation the procedures of storytelling. But before the teaching learning process run, the researcher had been done explanation about the implementation of storytelling in their mind, in order they would understand about the technique.

The researcher gave the topic to the students. It meant the researcher was thought them about vocabulary, automatically they had new words. It made them easily to understand the sentences and they were able to create the good sentences.

The researcher asked the students random questions related to the material they have been learned without looking at the book.

2) Second Meeting

This meeting was conducted on 15ᵗʰ October 2019. The researcher greeted the students and checking their attendance. The researcher asked the students about the material last week and some of students answered that they did not still understood and asked some of vocabulary that they don't know to pronounce and to spell the words. In teaching learning process, the researcher gave them the new word that wrote on the whiteboard, then the researcher pronounces the words with a good pronunciation, and the student had to repeat them. The researcher asked again to the students if they already remember to pronounce of the vocabulary that they see before. Then, the class divided into four groups asked every group about the vocabulary that they learn before. After that, one of the students in each groups had to present the result in front of the class.

The researcher gave feedback about students' performance. Also the researcher corrected their mistake from their performance and asked every group to make a summary about what they had learned for the last meeting.

3) Post-test Cycle 1

Post-test for the cycle 1 was conducted on 17ᵗʰ October 2019. The researcher distributed the test to the students, the students have to fill the blanks of the story that the researcher explained to them last week, and the students also must to write the meant of the words that the researcher gave

to them. Then, the researcher showed them a picture and asked the students to tell a story about the picture.

The researcher closed the meeting and motivated the students to study hard. This step was very important before teaching leaning process closed. Because the motivation would make them struggle in their learning especially in learning the vocabulary.

c. Observation

The observation was done to find out how the students' behavior and what the students' problem during teaching learning process.

The researcher watched the students were interested in the lesson given through storytelling, but there was still had a problem in divided the students into group that make the class noisy. The students couldn't concentrate with the lesson, so they still confused in understand the lesson.

After that, the researcher watched the better classroom condition. They have already known how to divide a group and the students do not make a lot of noise in the class. The students were interested to follow the teacher instruction to learn storytelling. But still there were some students not concentrate with the teacher and disturbed the other friends. But outside of problem, the class could understand the lesson.

d. Reflection

After doing the first cycle, the researcher evaluated in teaching learning process in the end of meeting of the first cycle. The next is talking about

students' participation. From the analysis of the students' vocabulary worksheet score in the first cycle, it was found that the students do not understand well about vocabulary of the storytelling. Therefore, it needs to revise the acting and planning before implement to see next cycle so that it could achieve the criteria of success of this study.

2. The Second Cycle

   a. Planning

   First of all, the researcher planed the action dealing with preparing storytelling instructional materials and media, and determining the criteria of success. The procedure still same with the cycle 1 but the story would gave to the students is different in order the students can found a lot of new vocabulary. The researcher also prepared observation sheet to observe the students and researcher's activities in teaching learning process whether it was in line with the lesson plan had before or not. And the researcher also prepared the post-test to collect the data, to know there are some students' improvement scores from post-test 1 to post-test 2.

   b. Action

   1) The first Meeting

   This meeting was conducted on 22nd October 2019. In this meeting, the researcher started the act by greeting the students and taking their attendance. Based on the reflection of the cycle one, the researcher tried to make the students more understand about the vocabulary with explained it

slowly and clearly, in order the students feel more motivated and interested in the learning process. The researcher asked the students to listen the explanation about the procedure of storytelling. But before the teaching learning process begins, the researcher had explained about the implementation of storytelling, in order to make the students understand about the technique.

The researcher gave the topic to the students. It meant the researcher thought them about vocabulary, automatically they get new words. It made them easily to understand the sentences and they were able to create the good sentences.

The researcher guided the students to the deeper analysis about the story that the researcher tell to them in order they could understand it. The researcher asked the students for their difficulties through the learning process and give feedback about it.

2) Second Meeting

This meeting was conducted on 31st October 2019. The researcher began the lesson by greeting and checking the attendance list. The researcher asked the students about the material last week and vocabulary that they remember, and then the researcher asked them to pronounce and spell the words of the vocabulary. The researcher gave them the new word that wrote on the whiteboard, then the researcher pronounces the words with a

good pronunciation, and the student had to repeat them. Teacher asked to the student if they already remember the vocabulary that they learn before.

After that, the researcher asked to the students into four groups and discuss about the vocabulary that they learn before the student present the result in front of the class. Then, the researcher gave feedback about the students' performance and correct the mistakes, the researcher told to each groups to make a summary about the material.

3) Post-test Cycle 2

This meeting was conducted on 05th November 2019. The researcher started the lesson by greeting and checking the attendance. The researcher gave the test to the students, the students have to fill the blanks of the story that the researcher explained to them last week. Also the students' must to write the meant of the words that the researcher gave to them. Then, the researcher showed them a picture and asked the students to tell a story about the picture.

The teacher closed the meeting and motivated the students to study hard. This step was very important before teaching leaning process closed. Because the motivation would make them struggle in their learning especially in learn vocabulary.

c. Observation

The observation was done for the last time. The activity of students was observed and it showed that the condition of class was very well after

implementing the storytelling, there were fewer the students who didn't understand the story, all of the students become actively to the activity. The atmosphere of class makes the students interested to follow the lesson.

d. Reflection

Having checked the students' vocabulary mastery by giving the test, it was found the students' score showed the increasing. Based on the observation and the result of their test, the students could use storytelling as their media in memorizing and retaining their vocabulary. It can be concluded that the students could improve their vocabulary mastery by using storytelling.

b. Quantitative Data

The data was taken from test that gave to students in the last of each cycle. Based on the result of ever meetings and the test in every cycle which has been conducted, it was found that the students score kept improve since the first until last meeting. The result that students' score increased from the pre-test, post-test in the cycle 1 until in the post-test in cycle 2. The students' score in post-test 1 was higher than the pre-test. The post-test 2 was higher that the post-test
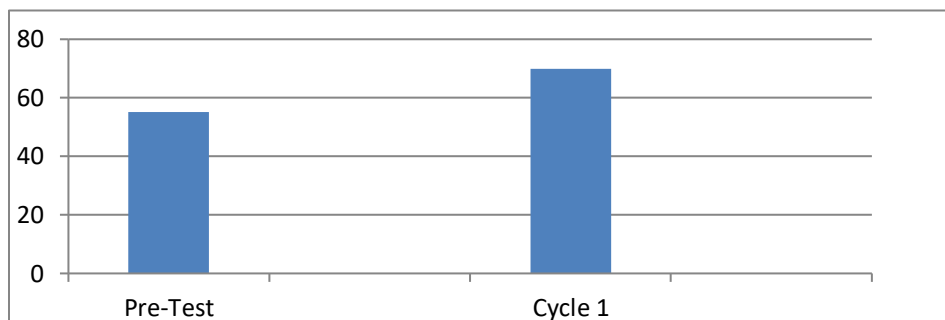
Figure 4.1 the Students' Improvement in Vocabulary Score in the First Cycle

The data showed that the post-test 1 was higher than the pre-test. The result of the students' vocabulary achievement in the cycle 1, there was an increase of students' mean score from the students' vocabulary achievement on the preliminary study to the students' vocabulary achievement on the first cycle. It was from preliminary study mean score from the mean class 60.9 increased to 66.5 or from 1 students who passed the score above the Minimum Mastery Criterion to 2 students. That means that there was 19.5% of mean score improvement. The improvement percentage derived from the formula:

$$P = \frac{y1 - y}{y} \; x \; 100\%$$

$$P = \frac{66,5 - 60,9}{60,9} x \; 100\%$$

$$P = 19,5 \; \%$$

Next, the students' vocabulary improvement from the first cycle to the second cycle in the following chart:
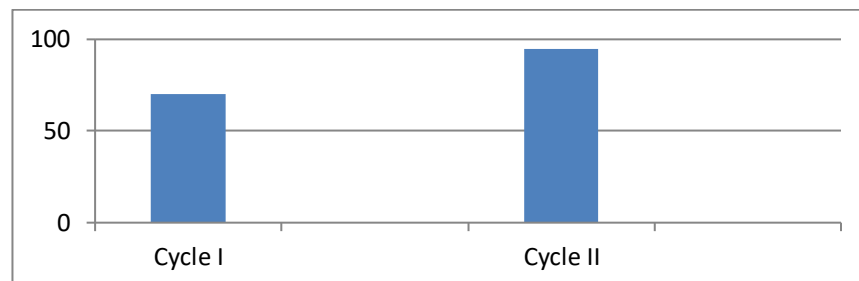
Figure 4.2 the Students' Improvement in Vocabulary Score in the Second Cycle

The calculation of the improvement percentage is gained from the following formula:

$$P = \frac{y2 - y}{y} \; x \; 100\%$$

$$P = \frac{84,3 - 60,9}{60,9} x \; 100\%$$

$$P = 38,4\%$$

Based on the result of the students' vocabulary score, there was better improvement of students' average score from the students' vocabulary achievement in the preliminary study to the students' vocabulary in the second cycle. The mean score of the pre-test in the preliminary was 6.25% and the mean score of the students on the second cycle was 93.7%. Means that there was 12.5% of average score improvement.

The students' score showed the increasing which could be determined that they showed the progress little by little. They acquired the increasing score in each cycle.

Table 4.2

The Data of the Result

No.	Cycle	Mean	Percentage
1.	Pre-test	60.9	6.25%
2.	Post-test I	66.5	12.5%

3.	Post-test II	84.3	93.7%

The mean of students' score in the post-test II was highest, so it could be said that the students' vocabulary mastery by using storytelling improved from 60.9 to 84.3.

From the table above, the result showed the increasing of the students' score from the pre-test to the post-test 1, post-test 1 to post-test 2. In the first test (pre-test) the students who passed the KKM 75 were 1 student of 16 students (6.25%). In the second test (post-test 1) the students who got the score up 75 or passed KKM were 2 students of 16 students (12.5%). In the third test (post-test 2) the students passed KKM 75 were 15 students of 16 students (93.7%). The increasing of pre-test to the post-test 1 was about 19.5% and the increasing of post-test 1 to the post-test 2 was about 38.4%.
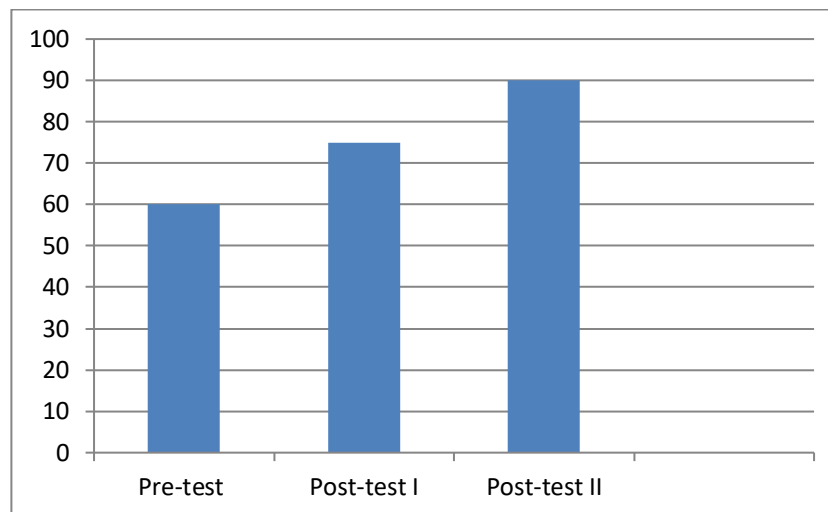
Figure 4.3 the Students' Achievement in Vocabulary Score

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher gives the conclusion and suggestion following the finding of this research. The first section is the conclusions of the research finding and the second is the suggestion dealing with the objectives of teaching and learning process.

A. Conclusions

After conducting Classroom Action Research (CAR) at Eleventh grade of MAN Model 1 Manado School, it can be concluded that:

1. Storytelling can improve the students' vocabulary and help them to remember and keep their vocabulary. Students become active, more interested to learn vocabulary.

2. Related to the students' achievement, there were 93.7% who passed The Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* 75 with the improvement of the students' mean score from pre-test to the post-test of the second cycle was 12.5%. In the pre-test was only 1 student who passed the KKM. Meanwhile, in the post-test of cycle one there were 2 students who passed the KKM or 12.5%. Next, in the result of post-test in the cycle 2, there gained 15 students or 93.7% students who passed the

Kriteria Ketuntasan Minimal (KKM) in which there mean score of vocabulary derived 84.3. It achieved the criteria success.

The data from diary notes showed that the students were more active and participated in the teaching learning process; it could be seen from the improvements of the students' score in teaching-learning process for each meeting.

Using storytelling to improve students' vocabulary have positive responses from the English teacher at there, students' more actively in class with activity that the researcher gave and they got new vocabulary.

B. Suggestion

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

1. Storytelling is affective to improve students' vocabulary.

2. Storytelling can be alternative to overcome students' boredom.

3. This strategy or technique is suggested to the English teacher or other researcher who want to conduct in similar research or study.

4. And the last, the researcher hopes the result of this research can be used as an additional reference; there will be further research with a different discussion that can make a revision within the development of this storytelling.

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APPENDICES

Lesson Plan

Cycle 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MAN Model 1 Manado

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester : XI/Ganjil

Materi Pokok   : Narrative Text

Alokasi Waktu   : 2 x 45 Menit

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menceritakan cerita dan menghafalkan kosa kata yang ada.	➢ Mengidentifikasi situasi yang memunculkan pertanyaan tentang kosa kata yang sulit dari teks menceritakan cerita. ➢ Memahami isi dari teks bacaan menceritakan cerita.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

➢ Mengidentifikasi situasi yang memunculkan pertanyaan yang terkait dengan materi Story Telling

➢ Memahami teks yang diberikan dari Story Telling

D. Materi Pembelajaran

❖ Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman dan orang lain.

❖ Struktur Teks
- Memulai
- Menanggapi (diharapkan/di luar dugaan)

❖ Unsur Kebahasaan
- Ungkapan menceritakan cerita yang terkait dalam teks yang diberikan
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan

❖ Topik

Situasi yang memungkinkan munculnya pernyataan tentang menceritakan cerita yang dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran
    a) Pendekatan   : Saintifik
    b) Model Pembelajaran : Discovery Learning
    c) Metode   : Menceritakan cerita, tanya jawab, diskusi dan kesimpulan

F. Media/Alat Pembelajaran
    ❖ Media   :Teks Bacaan (Story Telling), Lembar penilaian
    ❖ Alat   : Spidol, Papan tulis

G. Sumber Belajar
    ❖ Sumber dari internet, seperti:
        https://borneochannel.com/cerita-pendek-cerpen-dalam-bahasa-inggris-dan-artinya/
        https://www.ilmubahasainggris.com/teks-short-story-telling-bahasa-inggris-dan-artinya/

H. Kegiatan Pembelajaran
(2 x 45 Menit), Menggunakan model discovery learning.
Indikator pencapaian kompetensi:

- Menceritakan cerita yang terdapat dalam teks
- Membuat list vocabulary yang ditemukan siswa di cerita tersebut
- Mencari kata tersebut dalam arti sinonim dan antonim
- Membuat kalimat dari kata tersebut

Kegiatan	Deskripsi kegiatan	Alokasi Waktu
Pendahuluan	1. Siswa Memberi Salam kepada guru. 2. Guru Memeriksa kehadiran siswa. 3. Guru Menyiapkan peserta didik secara psikis dan fisik serta mengkoordinasikan kelas dalam keadaan bersih dan rapih sebelum memulai proses pembelajaran. 4. Guru Memberi motivasi belajar siswa secara	30 Menit

		kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan local, nasional dan internasional. 5. Guru Menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang Akan dicapai.	
Kegiatan Inti		6. Guru Menjelaskan kepada siswa tentang prosedur dari storytelling. 7. Sebelum proses belajar mengajar dimulai, guru telah menjelaskan tentang storytelling menurut para siswa yang terlintas di pikiran mereka. 8. Guru berikan topik kepada siswa, dengan tujuan siswa bisa menebak cerita dari topik tersebut seperti apa. 9. Guru Menyakan pertnyaan random kepada siswa yang berkaitan dengan materi yang diberikan sebelumnya kepada siswa.	50 Menit
Penutup		10. Guru menanyakan apakah peserta didik sudah mengerti tentang cerita tersebut 11. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran dari cerita yang dijelaskan sebelumnya. 12. Peserta didik memperhatikan informasi tentang rencana	10 menit

		pembelajaran berikutnya. 13. Peserta didik dan guru mengucapkan salam perpisahan.	

I. PENILAIAN HASIL PEMBELAJARAN

a) Penilaian pengetahuan

No.	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1.	Tujuan Komunikatif	Sangat memahami Memahami Cukup memahami		5	4
				4	3
				3	2
		Kurang Memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2.	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut			
3.	Pilihan Kosakata	Sangat Variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2

		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4.	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

b) Penilaian Presentasi

Nama peserta didik : _____

Kelas   :_____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar,isi, kesimpulan)		
2.	Isi presentasi		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan,ekspresi wajah, Bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:
Baik mendapat skor 2
Kurang baik mendapat skor 1

Skor Penilaian

No.	Huruf	Rentang Angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	55

c) Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang dialokasikan berakhir perlu diberikan kegiatan pengayaan.

d) Remedial

Bagi peserta didik yang belum mencapai target pembelajaran pola waktu yang dialokasikan berakhir perlu diberikan kegiatan remedial.

Manado, 10 October 2019

Mengetahui,

Guru Bahasa Inggris Man Model 1 Manado   Mahasiswa Penelitian

Sri Suharti, M.Pd   **Fadila Lamante**
NIP. 19721215 199703 2001   **NIM: 15.2.6.036**

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MAN Model 1 Manado

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Ganjil

Materi Pokok   : Narrative Text

Alokasi Waktu   : 2 x 45 Menit

A. Kompetensi Inti

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

➢ **KI-3** : Memahami, menerapkan dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

➢ **KI-4 :** Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menceritakan cerita dan menghafalkan kosa kata yang ada.	➢ Mengidentifikasi situasi yang memunculkan pertanyaan tentang kosa kata yang sulit dari teks menceritakan cerita. ➢ Memahami isi dari teks bacaan menceritakan cerita.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

➢ Mengidentifikasi situasi yang memunculkan pertanyaan yang terkait dengan materi Story Telling
➢ Memahami teks yang diberikan dari Story Telling

D. Materi Pembelajaran

❖ Fungsi Sosial
Menjaga hubungan interpersonal dengan guru, teman dan orang lain.

❖ Struktur Teks
- Memulai
- Menanggapi (diharapkan/di luar dugaan)

❖ Unsur Kebahasaan
- Ungkapan menceritakan cerita yang terkait dalam teks yang diberikan
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan

❖ Topik
Situasi yang memungkinkan munculnya pernyataan tentang menceritakan cerita yang dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran
    a) Pendekatan   : Saintifik
    b) Model Pembelajaran   : Discovery Learning
    c) Metode   : Menceritakan cerita, tanya jawab, diskusi dan kesimpulan

F. Media/Alat Pembelajaran
❖ Media   : Lembar kerja, Lembar penilaian
❖ Alat   : Spidol, Papan tulis

G. Sumber Belajar
❖ Sumber dari internet, seperti:
https://borneochannel.com/cerita-pendek-cerpen-dalam-bahasa-inggris-dan-artinya/
https://www.ilmubahasainggris.com/teks-short-story-telling-bahasa-inggris-dan-artinya/

H. Kegiatan Pembelajaran
(2 x 45 Menit), Menggunakan model discovery learning.
Indikator pencapaian kompetensi:
- Menceritakan cerita yang terdapat dalam teks
- Membuat list vocabulary yang ditemukan siswa di cerita tersebut
- Mencari kata tersebut dalam arti sinonim dan antonim
- Membuat kalimat dari kata tersebut

Kegiatan	Deskripsi kegiatan	Alokasi Waktu
Pendahuluan	1. Siswa Memberi Salam kepada guru. 2. Guru Memeriksa kehadiran siswa. 3. Guru Menyiapkan peserta didik secara psikis dan fisik serta mengkoordinasikan kelas dalam keadaan bersih dan rapih sebelum memulai proses pembelajaran. 4. Guru Memberi motivasi	30 Menit

	belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan local, nasional dan internasional. 5. Guru Menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang Akan dicapai.	
Kegiatan Inti	6. Guru Menanyakan kepada siswa tentang materi sebelumnya, apakah masih ada yang tidak di mengerti. 7. Beberapa siswa masih belum mengerti dan menanyakan beberapa kosa kata yang mereka tidak mengerti atau tidak tahu Cara pengucapannya. 8. Guru Memberikan kosa kata baru kepada mereka yang tertulis di papan tulis. 9. Guru Menjelaskan tentang kosa kata tersebut dan siswa harus mengulangnya 10. Guru menanyakan kepada siswa apakah mereka sudah bisa mengingat kosa kata yang telah diberikan kepada mereka. 11. Guru membentuk siswa menjadi empat kelompok dan menanyakan disetiap kelompok tentang kosa kata yang mereka pelajari sebelumnya. 12. Satu anggota dari setiap kelompok harus mempresentasikan hasil	50 Menit

		didepan kelas. 13. Guru berikan tanggapan tentang presentasi siswa dan memperbaiki kesalahan di setiap presentasinya. 14. Guru menyuruh disetiap kelompok agar membuat kesimpulan dari setiap presentasinya.	
Penutup		15. Guru menanyakan apakah peserta didik sudah mengerti tentang cerita tersebut 16. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran yang dilakukan sebelumnya. 17. Peserta didik memperhatikan informasi tentang rencana pembelajaran berikutnya. 18. Peserta didik dan guru mengucapkan salam perpisahan.	11 menit

I. PENILAIAN HASIL PEMBELAJARAN
a) Penilaian pengetahuan

No.	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1.	Tujuan Komunikatif	Sangat memahami Memahami Cukup memahami		5	4
				4	3
				3	2
		Kurang Memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2.	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4

		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut			
3.	Pilihan Kosakata	Sangat Variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4.	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

b) Penilaian Presentasi

Nama peserta didik : _____

Kelas   :_____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar,isi, kesimpulan)		
2.	Isi presentasi		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan,ekspresi wajah, Bahasa tubuh)		
	Skor yang dicapai		
	Skor maksimum	10	

Keterangan:
Baik mendapat skor 2
Kurang baik mendapat skor 1

Skor Penilaian

No.	Huruf	Rentang Angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	55

c) Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang dialokasikan berakhir perlu diberikan kegiatan pengayaan.

d) Remedial

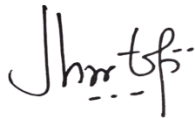Bagi peserta didik yang belum mencapai target pembelajaran pola waktu yang dialokasikan berakhir perlu diberikan kegiatan remedial.

Manado, 15 October 2019

Mengetahui,

Guru Bahasa Inggris Man Model 1 Manado   Mahasiswa Penelitian

<u>Sri Suharti, M.Pd</u>   **<u>Fadila Lamante</u>**
NIP. 19721215 199703 2001   **NIM: 15.2.6.036**

Lesson Plan

Cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MAN Model 1 Manado

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/Ganjil

Materi Pokok   : Narrative Text

Alokasi Waktu   : 2 x 45 Menit

A. Kompetensi Inti

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menceritakan cerita dan menghafalkan kosa kata yang ada.	➤ Mengidentifikasi situasi yang memunculkan pertanyaan tentang kosa kata yang sulit dari teks menceritakan cerita. ➤ Memahami isi dari teks bacaan menceritakan cerita.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

➤ Mengidentifikasi situasi yang memunculkan pertanyaan yang terkait dengan materi Story Telling

➤ Memahami teks yang diberikan dari Story Telling

D. Materi Pembelajaran

❖ Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman dan orang lain.

❖ Struktur Teks
- Memulai
- Menanggapi (diharapkan/di luar dugaan)

❖ Unsur Kebahasaan
- Ungkapan menceritakan cerita yang terkait dalam teks yang diberikan
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan

❖ Topik

Situasi yang memungkinkan munculnya pernyataan tentang menceritakan cerita yang dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran

    a)   Pendekatan   : Saintifik

    b)   Model Pembelajaran   : Discovery Learning

    c)   Metode   : Menceritakan cerita, tanya jawab, diskusi dan kesimpulan

F. Media/Alat Pembelajaran

❖ Media   : Lembar kerja, Lembar penilaian

❖ Alat   : Spidol, Papan tulis

G. Sumber Belajar

❖ Sumber dari internet, seperti:

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

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

H. Kegiatan Pembelajaran

(2 x 45 Menit), Menggunakan model discovery learning.

Indikator pencapaian kompetensi:

- Menceritakan cerita yang terdapat dalam teks
- Membuat list vocabulary yang ditemukan siswa di cerita tersebut
- Mencari kata tersebut dalam arti sinonim dan antonim
- Membuat kalimat dari kata tersebut

Kegiatan	Deskripsi kegiatan	Alokasi Waktu
Pendahuluan	1. Siswa Memberi Salam kepada guru. 2. Guru Memeriksa kehadiran siswa. 3. Guru Menyiapkan peserta didik secara psikis dan fisik serta mengkoordinasikan kelas dalam keadaan bersih dan rapih sebelum memulai proses pembelajaran. 4. Guru Memberi motivasi	30 Menit

		belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan local, nasional dan internasional. 5. Guru Menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang Akan dicapai.	
Kegiatan Inti		6. Guru menjelaskan kosa kata lebih pelan dan jelas agar siswa dapat mengerti maksdu dari penjelasan tersebut. 7. Guru menjelaskan tentang prosedur dari storytelling. 8. Sebelum proses belajar dimulai, guru telah menjelaskan lebih terperinci tentang storytelling agar siswa dapat mengerti. 9. Guru memberikan topik yang akan dibahas kepada siswa. Ini bermaksud agar siswa dapat menanyakan tentang kosa kata dari topik tersebut. 10. Guru lebih terperinci menjelaskan tentang cerita yang diberika kepada siswa 11. Guru menanyakan kepada siswa bila ada kesulitan agar ditanyakan kepada guru.	50 Menit

Penutup	12. Guru menanyakan apakah peserta didik sudah mengerti tentang cerita tersebut 13. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran dari topik yang diberikan sebelumnya. 14. Peserta didik memperhatikan informasi tentang rencana pembelajaran berikutnya. 15. Peserta didik dan guru mengucapkan salam perpisahan.	12 menit

I. PENILAIAN HASIL PEMBELAJARAN

a) Penilaian pengetahuan

No.	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1.	Tujuan Komunikatif	Sangat memahami Memahami Cukup memahami		5	4
				4	3
				3	2
		Kurang Memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2.	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2

No.	Aspek				
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut			
3.	Pilihan Kosakata	Sangat Variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4.	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

b) Penilaian Presentasi

Nama peserta didik : _____
Kelas   :_____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar,isi, kesimpulan)		
2.	Isi presentasi		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan,ekspresi wajah, Bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:
Baik mendapat skor 2
Kurang baik mendapat skor 1

Skor Penilaian

No.	Huruf	Rentang Angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	55

c) Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang dialokasikan berakhir perlu diberikan kegiatan pengayaan.
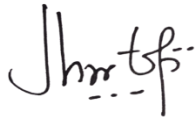
d) Remedial

Bagi peserta didik yang belum mencapai target pembelajaran pola waktu yang dialokasikan berakhir perlu diberikan kegiatan remedial.

Manado, 22 October 2019

Mengetahui,

Guru Bahasa Inggris Man Model 1 Manado　　　　　　Mahasiswa Penelitian

Sri Suharti, M.Pd　　　　　　　　　　　　　**Fadila Lamante**
NIP. 19721215 199703 2001　　　　　　　　**NIM: 15.2.6.036**

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MAN Model 1 Manado

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Ganjil

Materi Pokok   : Narrative Text

Alokasi Waktu   : 2 x 45 Menit

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menceritakan cerita dan menghafalkan kosa kata yang ada.	➢ Mengidentifikasi situasi yang memunculkan pertanyaan tentang kosa kata yang sulit dari teks menceritakan cerita. ➢ Memahami isi dari teks bacaan menceritakan cerita.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- ➢ Mengidentifikasi situasi yang memunculkan pertanyaan yang terkait dengan materi Story Telling
- ➢ Memahami teks bacaan yang diberikan dari Story Telling

D. Materi Pembelajaran

❖ Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman dan orang lain.

❖ Struktur Teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

❖ Unsur Kebahasaan

- Ungkapan menceritakan cerita yang terkait dalam teks yang diberikan
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan

❖ Topik

Situasi yang memungkinkan munculnya pernyataan tentang menceritakan cerita yang dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran
   a) Pendekatan   : Saintifik
   b) Model Pembelajaran : Discovery Learning
   c) Metode   : Menceritakan cerita, tanya jawab, diskusi dan
      kesimpulan

F. Media/Alat Pembelajaran
   ❖ Media   : Lembar kerja, Lembar penilaian
   ❖ Alat   : Spidol, Papan tulis

G. Sumber Belajar
   ❖ Sumber dari internet, seperti:
      https://borneochannel.com/cerita-pendek-cerpen-dalam-bahasa-inggris-dan-artinya/
      https://www.ilmubahasainggris.com/teks-short-story-telling-bahasa-inggris-dan-artinya/

H. Kegiatan Pembelajaran
   (2 x 45 Menit), Menggunakan model discovery learning.
   Indikator pencapaian kompetensi:
   • Menceritakan cerita yang terdapat dalam teks
   • Membuat list vocabulary yang ditemukan siswa di cerita tersebut
   • Mencari kata tersebut dalam arti sinonim dan antonim
   • Membuat kalimat dari kata tersebut

Kegiatan	Deskripsi kegiatan	Alokasi Waktu
Pendahuluan	1. Siswa Memberi Salam kepada guru. 2. Guru Memeriksa kehadiran siswa. 3. Guru Menyiapkan peserta didik secara psikis dan fisik serta mengkoordinasikan kelas dalam keadaan bersih dan rapih sebelum memulai proses pembelajaran. 4. Guru Memberi motivasi	30 Menit

	belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan local, nasional dan internasional. 5. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang Akan dicapai.	
Kegiatan Inti	6. Guru Menayakan tentang materi yang sebelumnya disampaikan kepada siswa. 7. Guru Menanyakan agar siswa dapat menjelaskan dan mengucapkan kosa kata tersebut dengan benar. 8. Guru Berikan kosa kata yang baru kepada siswa yang tertulis di papan tulis. 9. Guru menanyakan agar siswa dapat mengucapkan kosa kata tersebut dengan pengucapan yang baik. 10. Guru membentuk kembali kelompok yang sebelumnya, dan siswa harus mempresentasikan hasil dari diskusi mereka. 11. Setelah itu guru memberikan tanggapan yang baik terhadap presentasi tersebut.	50 Menit
Penutup	12. Guru menanyakan apakah peserta didik sudah mengerti tentang cerita tersebut 13. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil	13 menit

		pembelajaran dari materi yang sudah di ajarkan.	
		14. Peserta didik memperhatikan informasi tentang rencana pembelajaran berikutnya.	
		15. Peserta didik dan guru mengucapkan Salam perpisahan.	

I. PENILAIAN HASIL PEMBELAJARAN

a) Penilaian pengetahuan

No.	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1.	Tujuan Komunikatif	Sangat memahami Memahami Cukup memahami		5	4
				4	3
				3	2
		Kurang Memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2.	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut			
3.	Pilihan	Sangat Variatif dan tepat		5	4

	Kosakata	Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4.	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

b) Penilaian Presentasi

Nama peserta didik : _____

Kelas   :_____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar,isi, kesimpulan)		
2.	Isi presentasi		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan,ekspresi wajah, Bahasa tubuh)		

Skor yang dicapai		
Skor maksimum	10	

Keterangan:
Baik mendapat skor 2
Kurang baik mendapat skor 1

Skor Penilaian

No.	Huruf	Rentang Angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	55

c) Pengayaan
Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang dialokasikan berakhir perlu diberikan kegiatan pengayaan.

d) Remedial
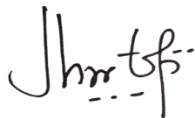Bagi peserta didik yang belum mencapai target pembelajaran pola waktu yang dialokasikan berakhir perlu diberikan kegiatan remedial.

Manado, 31 October 2019

Mengetahui,

Guru Bahasa Inggris Man Model 1 Manado   Mahasiswa Penelitian

Sri Suharti, M.Pd   **Fadila Lamante**
NIP. 19721215 199703 2001   **NIM: 15.2.6.036**

Appendix 1: List of Attendance

No.	Name	Cycle 1			Cycle 2		
		1	2	3	1	2	3
1.	AD	√	√	√	√	√	√
2.	DVK	√	√	√	√	√	√
3.	FM	√	*s*	√	√	√	√
4.	FPH	√	√	√	√	√	√
5.	FW	√	√	√	√	√	√
6.	FNM	√	√	√	√	√	√
7.	JLZ	√	√	√	√	√	√
8.	LN	√	√	√	*s*	√	√
9.	MAS	√	√	√	√	√	√
10.	MAJP	√	√	√	√	√	√
11.	NF	√	√	√	√	√	√
12.	RT	√	√	√	√	√	√
13	RT	√	√	√	√	√	√
14.	SWK	√	√	√	√	√	√
15.	SRU	√	√	√	√	√	√
16.	TIH	√	√	√	√	√	√

SOAL PRE-TEST

The Golden Slug (Keong Mas)

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

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

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

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

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

Once they brought the snails, there was always a (…) every day. Their kitchen was always filled with the delicious food when they came home from work. They

were very surprised, and wanted to know the person who made those foods. They pretended to go to work and hide in the back of the (…). A few moments later, there was a beautiful girl came from the inside of the conch and she began to cook the delicious meals.

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

Source: Pathway to English XI

Choose the right words to fill the blanks!

1. Versatility	2. Miracle	3. Widow	4.Person	5. House
6. Firewood	7. Famous	8. Daughter	9. life	10. Young man

Choose the right meaning of the words below with the sign (x)!

11. Job….

Putar	Pekerjaan
Emas	Bantal

12. Father…..

Sendok	Piring
Ayah	Pohon

13. Jungle…..

Lengan	Bahu

Kuku	Hutan

14. Prince…..

Anda	Pangeran
Gagah	Karisma

15. Food….

Kotak	Bulat
Makanan	Lampu

Tell the story based on the picture below!

16.

17.

18.

www.ideaonline.co.id
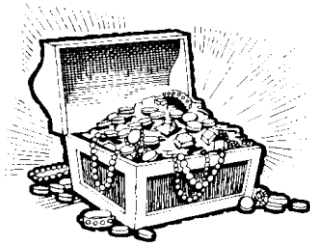
19.

20.

Appendix 3: Students score in Pre-test

The result of students Vocabulary in Preliminary Study

Initial of Students	Pre-test
AD	60
DVK	65
FM	60
FPH	70
FW	55
FNM	65
JLZ	60
LN	55
MAS	55
MAJP	75
NF	65
RT	65
RT	50
SWK	55
SRU	60
TIH	60
Mean	**60.9**

SOAL POST TEST

Cycle 1

The legend of Malin Kundang

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

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better (…). He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local (…) recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to (…) him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful (…) and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a (…) if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly

a (…) came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to (avoid) his curse; he had turned into a stone.

Choose the right words to fill the blanks!

1. Boy   2. Sea   3. Life   4. People   5. Hug   6. Village   7. Wife   8. Stone   9. thunderstorm   10. avoid

Choose the right meaning of the words below with the sign (x)!

11. Near…..

Jauh	Hampir
Dekat	Kucing

12. Usually…..

Lemari	Disengaja
Biasanya	Kursi

13. Coast…..

Pantai	Kamu
Kaca	Kita

14. Lonely…..

Ramai	Sepatu
Kesepian	Kertas

15. Dirty…..

Pikiran	Bersih
Kotor	Kaki

Tell the story based on the picture below!

16.

17.
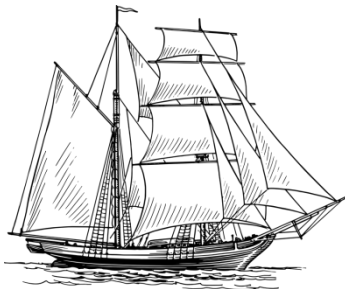
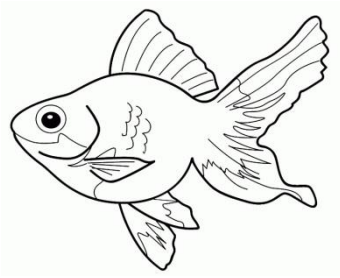18.

19.

20.

Appendix 5: Students score in Cycle 1

The Result of Students' Vocabulary in the Post-test (Cycle 1)

Initial of Students	Pre-test
AD	70
DVK	70
FM	65
FPH	75
FW	65
FNM	65
JLZ	70
LN	55
MAS	60
MAJP	75
NF	65
RT	65
RT	65
SWK	65
SRU	65
TIH	70
Mean	**66.5**

SOAL POST TEST

Cycle 2

Issumboshi

Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. "Please give us a child," they asked God every day. One day, from the (…) Shinto altar, they heard a cute cry, "Waa! Waa!"

They looked and saw a crying baby who looked just like a little finger. "This child must be a gift from God. Thanks to God!." "We will call this child 'Issumboshi'," they said. They raised Issumboshi with much care, but Issumboshi never grew bigger. "Hey, Issumboshi, do you want to be eaten by a frog?" Issumboshi was always being bullied by the children of the village and often went home feeling unhappy. Grandmother would make some big rice balls and encourage him. "Eat a lot, and grow up quickly," Grandmother said.

One day, Issumboshi said, "I will go to the capital to study and become a (…) person. Then I will come back." Grandfather and Grandmother were worried about him, but Issumboshi's mind would not be changed. At once they began to prepare for his trip. Issumboshi (…) a needle sword in a (…) case, put on a cup for a sedge hat, and started out with a chopstick staff, in high spirits.

"I'm going now," Issumboshi said.

"Is he safe? With a small body?" Grandfather and Grandmother asked as they saw him off.

Issumboshi went on the trip with a big wish in a small body.

…… …

At last Issumboshi reached the capital city and (…) under the bridge.

Then he climbed up to the (…) and viewed the town.

"There is a fine palace over there. I shall ask them at once." At long last Issumboshi arrived at the palace.

"Excuse me, but I want to meet the feudal lord." The lord came to the door, "What? Who's there?" "Here I am, at your feet."

"Oh. How small! Why do you want to meet me?" "Please let me am your retainer."

"I wonder if you're very small body can do anything."

"I'll stay in your pocket and guard you from all harm." When Issumboshi said so, a bee came buzzing by. "Yhaa!" Issumboshi yelled, (…) the bee.

"Bravo! I employ you. It would be good if you became the Princess's man."

"Oh! What a cute fellow he is!" said the Princess, putting Issumboshi on her palm.

"I will defend you upon my life," said Issumboshi.

The Princess liked Issumboshi, and she taught him reading, writing, and various studies. Further, Issumboshi practiced fencing very hard in order to be strong.

One day the Princess went out to worship at the Kiyomizu Temple. Suddenly there was a strong wind, and some demons appeared. The leader of the demons tried to grab the Princess. "Help me!" she screamed. Issumboshi tried to help her, but the demon caught him and threw him into his mouth. Issumboshi, who was (…), jabbed and jabbed the demon's stomach. The demon rolled over and spat out Issumboshi.

Issumboshi jumped at the demon and stabbed his eyes. The remaining demons were (…). They ran away in great haste, but one demon, which was left behind, trembled while holding the magic hammer.

"Do you want me to stab your eyes, too?" Issumboshi asked.

"Please, don't. This is the magic hammer that will grant you a wish. I give it to you, so please spare me." And saying this, he ran off in a hurry.

"Thank you, Issumboshi. You have saved my life," the Princess said. "Princess, please wave this magic hammer and make a wish that I may

Become big," said Issumboshi. The Princess waved it and asked, "May Issumboshi become big!"

And then, (…), before her eyes, Issumboshi began to grow. He grew into a nice young man. They went back to the palace, and the Princess asked the King to let her marry Issumboshi.

The Princess and Issumboshi then got married, and they invited Grandfather and Grandmother to live with them in the palace. They lived happily ever after.

Choose the right words to fill the blanks!

1. Household   2. Respectable   3. Sheathed   4. Straw   5. Anchored   6. Railing   7. Stabbing   8. Swallowed   9. Frightened   10. Strangely

Choose the right meaning of the words below with the sign (x)!

11. Couple….

| Teman | Saudara |

| Pasangan | OrangTua |

12. Village…..

| Tiang | Kantor |

| Kota | Desa |

13. Crying…..

| Tertawa | Menangis |

| Melompat | Terharu |

14. Reached…..

| Keinginan | Usaha |

| Tercapai | Masalah |

15. Needle…..

| Piring | Tinggi |

| Jarum | Pedang |

Tell the story based on the picture below!

16.

17.

18.

19.

20.

Appendix 7: Students score in Cycle 2

The Result of Students' Vocabulary in the post-test (Cycle 2)

Initial of Students	Pre-test
AD	85
DVK	90
FM	80
FPH	85
FW	80
FNM	85
JLZ	95
LN	70
MAS	85
MAJP	90
NF	80
RT	85
RT	80
SWK	85
SRU	80
TIH	95
Mean	**84.3**

Appendix 8: The Journal in Cycle 1

FIELD NOTES

Cycle/Meeting: I/ 1 (One)

Day/Date: Thursday/ 10th October 2019

1. Good points

   ➢ From the students' side

      - Some students pay attention on researcher's explanation

      - Students looked so interested in learning vocabulary through Story Telling

   ➢ From the researcher's side

      - The researcher choose the good teaching technique in explaining

      - The researcher gave intensive guide by checking students' activity

2. Things to consider

   ➢ From the students' side

      - Students need the clear instruction to make sentence by the vocabulary. Some students look confuses when memorize some vocabulary

      - Students need the clear and slow explanation

➢ From the researcher's side

- The researcher should give the way how to understand and memorize the vocabulary clearly and slowly

FIELD NOTES

Cycle/Meeting: I/ 2 (Two)

Day/Date: Tuesday/ 15th October 2019

1. Good points

    ➢ From the students' side

    -   Students look so interested in doing activity especially learning vocabulary through Story Telling

    ➢ From the teacher's side

    -   The researcher understood the condition of students by explaining the material step by step

    -   The researcher gave the activity for students in right condition by making a pair and individual work

2. Things to consider

    ➢ From the students' side

    -   Some students don't understand what they have to do. They only know the little about the activity and do not asking the teacher about the activity

    -   Some students disturb their friend when study vocabulary through Story Telling

➢ From the teacher's side

- Before starting an activity, the researcher should give a clear explanation about what students have to do

FIELD NOTES

Cycle/Meeting: I/ 3 (Three)

Day/Date: Thursday/ 17th October 2019

1. Good points

   ➢ From the students' side

      - More students pay attention on a new topic and teacher explanation

      - Some students participate in finding a new vocabulary

      - More students look enthusiast when discussing about the material

   ➢ From the researcher's side

      - The researcher mastered the technique and the material she gives

      - The researcher checked the students' activity by walking to their table

2. Thing to consider

   ➢ From the students' side

      - Some students look not seriously in doing activity

      - Some students still had difficult in understand and memorize the vocabulary

- From the teacher's side

  - The researcher should give punishment to the students if they disturb their friend

  - The researcher should make sure if the students are ready to listen to her explanation about the materials or some instruction

FIELD NOTES

Cycle/Meeting: II/ 1 (One)

Day/Date: Tuesday/ 22nd October 2019

1. Good points

   - From the students' side

     - More students pay attention on teacher explanation

     - Some students participate in finding a new vocabulary related with noun and verb on whiteboard

   - From the researcher's side

     - The researcher give explanation about the material

     - The researcher explained detail information

     - The researcher gave the chance to the students to choose their member of group to do assignment given

2. Thing to consider

   - From the students' side

     - Some students had difficult to understand and memorize the vocabulary

     - The class still was noisy

- From the researcher's side
  - The researcher should have effort to make the student keep silent

Cycle/Meeting: II/ 2 (Two)

Day/Date: Thursday/ 31 October 2019

1. Good points

   ➢ From the students' side

     - Students already know the researcher style in teaching and support the researcher's teaching goal

     - Students had already known how to learn from Story Telling

   ➢ From the researcher's side

     - The researcher gave the clear explanation about the materials

     - The researcher gave the reward to the students who had a good score

     - The researcher motivated the students to be active in the activities given

2. Things to consider

   ➢ From the students' side

     - Some students had difficult to understand and memorize the new of vocabulary

➢ From the researcher's side

  - The researcher should check the students to make sure that they are

    understand about the instruction

FIELD NOTES

Cycle/Meeting: II/ 3 (Three)

Day/Date: Tuesday/ 05 November 2019

1. Good points

   ➢ From the students' side

      - The students followed the activity given actively

      - The students did their assignment

      - Some students had understood to memorize the vocabulary

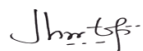   ➢ From the researcher's side

      - The researcher explained the material more slowly and clearly

      - The researcher gave a clear instruction about activity clearly

      - The researcher checked the students understanding on part of speech especially how much they can memorize the vocabulary

      - The teacher checked the students to make sure the entire students understand about the instruction

Appendix 10: Observation Sheet

No.	Statements	Cycle 1		Cycle 2	
		Yes	No	Yes	No
1.	Students prepared for study	√		√	
2.	Students asked about vocabulary	√		√	
3.	Students explain about storytelling	√		√	
4.	Students give greeting to the teacher	√		√	
5.	Students use time effectively		√	√	
6.	Students being friendly to the teacher	√		√	
7.	Students often ask permission during lessons	√		√	
8.	Students asks difficulties to the teacher	√		√	
9.	Students pay attention to the teacher		√	√	
10.	Students pay attention teacher's explanation	√		√	
11.	Students understand teacher's explanation		√	√	
12.	Students become more active during lessons	√		√	
13	Students answer the question correctly		√	√	
14.	Students are noisy during the lessons	√		√	
15.	Students get bored during the lessons	√		√	

English Teacher   The Researcher

Sri Suharti, M.Pd   Fadila Lamante

Appendix 11: The data information of madrasah

Name of school   : MAN Model Manado

NSM/NSS   : 131171710001

NPSN   : 60725207

Status   : Negeri

Accreditation (BAN S/M): A (96,00) Tahun 2017

Since   : 1992

Letter of Establishment   : No. 42/1992 (SK Alih fungsi dari PGAN

Manado)   Tgl. 27 Januari 1992

Address   : Jl. Hasanuddin 14

Urban village   : Islam

Sub-district   : Tuminting

City   : Manado   Zip   : 95236

Province   : Sulawesi Utara

Telephone   : (0431) 864492 Fax   : (0431) 864492

Email   : man_model_manado@yahoo.co.id

Web site   : http://www.manmodelmanado.blogspot.com

The surface area   : 10.073 M2

Certificate Area   : No. 2 tahun 1983

NPWP   : 00.010.351.5-821.000

Curriculum   : Kurikulum 2013

Appendix 12: Documentation

The students' listening to the material

The students' Repeat the vocabulary

The Students' doing assignments

The Researcher ask to the students' that their not understand

The students' read the story

RESEARCHER BIOGRAPHY

Name   : Fadila Lamante

Place and Date of Birth   : Manado, 15 February 1998

Address   : Kec. Tuminting Kel. Sumompo Jln. Goa Lingkungan

    II RT 02 RW 02

Phone Number   : 082290977742

E-mail   : dhilalamante@gmail.com

Parent's Name

Father   : Iwan Lamante

Mother   : Lenny Langoy

Educational Background

Elementary School   : SDN 47 Manado   (2003-2009)

Junior High School   : SMP N 05 Manado   (2009-2012)

Senior High School   : Man Model 1 Manado   (2012-2015)

Organizational Experience   : Secretary of DEMA FTIK IAIN Manado 2018

    Manado, April 3, 2020

    The Researcher,

    Fadila Lamante