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State Islamic University of Sultan Syarif Kasim Riau

# THE EFFECT OF USING SHORT STORIES ON STUDENTS' VOCABULARY DEVELOPMENT AT MTs

AL MUTTAQIN PEKANBARU



UIN SUSKA RIAU

By

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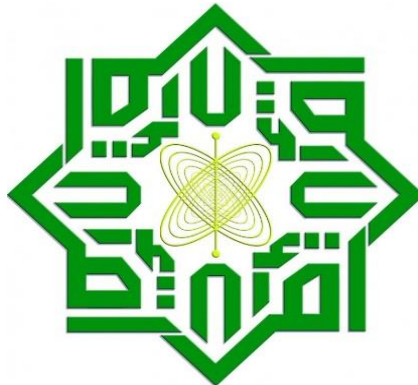
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# THE EFFECT OF USING SHORT STORIES ON STUDENTS' VOCABULARY DEVELOPMENT AT MTs

**AL MUTTAQIN PEKANBARU****UIN SUSKA RIAU****BY****YENTI ELFINA****SIN. 11910423132****Thesis**

Submitted as partial fulfilment of the Requirements  
for Bachelor Degree of English Education  
(S.Pd)

**ENGLISH EDUCATION DEPARTMENT****FACULTY OF EDUCATION AND TEACHER TRAINING****STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU****PEKANBARU****1445 H/ 2024 M**

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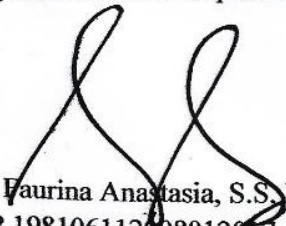
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In the name of Allah, the most Gracious and Merciful, praise belongs to Allah Almighty. By his guidance and blessing, the researcher has accomplished the final research paper entitled "The Effect of Using Short Stories on Students' Vocabulary Development at MTs Al Muttaqin Pekanbaru". It is a fulfill one of the academic requirements to finish the bachelor degree (S. Pd) at Department of English Education Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau. Then, shalawat and salam always be presented to the last mesengger of Allah, Prophet Muhammad SAW who has inspired and lightened many people up all around the world. This paper is intended to fulfill one of the requirements for getting an Undergraduate degree from the English Education Department of Faculty Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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The Researcher

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## ABSTRACT

### Yenti Elfina, (2024): The Effect of Using Short Stories on Students' Vocabulary Development at MTs Al-Muttaqin Pekanbaru.

Vocabulary is one of the important aspects in English to develop the ability of speaking, listening, reading and writing in learning English. The purpose of this research to examine whether or not there is significant effect of using short stories on students' vocabulary development at MTs Al-Muttaqin Pekanbaru. The design of this research was quantitative data with the Pre-experimental design. The total of population were 272 students. The data of this research were collected from 34 students with the purposive sampling. The researcher taken one class in this research was class VIII A as experimental group. The technique of collecting data was Pre-test and Post-test design. The data analysis in this research by using statistical method of non parametric Wilcoxon signed rank test. The score analyze using was SPSS 23.0 version. The result of Wilcoxon test statistics, the value of  $A_{\text{Asymp. Sig (2-tailed)}}$  was 0.000. The result data can be seen that  $0.000 < 0.05$ , it can be conclude that the hypothesis is accepted in experimental class used pre-test and post-test. The result of data analysis showed there was significant difference of the students' vocabulary development before and after being taught using short stories at MTs Al-Muttaqin Pekanbaru.

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## ABSTRAK

### Yenti Elfina, (2024): Pengaruh Penggunaan Cerita Pendek Terhadap Perkembangan Kosakata Siswa di MTs Al-Muttaqin Pekanbaru.

Kosakata merupakan salah satu aspek penting dalam bahasa Inggris untuk mengembangkan kemampuan berbicara, mendengarkan, membaca dan menulis dalam pembelajaran bahasa Inggris. Tujuan penelitian ini untuk menguji ada tidaknya pengaruh signifikan penggunaan cerita pendek terhadap perkembangan kosakata siswa di MTs Al-Muttaqin Pekanbaru. Desain penelitian ini adalah data kuantitatif dengan desain Pra-eksperimental. Jumlah populasinya adalah 272 siswa. Data penelitian ini dikumpulkan dari 34 siswa dengan teknik purposive sampling. Peneliti mengambil satu kelas dalam penelitian ini yaitu kelas VIII A sebagai kelompok eksperimen. Teknik pengumpulan data menggunakan desain pre-test dan Post-test. Analisis data dalam penelitian ini menggunakan metode statistik non parametrik uji peringkat bertanda Wilcoxon. Analisis skor menggunakan SPSS versi 23.0. Hasil statistik uji Wilcoxon, nilai Asymp. Sig (2-tailed) adalah 0,000. Hasil data terlihat  $0,000 < 0,05$  maka dapat disimpulkan hipotesis diterima pada kelas eksperimen dengan menggunakan pre-test dan post-test. Hasil analisis data menunjukkan terdapat perbedaan yang signifikan perkembangan kosa kata siswa sebelum dan sesudah diajar menggunakan cerita pendek di MTs Al-Muttaqin Pekanbaru.

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## ملخص

بينتي إلفينا، (٢٠٢٤): تأثير استخدام القصة القصيرة على تطور مفردات التلاميذ في مدرسة المتقين المتوسطة الإسلامية بكنبارو

تعتبر المفردات أحد أهم جوانب تعليم اللغة الإنجليزية لأنها تساعد على تطوير مهارات الكلام والاستماع والكتابة. الهدف من هذا البحث هو اختبار ما إذا كان هناك تأثير لاستخدام القصص القصيرة على مفردات التلاميذ في مدرسة المتقين المتوسطة الإسلامية بكنبارو أم لا. وتصميم هذا البحث هو بيانات بتصميم شبه تجريبية. وعدد مجتمع البحث 272 تلميذا. تم جمع البيانات من 34 تلميذا باستخدام تقنية العينات المهادفة. أخذت الباحثة فصلا واحدا في هذا البحث وهو الفصل الثامن (أ) كمجموعة تجريبية. وجمع البيانات باستخدام تصميمات الاختبار القبلي والبعدي. وتم إجراء تحليل البيانات باستخدام اختبار ويلكوكسون" باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية الإصدار ٢٣,٠. تظهر نتائج تحليل البيانات اختلافات كبيرة في تطور مفردات التلاميذ قبل وبعد التدريس باستخدام القصص القصيرة في مدرسة المتوسطة الإسلامية بكنبارو. ويمكن ملاحظة أن قيمة سيجم. (٢-ذيل) هي 0.00. ويمكن القول إن  $0.05 > 0.00$  أي تم قبول الفرضية البديلة ورفض الفرضية الصفرية. مما يعني أن بيانات البحث كان لها تأثير كبير على تطور مفردات التلاميذ.



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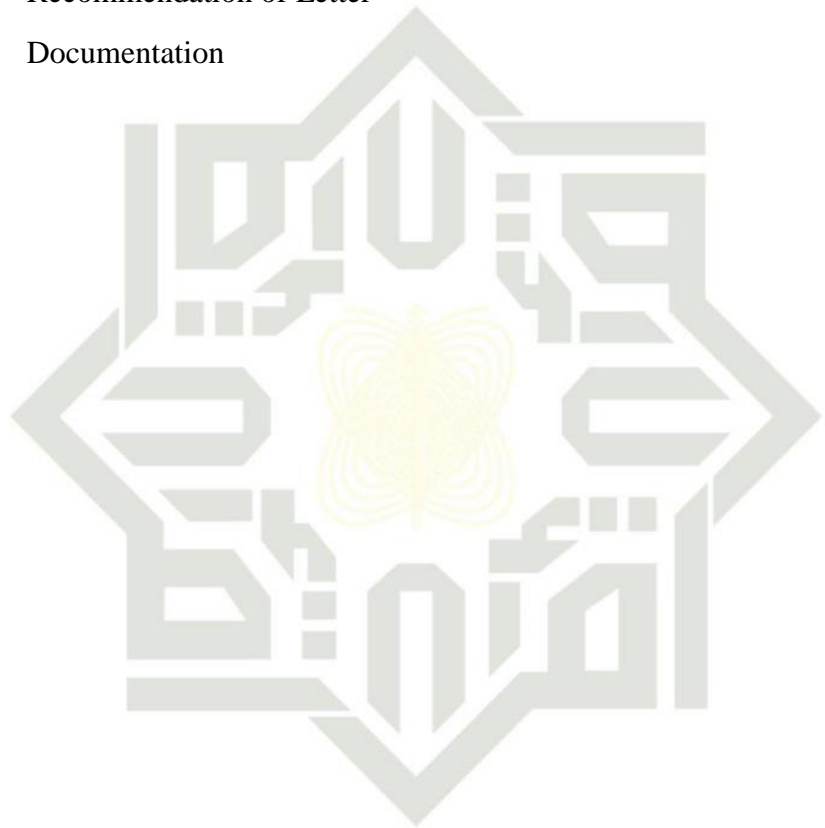
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## CHAPTER I

### INTRODUCTION

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#### Background of the Research

Vocabulary is one of the language aspects that should be learned. Vocabulary as an element of language is considered the most important in foreign language teaching for learners. In learning English, vocabulary is divided into four language skills for the students', namely speaking, reading, listening, and writing. Nation (2001) stated that students know vocabulary, it make them to succeed in speaking, reading, listening, and writing skills. Vocabulary is an important role in foreign language learning. In language learning, vocabulary is what builds language proficiency. According to Richards (2002), vocabulary is the elements of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Vocabulary also make the students have good language proficiency in expressing their idea. According to Wilkins (1972) in Zohreh (2023) stated that Without Grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed. Therefore, The teaching and learning of vocabulary in foreign language to develop the Knowledge of EFL learners. Additionally, vocabulary knowledge is essential to the four main language abilities of speaking, listening, reading, and writing. Gaining proficiency in the necessary vocabulary can help a learner of foreign languages become a proficient speaker, listener, reader, and writer. Conversely, vocabulary deficit has a big impact on these four linguistic abilities.





Vocabulary is one of the language components in studying English and the foundation of English language learning. The teaching of English vocabulary has a very essential role in enabling English foreign language (EFL) students to learn English. Al-Dersi (2013) stated that vocabulary mastery can help EFL learners speak when they talk to others, interpret the word, or read and listen. Vocabulary is also related to reading comprehension, intelligence, and general ability. The development of a rich vocabulary is important when learners acquire English as a foreign language (Nunan, 1991). Vocabulary development is the ability of the students to explore and understand a word in English, making communication easy for everyone. Thus, to achieve the target of learning English, the student must have an understanding of vocabulary. Vocabulary development is a process by which people acquire words to make foreign language learners effective speakers, good listeners, readers, and writers. The richer the vocabulary that can be mastered by the students, the better the skill that can be reached in learning language.

Meanwhile, the student vocabulary also gains the attention of English teachers at junior high school. There are students who still lack vocabulary. The teacher must select the media appropriately to develop the students' vocabulary. Short stories are a media in learning English which able to improving the students' vocabulary. Through short stories to enhance vocabulary of EFL learners, teachers have the Advantage of teaching vocabulary in contextualized materials. By using short stories to develop EFL learners' vocabulary, gives the advantage of teaching vocabulary through context used in writing, speaking, and listening (Rupley &

Nichols, 2005). Learning vocabulary through short stories also helps the teachers create different contexts where students should use the language to communicate,

exchange information, and express their ideas. The short stories can help students and they can be more fun. Short-stories can be very effective in developing vocabulary because of the psychological aspects embedded in them (Goodman,

2018). There are previous studies related using the short stories to enhance

students' vocabulary was conducted by Oktaviani (2019), Tarina (2021) and Fajri (2018). The similarities of the research was investigate the effectiveness of using

short stories on students' vocabulary mastery. The result of the research was

shows that using short story has significant effect on students' vocabulary mastery.

Therefore, the researcher was interested to using this topic. Because, based on the

previous studies the results of the research there was significant difference after

using the short stories to improve students' vocabulary. So, the researcher

interested to using the short stories as the media to improve students' vocabulary.

Then, the difference of this research and the previous studies were is the location

of the research.

Based on the preliminary interview and pre-observation with the English

teacher, the researcher found out that the eighth grade at MTS Al Muttaqin

Pekanbaru is using the Curriculum 2013. Nowadays, the Minimal Competence

Criteria (KKM) for the eighth grade is 76. Thus, the teacher must be creative to

teach English. Based on the result of the interview with the English teacher, the

students had problems in learning English. Some of the students did not



understand the meaning of English text; they also did not know how to spell and pronounce the words. This is because the student still lacks of vocabulary and did not use it habitually in daily communication. Based on the problems, the researcher concluded that the problem for students is a lack of vocabulary. Before that, the teacher used the dictionary as a media to improve the students' vocabulary. But the students were bored and less fun learning vocabulary. Sakkir (2000) stated that language learners sometimes get bored when learning vocabulary. It is not easy to make the students feel interested in learning English vocabulary. Therefore, the teacher must be creative to teach the student vocabulary. So, the researcher is interested in using the short story to enhance students' vocabulary development. Using short stories is an effective way to learn vocabulary in EFL. It is argued that students who read widely have extensive teaching vocabulary (Blachowicz & Fisher, 2004).

Based on the description above, the researcher is interested in examining **The Effect of using Short Stories on Students' Vocabulary Development at MTs Al-Muttaqin Pekanbaru.**"

## B. Problem of the Research

### 1. Identification of the Problem

Based on the preliminary study in MTs Al-Muttaqin Pekanbaru, the researcher found the following phenomena. The phenomena it can be formulated as follow

- a. Some students did not understand the meaning in English text.





- b. Some students had difficulties with spelling word in English text.
- c. Some students lacked of vocabulary when learning English.

### 2. Limitation of the Problem

After the identification of the state above, which has indicated the phenomenon, it is necessary for researcher to limit the problem. This research focused on students' vocabulary development using short stories include meaning (synonym and antonym), spelling, word formation (noun, verb, adverb, and adjective).

### 3. Formulation of the Problem

Based on the problem above, the researcher formulation of the problems in the research as follow:

- a. How is the students' vocabulary development before being taught by using short stories at MTs Al Muttaqin Pekanbaru?
- b. How is the students' vocabulary development after being taught by using short stories at MTs Al-Muttaqin Pekanbaru?
- c. Is there any significant difference of students' vocabulary development before and after being taught by using short stories at MTs Al-Muttaqin Pekanbaru?

## C. Objective and Significance of the Research

### 1. Objective of the Research

- a. To investigate the students' vocabulary development before being by taught using short stories at MTs Al-Muttaqin Pekanbaru.





- b. To investigate the students' vocabulary development after being taught by using short stories at MTs Al- Muttaqin Pekanbaru.
- c. To examine whether there is a significant difference on students' vocabulary development before and after being taught by using short stories at MTs Al Muttaqin Pekanbaru.

#### Significance of the Research

This research give information about the improving Students' vocabulary using the short stories. The results of this research are expected to give new innovation and information to the English teacher, especially in guiding to enhance student's vocabulary. Then, This research can give the benefit especially in learning how to conduct a research to teach students' vocabulary.

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## D. Definition of the Term

### 1. Vocabulary Development

Vocabulary is the language component that is concerned with words and meanings. Vocabulary development is process acquisition of such knowledge is a building process that occurs over time as students make connections to other words, learn examples and non-examples of the word and related words, and use the words accurately within the context of the sentence (Snow, Griffin, & Burns, 2005). In generally, Vocabulary development focus on building vocabulary skills in speaking, listening, reading and writing.

### 2. Short stories

A short story is a short fiction that is usually written in prose and deals with a few characters in narrative format. Nazara (2019) argued that, short stories are typically written in prose and narrative style, and are shorter than a novel. The short story help the student in English learning

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## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Short stories

###### Definition of short stories

Short stories is a short text that usually can be read in a short time it will build student interest in learning English. Short story define is a fiction usually form a prose narrative fiction. According to Fatma (2012) a short story is a fictional work of prose that is shorter in length than a novel, and it will build students interest in learning. The short story is one of the media related to entertaining people. Short story has create the students interest in English. According to Nazara (2019) argued that, short stories are typically written in prose and narrative style which are shorter than a novel. The short story as a narrative fiction, the reading is completed at one sitting. According to Bulman (2007), a short story is traditionally defined as a prose narrative of at least 2000 words. short story able to improve the student in increase the vocabulary. Sanda (2009) stated that short stories can improve the students' English proficiency. In others expert, Al-Dersi (2013) stated short stories can help students in learning, and it can be more fun. Short stories create an enjoyable and attractive process for learners. Short-stories are important role in achieving the aim of vocabulary building and mastering foreign language. Short-stories can be very effective in developing vocabulary because of the psychological aspects embedded in them (Goodman, 1982).

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Stories make the readers guess what would happen next and help them understand the meaning of new words they encounter through context. Short stories also help the students be able to learned new words of the practical use of those words in dialogues and in context in the story. As a literary work, short story are interesting for people to read and talk. Short story as literary works include of poetry, short stories, legends, fairy tales, movies, fable, anecdote, and songs. Short stories as we know is for entertaining. However, the short stories not only about narrative text but also in others text. In this research, the researcher used the narrative text as the material to improve the students' vocabulary.

From the statement above, the researcher concluded the short story help to develop student in learning, because interesting, then is more fun to entertain the reader. Stories can offer valuable ways to contextualize and introduce new languages, the shows that reading a short story is important for mastering language skills, especially vocabulary. Using short stories is an effective way to learn vocabulary in EFL it is argued that student who read widely have extensive vocabulary (Blachowicz & Fisher, 2004) cited in al qahatani (2015). Learning vocabulary using short story also helps the teachers create different context where student should use the language to communicate, exchange information and express their idea.

## 2. Element of Short Stories

Short story is a one of kinds of English literature. In short stories has some important elements. According to book written by Mario Klarer (1962).





There are consist of: Plot, characteristic, Narrative Perspective or Point of View, and Setting.

1) Plot: Plot is the logical interaction of the various thematic elements of a text which lead to a change of the original situation as presented at the outset of the narrative. An ideal traditional plot line encompasses the following four sequential levels: Exposition, complication, turning point, and resolution. Plot also meaning as a sequence of events with a beginning (orientation), a middle (complication) , and the end (Resolution).

2) Character: A character is often expressed through the actions provided for the reader with clues about the personality of characters. Character is figure presented in literary text, such as character of protagonist, antagonist, etc.

3) Point of view: The term point of view, or narrative perspective is characterizes the way in which a text presents persons, events, and settings. Then, also every story has a narrator, a character that provides the reader with information and insight into characters and incidents. The Narrator is teller of the short story. According to (Shilpa, 2015), a short story always has a point of view, which means – who is seeing the events of the story. It could be either an: (a) First-person narrator; here the narrator is the character of the story or ( I, Me,...), (b) Second person narrator; here, readers are the character of

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the story (he, she, they, them...), (c) Third-person narrator; this is the most common point of view used in stories.

4) Setting: Setting is a description about location of story, such as the time and place of story it happens.

#### The Advantages of using short stories in the Vocabulary

Vocabulary is important aspects in English language teaching because without vocabulary students cannot understand the meaning of the word. Using story is considered effective in teaching and improving vocabulary mastery. The Students not only improve their vocabulary but also understand the meaning of the word in the story. Then, the Students know about the synonym and the antonym of the word. Students also know how to guess the meaning of word in the stories. The advantage of using short-stories with EFL learners for developing vocabulary in teaching and learning new words very effectively in the real life context. Short- stories not only help EFL learners to develop vocabulary from linguistically rich material but also guide them to a personal discovery by opening a window on another culture and encouraging interaction.

There are four advantages of using short stories in English teaching by Collie and Strarler (1991:196). First, short stories are practical as their length is long enough to cover entirely in one class sessions. Second, short stories are not complicated for students to work with on their own. Story is talking about author expression to anything about life experience concerning



with human imagination. Last, the short stories encourage the students to think about moral, social, and philosophical.

#### 4. Teaching vocabulary by using short stories

Short-stories can play a very important role in achieving the aim of vocabulary building and mastering foreign language. The teaching vocabulary using short story is give the student broad knowledge in understanding the new word in story. Short stories makes learning English an enjoyable and attractive process for learners. Then, the short story is entertain of the reader, because the story is telling the end of story. So, this is build an interested the reader to read the story. Therefore, the teacher must get the stories suitable to use in the class, because this is make interested the student to read a stories. Pardede (2011) states that, story selection is the important way to build students interest in learning. Teachers should be creative and be able to teach the material to be understood by students, and make them interested.

Teaching vocabulary is one of the way to develop English competence of person in learning English. According to David Hill (2010) in Febri (2022), the procedures to carry out the short story as an instructional media are:

4. The teacher explains the characteristic of short story that usually begins with the words like ‘Once upon a time’, or ‘‘One day’’.
5. The teacher introduced the characters of the story by mentioning the names of characters.



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- c. The teacher and the students' discussion the setting of short story that include the place and time.
- d. The teacher pronounces the name of characters and the key words then the students follow him/her.
- e. The teacher and students discussion the main event of short story part by part by asking the question in the student.
- f. The teacher gives the conclusion of short story.
- g. The teacher closes the learning process by asking the students about the content of story or asking for the story according to their opinion.

## Vocabulary

### 1. Nature of Vocabulary

Vocabulary is a list or collection of words and meanings. Lines (2005) stated that vocabulary is the collection of words that an individual knows. Vocabulary is the basis of language teaching and learning. In language learning, the vocabulary is important to learn. As we know, without vocabulary wealth, the student will have difficulty developing other skills with successfully. This is because vocabulary knowledge is the main science used in all thoughts and feelings to be expressed and conveyed through language media, in Parvareshbar (2016).

Vocabulary is a component of language proficiency and provides much of the basis for developed how well in learning of speaking, listening, reading and writing. Effendi (2013) stated that vocabulary is one of language components that link the four skills of listening, speaking,





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reading and writing all together. In learning the vocabulary able to conveyed the idea and message to peoples. The learning of vocabulary be able to comprehend the reading material, catch other talking, and give response and understanding the learning process in identifying the meaning of the language. Thus, importance the student to get the many of vocabulary to use language and can development language learning as well.

#### 1) Vocabulary development

The term vocabulary development refers to the process of acquiring new words and meaning. Vocabulary development is a process acquire of words and meaning to develop ability in four language skill. In generally, Vocabulary development focus on building vocabulary skills in speaking, listening, reading and writing. This understanding implies conceptual knowledge of words that goes well beyond a simple dictionary definition. Vocabulary development is process acquisition of such knowledge is a building process that occurs over time as students make connections to other words, learn examples and non-examples of the word and related words, and use the words accurately within the context of the sentence (Snow, Griffin, & Burns, 2005).

#### 2) Importance of Vocabulary Development

The vocabulary development influences EFL learners' other language skills, especially in comprehension skill. The mastery of vocabulary can support EFL learners in speaking when they are

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communicating to people, in writing when they are writing and translating the meaning, in comprehension when they read and listen.

Thus the lack of vocabulary knowledge results in lack of meaningful communication as the other language skills get affected with it.

Vocabulary development by making the process more enjoyable and meaningful, this linguistically rich material needs to be given adequate attention in any program of vocabulary instruction.

From the definition above, it can be concluded that vocabulary is a collection of words arranged in alphabetical order and translated in a language that someone needs to learn a language, especially to communicate effectively with others. In general, vocabulary is all the words that someone has that contain all the information about the meaning and usage of words in a language. Vocabulary is an important aspect of the process of learning and developing the ability to learn a language. Vocabulary development is the ability of the student to explore and understand a word in English and make it easy for everyone to communicate. Vocabulary development is the process of acquiring words and meaning to develop abilities in four language skills. In general, vocabulary development focuses on building vocabulary skills in speaking, listening, reading, and writing.



## 2. Types of Vocabulary

The vocabulary can be classified two aspects, by expert of (Hiebert and Kamil, 2005:3) has argued;

### 1) Receptive Vocabulary

Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use (Hiebert and Kamil, 2005:3). Receptive vocabulary only receives thought from others.

### 2) Productive Vocabulary

According to Hiebert and Kamil (2005:3) productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Productive Vocabulary can produce the words to express pronounce correctly and use constructively in speaking and writing.

### 3. The important of Vocabulary Development

The Learning vocabulary is essential to understanding a foreign language. Students must acquire the ability to comprehend the vocabulary. According to Libya (2013), vocabulary is essential to EFL learners' ability to develop and accomplish successful communication, which is the primary goal of foreign language teaching and learning. Students get knowledge from the vocabulary to improve their comprehension of foreign languages.

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According to Richards and Renandya (2022), Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read and write. There are importance of vocabulary in Speaking, Listening, Reading and Writing as follow;

- 1) Improving speaking ability: The teaching of English vocabulary has an effect on improving speaking. As a foreign language speaker, producing the word through speech will improve students' ability to speak. Because the speech is arranged by word and language, That means the student has a lot of stock vocabulary because it helps their fluency in a language.
- 2) Improving Listening: The vocabulary also has an effect on good listening; the foreign language in the classroom needs to be understood. The teacher sometimes explains the material in the English language. It is important for students to catch the explanation of the teacher. So, one of them must help the student get the many vocabulary words needed to understand the meaning.
- 3) Developing Reading Skill: The vocabulary is important to student comprehension in reading.
- 4) Improving writing skill: Vocabulary is important to express the elements of the writing process because when the student uses the words they choose and the ways they arrange them, the reader will understand and know their meaning.





#### 4. Aspect of Vocabulary

According to Harmer (1991) in Nella (2020), there are several

indicators to teach vocabulary, there are as follow:

##### 1) Word Meaning

The word meaning is one word has more than one meaning.

The meaning of the word depends on the context and situation in which it occurs. Therefore, in vocabulary learning, the words taught to students must be presented in various contexts and situations to show various meaning.

Example: synonym and Antonym.

##### 2) Word Use

Word use is the meaning of the word can be changed.

Stretchers are or are limited by the way they are used and this is something students need to know. In connection with word use, Harmer (1991) states that students need to know things such as word collocation, which is which words are related to each other or word combinations that form the meaning of the word. Word use refers to how a word is used in language. Word use may also involve grammar and thus be the subject of profound analysis.

Example: the verb “can” changes to “want”. Another example of the verb “write” can be changed to “wrote” and can be changed to “written”.

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### 3) Word formation

Word formation refers to word formation such as adding a word ending or adding a prefix to a word. Word formation consists of several words such as nouns, adjectives, verbs, adverbs, etc.

### 4) Word grammar

Word grammar refers to things such as vocabulary in the language used when expressing an action or verb. In English there are words that can have an extra “to” in front of them, for example walk to, want to etc. but there are also words that cannot use the addition “to” for example can, way, will etc. The verb has a tense like the verb “can” changes to “want”. Another example of the verb “write” can be changed to “wrote” and can be changed to “written”. Students need to know when to use the correct word such as the use of the first, second, and third verbs.

In other expert, According to, Ur (1996: 60) in Nella (2020) states that there are several aspects of vocabulary items:

#### a) Form: pronunciation and spelling

The students must know and what the sound of a word or pronunciation in a word and what word appears or is spelled, for example the pronunciation of the word "Teacher" is spelled "T-e-a-c-h-e-r". These are clear characteristics that will be understood by students. In teaching, teachers must ensure that these two aspects are taught carefully and accurately.



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#### b) Grammar

It is important to explain to students about grammar, teach them the verb, for example, the teacher has to give the past tense, present tense, and future tense

#### c) Collocation

which is making the combination of certain words to be "true" or "false" in the context of certain words which have meaning. Collocation is a pair of words, for example word "make mistake not do mistake" and "do homework not make homework".

#### d) Aspects of meaning: denotation, connotation, conformity, the meaning of a word is divided into two aspects, denotation and connotation. In others the Aspects of meaning, the relationship of meaning. How the meaning of an item relates to other meanings can also be useful in teaching. There are various kinds of meaning of relationships, for example:

- 1) Synonym: Words that mean the same or almost the same, for example intelligent, clever, and intelligent can be used as synonyms of intelligence.
- 2) Antonyms: words that mean contradictory or the opposite, example: fast; slow, big; small.
- 3) Hyponyms: words that describe the specifics of several words, for example: Apples, grapes, oranges, papaya, are hyponyms of fruit.



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- 4) Co-hyponym or coordinates: words that describe the word similar, for example: Blue, green, brown and red are coordinates.
- 5) Superordinates: words that include words that cover certain parts, for example: Animals are mice, cats, tigers and lions.
- 6) Translation: the word in the source language is changed to the target language.
- 7) Word formation: Word formation, word formation refers to word formation such as adding a word ending or adding a word to the prefix of a word.

Meanwhile, in others expert according to Lado (1995) as cited in mardianawati (2012), as follow:

#### a. Meaning

Meaning is a significant perspective that should be educated to understudies in vocabulary learning. The aspect of meaning: synonym and antonym.

#### b. Spelling

Spelling and reading have a relationship with each other because this can strengthen the relationship between letters and sounds. it can be seen that some words are different from what is written, such as the letter (I) is not always pronounced / I /.

#### c. Pronunciation





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Pronunciation is a way of pronouncing words and letters. Pronunciation is difficult to learn because not all words have to do with spelling.

#### c) Word class

Word class is an important feature. The categories of word classes include nouns, adjectives, verbs, adverbs and prepositions.

According to Cameron (2001:78), the aspect of vocabulary skill included: Pronunciation, Spelling, Grammar, and meaning.

#### a) Pronunciation

Pronunciation is one of the aspects that have a great influence of Vocabulary. "Pronunciation is the way in which a particular person pronounces the word of a language. There is different There is different pronunciation between English and Indonesian vocabularies.

#### b) Spelling

Spelling is the act of forming words correctly from individual letter or the way that a word is spelt.

#### c) Grammar

Grammatical is include on the arranged by the words. The grammar of vocabulary need to be taught if this is not obviously covered by the grammatical rules in teaching and learning context. Grammatical is function of the use of words. In order to use a word it is necessary to know what part of speech it is and what grammatical function. Part of



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speech consist of some component, According to harmer (2001) it shared consist of this means whether the word is a noun, pronoun, verb, adjective, adverb, preposition, and conjunction. It is useful, when studying new vocabulary. There are as follow:

- a. Noun: A noun is the name of a person, place, thing, or idea.  
Example; Man, tree, house, garden, etc.
- b. Pronounce: A pronoun is a word used in place of a noun.  
Example; She, he, we, they, it, etc.
- c. Verb: A verb expresses action or being. Example; Talk, run, dance, laughed, caught, help, walk, etc.
- d. Adjective: An adjective modifies or describes a noun or pronoun. Example; Good, pretty, smart, handsome, strong, brave, arrogant, clever, etc.
- e. Adverb: An adverb modifies or describes a verb, an adjective, or another adverb. Example; gently, slowly, quickly, carefully, well, etc.

Conjunction: A conjunction is a word used to connect other words, phrases, and clauses. Example; for, then, or, but, while so, etc.

#### d) Meaning

In the learning foreign language, the important aspect is understanding the meaning. According to Ur (1997: 62) stated that to find the



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meaning it can be done through translation that is word in learner's mother tongue that are equivalent in meaning to the item being taught.

The aspect of meaning consist of; Synonym, Antonym.

Based on the theories about aspect of vocabulary, there are several aspects of vocabulary according to Harmer (1991), Ur (1996), Cameron (2001:78) and Lado (1995) as cited in mardianawati (2012) with the indicators; Word class (Noun, verb, adjective, adverb), word meaning (synonym and antonym) and spelling as indicator of vocabulary development. The researcher used the indicator because these indicator that are problem of the students' in English learning at MTs Al-Muttaqin Pekanbaru.

#### Narrative Text

##### a. Definition of Narrative Text

Narrative text is a type of text that tells a story or describes a sequence of events. According to Potter (2008) Narrative is the representative of event or series of event. The purpose of a narrative text is to entertain or inform the reader by presenting a series of events in a coherent and engaging way. Potter (2005) stated that the Narrative text has purpose to entertain and bring the reader to an imaginative story. In other, Grottt and Winnel (1994), the social function of narrative text is to amuse the reader and to deal with actual or vicarious experience in different ways, because narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Grace and



Sudarwati (2004) state that Narrative text consist of problems, climax, and solution of problems of actual or imaginary events. In conclusion, Narrative text is a written story which tells about a set of events consisted of problems, climax and solution of the problems aims to entertain the reader.

### Generic Structure

According to Garrett and Wignell (1994), the generic structure of narrative Text consists of orientation,, complication, resolution and reorientation.

1. Orientation is a set where the participant of the story is introduced
2. Complication is a crisis arises or the section contains the problems that occur within a story.
3. Resolution is the crisis is resolved, for better or for worse.
4. Reorientation is a comment or moral value based on what has been learned from the story

### Language Features

The Language features of narrative according to Doyle at al (2004):

- Using Past Tense to describe the events
- Using Action Verbs
- Using adjectives to describe the characters and the places.
- Using direct and reported speech to present the dialogue

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## Relevant Research

There are previous studies conducted the teaching vocabulary using short

story. There are some studies:

First, the study was form Oktaviani (2019) This research investigated The Effectiveness of Using Short Stories on students vocabulary mastery. The researcher collecting the data from 30 student at Tenth Grade of Man 2 Cilegon and the population was 90 Student. The result of the research show that use short story has significant effect on students vocabulary mastery. It can be seen from the data mean of Pre Test was 1860 and Post Test was 2400 from the experimental class. Then, the result of mean Pre Test score was 1700 and Post Test was 2040 from control class. The conclusion of the research, there is the effectiveness of using short stories on students' Vocabulary mastery.

Second, the study was form Tarina (2021) this research investigated Developing Students' Vocabulary Through Short Story in Rulal Area. This research aims to know the students' development on vocabulary by using short story. The researcher utilized the quantitative research design in this study. There was 13 students at third grade of SMPN 1 Mila participated in this research. The data collection was obtained by using test and questionnaire, while technique of data collection was used T-Test. The result of this study shows the significance difference between pre-test and post test. In addition to students' perception of using short story in learning they are able to learn English vocabulary easier and short story is able to make them interested in learning English.



Third, the study was from Fajri (2018) this research investigated Enriching the Students' Vocabulary through Reading Short Story. This research aims to investigate (1) the use of short story in enriching students' English vocabulary of Junior High School MTS Mutha'alimin and (2) the students' perception toward the use of short story in enriching their English vocabulary. This research used Pre Experimental Research with one –group Pretest-posttest design. The population was third grade students MTS Mutha'alimin and the sample was class X-B chosen through Random sampling Technique. Then, the result after test by using pretest and posttest, in the short story was able to make the students become enthusiastic in enriching their vocabulary in order to understand the whole story proven by their test score and questionnaire result.

Fourth, the study form RIZKA (2019) was The Use of English Short Story to Enrich Student Vocabulary at The Eight Grade of MTS.S Islamiyah YPI Batang Kuis. The objective of this research to know the use of English short story to enrich students' vocabulary mastery. The subject of this research were students of VIII-Grade at MTS.S Islamiyah YPI Batang Kuis which consisted of 35 students in the academic year 2017/2018. The instrument of collecting data were qualitative data from observation, interview, diary notes and documentation. The quantitative data were taken from test, which was carried out in the end of every cycle. The test was given to the students in the form of pre-test, post-test I in the first cycle and post-test II in the second cycle.



## Operational Concept

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The operational concept in this research is to explain about the variable of this research. This research is quantitative research which focuses on the use of short stories in teaching vocabulary. This research using the variable X and Y. The variable X (independent Variable) is The Effect of Short story. Then, Variable Y (Dependent variable) is students' Vocabulary development.

Variable X ( Independent Variable )

There are ways in presenting Short stories in teaching vocabulary. The short stories as the source provided the words for the students to learn new vocabulary. According to David Hill (2010) in Hebri (2022), the procedures to carry out the short story as an instructional media are:

- d. The teacher explains the characteristic of short story that usually begins with the words like 'Once upon a time', or "One day".
- e. The teacher introduced the characters of the story by mentioning the names of characters.
- f. The teacher and the students' discussion the setting of short story that include the place and time.
- g. The teacher pronounces the name of characters and the key words then the students follow him/her.
- h. The teacher and students discussion the main event of short story part by part by asking the question in the student.
- i. The teacher gives the conclusion of short story.



- j. The teacher closes the learning process by asking the students about the content of story or asking for the story according to their opinion.

### Variable Y ( Dependent Variable )

There are several aspects of vocabulary according to Harmer (1991), Ur (1996), Cameron (2001:78) and Lado (1995) as cited in mardianawati (2012). The indicators of variable Y (Students' Vocabulary development), as follow:

- a. Meaning  
(Synonym and Antonym)
- b. Word class  
(Noun, Verb, Adverb, and Adjective)
- c. Spelling

### D. Assumption

In this research, the researcher assumes that the students' vocabulary development can be improve using short stories at MTs Al-Muttaqin Pekanbaru

### E. Hypothesis

$H_a$  : There is a significant difference of students' vocabulary development before and after using short stories at MTs Al-Muttaqin Pekanbaru.

$H_0$  : There is no significant difference of students' vocabulary development before and after using short stories at MTs Al-Muttaqin Pekanbaru.





## CHAPTER III

### METHOD OF RESEARCH

#### A. Research Design

The design of this research is quantitative. According to Creswell (2012), quantitative research identifies a research problem based on a trend in the field or on the need to explain why something occurred. Then, quantitative data is data obtained from research in the numbers that presented as a conclusive and specific result. The method of this research is experimental research. The research design conducted to examine the effects of treatments. The experimental research is classified into three categories: pre-experimental design, true experimental design, and quasi-experimental design. The researcher used the pre-experimental design. Suhayono (2014) stated that pre-experimental design is the design used by one group or class that is given a test by pretest-posttest. Pre-experimental design also examine the difference of two groups test. This research used two variables: variable X and Y, which are: variable X was the effect of using short stories, and variable Y was the students' vocabulary.

This research used a pre-test and post-test design. The researcher was taken one class. As an experimental class. The first is a pre-test to collect the data in order to know the students' abilities before the treatment. The second is the post-test to collect the data after the treatment. It aims to determine the success or failure of this research. This design involved one group: pre-test (O1), exposure to treatment (X), and post-test (O2).



**Table III.1  
Pre-experimental Design**

©	O1	X	O2
	Pre-Test	Treatment	Post Test

**Where:**

- O1 : Pre Test
- X : Treatment
- O2 : Post Test

**B. Time and Location**

This research was conducted at MTs Al Muttaqin Pekanbaru. The location at Subrantas street, in Pekanbaru. The researcher was start on November 2023 in academic year 2023/2024. The researcher choose the location because are suitable for research problem. This study was conducted in four meeting.

**C. Subject and Object of the Research**

The subject of the research was Eight Grade Students' of MTs Al-Muttaqin Pekanbaru in the academic year 2023-2024. The object of this research was the students' vocabulary development through short stories.

**D. Population and Sample**

- 1. Population of the Research

The population is all research subjects (Arikunto, 2022:108). The population is a group of individuals who have the same characteristics (Creswell, 2012 : 142). The population of this research is the students' eighth grade of MTs Al-Muttaqin Pekanbaru. The population of this research

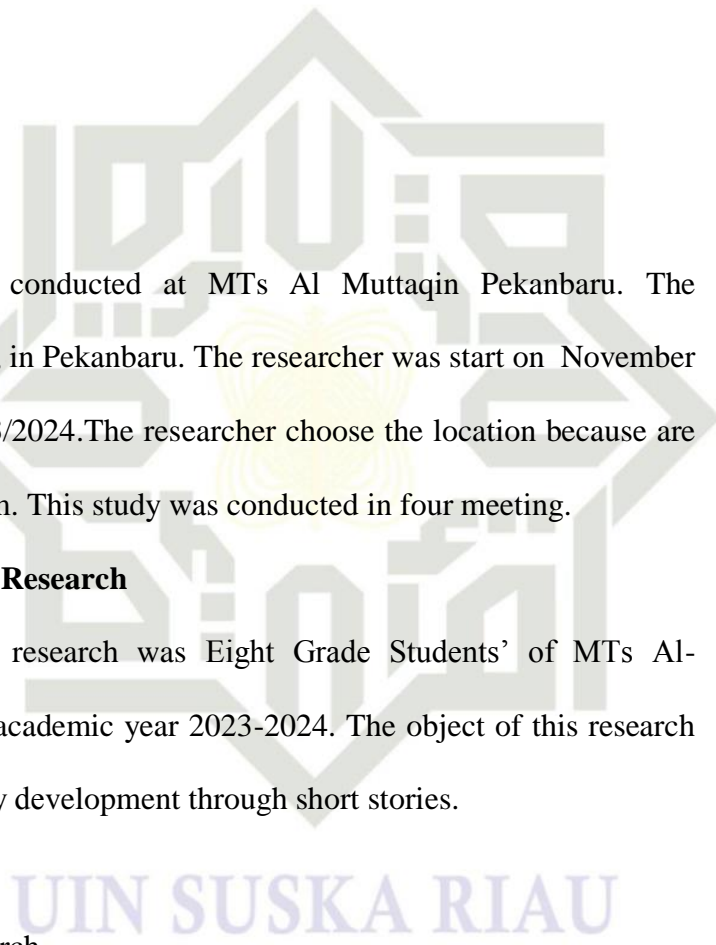
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consisted of 8<sup>th</sup> grade students at MTS Al Muttaqin Pekanbaru, a total of 272 students. The population can be seen as follow:

**Table III.2**  
**Total Number of Population**

No	Class	Student
1.	VIII A	34
2.	VIII B	34
3.	VIII C	32
4.	VIII D	32
5.	VIII E	34
6.	VIII F	34
7.	VIII G	34
8.	VIII H	18
	Total	272

**Sample of the Research**

A sample is a collection of the characteristics of the population.

The researcher is using the technique of purposive sampling. Sugiyono (2007) stated that purposive sampling is a technique where the researcher takes certain considerations into account when deciding the sample. Meanwhile, according to Arikunto (2010), purposive sampling is the process of selecting a sample by taking a subject that is not based on the level or area but is taken based on the specific purpose. Thus, purposive sampling is selecting sampling by using recommendations from the teacher based on the specific purpose. The researcher takes one class in the experimental class. The researcher choose one class according to the research design. Then the researcher chose the class of recommendation of English teacher. In the class VIII, there are eight classes with a difference in class, namely VIII A, VIII B, VIII C, VIII



D, VIII E, VIII F, VIII G, and VIII H. Meanwhile, the teacher's suggestion in class VIIIA consisted of 34 students.

**Table III.2**  
**Total Number of sample**

No	Class	Student
1.	VIII A	34
	Total	34 student

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### Techniques of Data Collection

#### Test

Test is a set of question and exercise used to measure the achievement or capability of the individual or group. Brown (2004) stated a test in simple terms, is a method of measuring a persons' ability, knowledge, or performance in a given domain. In this research, the technique of collecting data used multiple choice test collect the data from sample. Thus, the kind of test Pretest and Posttest by multiple choice test to measure the student ability in vocabulary development. The research using multiple choice test consisting of the some question formulated in operational concepts for further information about the instruction of the text. In research design of the study used Pre Test, Treatment and Post Test.

#### a. Pre-Test

Pre Test provides a measure on some attribute or characteristic that you assess for the participants in an experiment before they received a treatment. The researcher started the research taken one class by





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conducting the pre-test. It aims to know the vocabulary ability of students before the treatment. The question consist of 20 multiple choice, the students have 45 minutes to respond the question.

**Treatment**

The treatment will be done after the Pre-test. The treatment is using short stories to enhance student vocabulary using text in descriptive text. The treatment used four meeting in week.

**Post-Test**

The post-test is the ways to measure on some attribute of characteristic that is assessed for participants in experiment after a treatment. The questions of Post-test consisted of 20 question. The blue print of the test can be seen:

**Table III.4  
Blueprint of Vocabulary Test**

No	Indicators	Question Number
1	Meaning (synonym and antonym)	1,2,3,7,15,16,18,19
2	Word Class (Noun, verb, adverb, and adjective)	6,8,9,10,11,12,13,14,15,20
	Spelling	4,5,17
	Total	20



After the students do the test, the score classified as follow:

**Table III.5  
Classification of Students Score**

No	The Level Score	Category
	80-100	Very Good
	66-79	Good
	56-65	Enough
	40-55	Less
	30-39	Fail

(Arikunto,2006)

**2. Validity**

Validity is measure that indicates the level or validity of an instrument.

An instrument is valid if able to measure what is desired and can reveal data from the variables is appropriately, in state of Arikunto (2010). Therefore, to find out whether this research instrument is valid or not, the analysis is carried out to determine the validity of each items using the help of software Microsoft Excel 2013. It was necessary to the test the measuring instrument, whether it was valid or not. In this research, the researcher used 32 students to test the validity. The value of r count must be compared with r table. Meanwhile, the research adopted r table according Sugiyono (2008) value of product moment in validity test of 32 students, the r table used was 0.349 with the taraf significant was 5%. The data with r table at a significance level of 5%. Because, usually researchers use a significance level of 5% or 1% because it is more suitable for educational research, but in this research the researchers used a significance level of 5% .

If the value of r count > r table = Valid

If the total value of r count < r table = Invalid



Table III.6

Validity test of Vocabulary Development using Short stories

Item	r count	r table (0.349;5 %)	Result
Item 1	0.405	0.349	Valid
Item 2	0.422	0.349	Valid
Item 3	0.417	0.349	Valid
Item 4	0.427	0.349	Valid
Item 5	0.478	0.349	Valid
Item 6	0.544	0.349	Valid
Item 7	0.479	0.349	Valid
Item 8	0.527	0.349	Valid
Item 9	0.537	0.349	Valid
Item 10	0.329	0.349	Invalid
Item 11	0.686	0.349	Valid
Item 12	0.781	0.349	Valid
Item 13	0.165	0.349	Invalid
Item 14	0.235	0.349	Invalid
Item 15	0.699	0.349	Valid
Item 16	0.430	0.349	Valid
Item 17	0.422	0.349	Valid
Item 18	0.439	0.349	Valid
Item 19	0.379	0.349	Valid
Item 20	0.336	0.349	Invalid
Item 21	0.235	0.349	Invalid
Item 22	0.651	0.349	Valid
Item 23	0.278	0.349	Invalid
Item 24	0.336	0.349	Invalid
Item 25	0.478	0.349	Valid
Item 26	0.439	0.349	Valid
Item 27	0.182	0.349	Invalid
Item 28	0.251	0.349	Invalid
Item 29	0.278	0.349	Invalid
Item 30	0.379	0.349	Valid

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Reliability

Reliability means that scores from an instrument are stable and consistent

Craswell (2012). A test is said to be reliable if it gives consistent results when tested many times, a test is said reliable if the test results show the determination. Testing the reliability of the test, researchers use Software of Microsoft Excel 2013, Arikunto (2010:86). To obtain the reability, the researcher used the SPSS 23 to find out whether the test reliable or not. The categories of reliability test used in determining the level of reliability of the test.

**Table III.7**

**Level of Acceptable Reliability**

No	Reliability Score	Level of Reliability
1.	> 0.90	Very High
2.	0.80 – 0.90	High
3.	0.70 – 0.79	Reliable
4.	0.60 – 0.69	Marginally / Minimally
5.	< 0.60	Unacceptably Low

(Cohen, Manion, & Marison, 2007)

To obtain the reliability of the vocabulary development, the researcher was used SPSS 23 version to find out whether the test was reliable or not.

**Table III.8**  
**Reability statistics**

Crobanch's alpha	N of items
.789	50

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## Technique of Data Analysis

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In the experimental design, the data was analyzed using the experimental class used pretest and post-test. The score was analyzed using SPSS 23 version. In this research, the researcher used these formula as follow:

### Normality Test

Knowing the data was obtained from the students' score had normal distribution or not. The researcher used SPSS 23.0 version. The researcher used Shapiro wilk to analyze the data, because the sample of this research consist of 34 students no more than 50 samples. According to Sugiyono (2014) Shapiro Wilk normality test is a test carried out to determine the distribution of random data for a small sample using simulated data of no more than 50 samples. The data is normal if sig > 0.05 and the data is not normal if sig < 0.05. The result of Shapiro wilk showed that data in experimental class. The data can be present the table as follow:

**Table III.9**  
**Test of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre test	.171	34	.013	.927	34	.026
Post test	.214	34	.000	.907	34	.000

It can be seen that all of the data are not normal distribution. The significant level in Pre-test was 0.026 and post-test was 0.000. it means



that  $0.026 < 0.05$  and the significant level for post-test was  $0.000 < 0.05$ .

The result of data are not normal distribution. If the data being tested is not normal distribution, the next test are suitable is used Wilcoxon Signed Rank Test.

### Wilcoxon Signed Rank Test

The data analyze using Wilcoxon signed rank test is recommended in situation in data not normal distribution. The Wilcoxon test is non parametric alternative to the t-test for comparing two means. According to Sugiyono, (2017), The Wilcoxon Signed Rank Test or known as the Wilcoxon Match Pair is a non-prametric test for analyzing the significance of differences between two pairs of data on an ordinal scale but not normally distributed. Wilcoxon Test is a statistic test used to test the differences between a pre-test and post-test. The result of the normality test indicated that the data was not normally distributed, so the researcher use Wilcoxon test as the alternative t-test. The result of Wilcoxon text can be conclude:

- If the value of sig. (2-tailed)  $< 0.05$ , the hypothesis can be accepted.

- If the value of sig. (2-tailed)  $> 0.05$ , the hypothesis is rejected.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research was conducted to determine the students' vocabulary development using short stories in experimental class. This research find out the significant difference of students' vocabulary development before and after using short stories in experimental class, Therefore, the researcher concluded that the answer of the result, There was significant difference of the students' vocabulary development before and after being taught using short stories at MTs Al-Muttaqin Pekanbaru by using Wilcoxon signed rank test. The result of Wilcoxon test statistics, the value of Asymp. Sig (2-tailed) was 0.000. Therefore, the value of sig (2-tailed)  $0.00 < 0.05$ , it can be conclude that the hypothesis is accepted in experimental class used pre-test and post-test. In other words that, there was a significant difference of students' vocabulary development before and after being taught using short stories at MTs Al-Muttaqin Pekanbaru.

#### B. Suggestion

Based on the research conclusion, it is known that using short stories can improved as well the students' vocabulary development, the researcher provide some suggestions as follow:

##### 1. Suggestion for the teacher:

- a. The teacher must be more creative when teaching students in conveyed the material, especially in teaching vocabulary.



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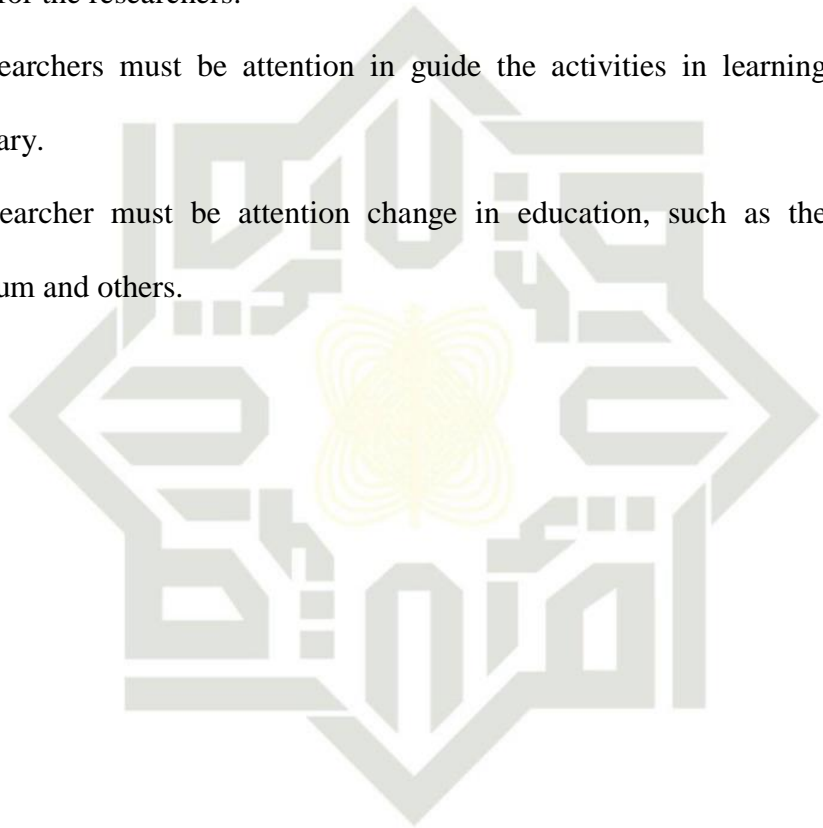
- b. The teacher should encourage students' awareness about the importance of vocabulary in English learning.

Suggestion for the student:

- a. The students must be more attention in English vocabulary.
- b. The students must be creative in increasing their vocabulary.

Suggestion for the researchers:

- a. The researchers must be attention in guide the activities in learning vocabulary.
- b. The researcher must be attention change in education, such as the curriculum and others.



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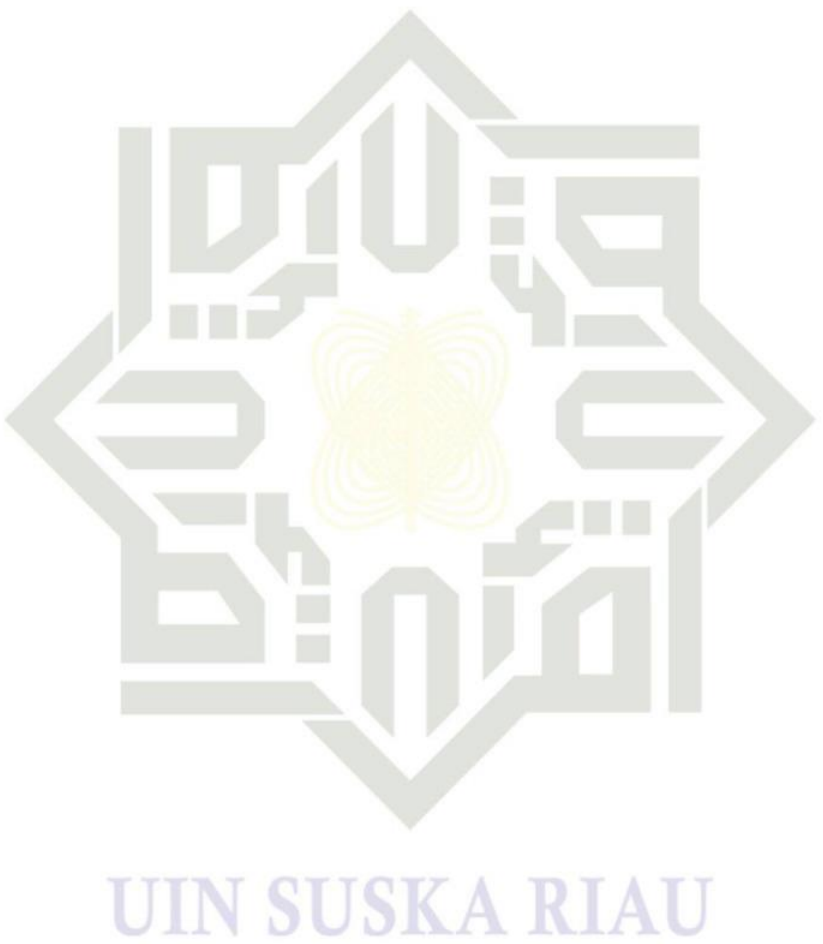
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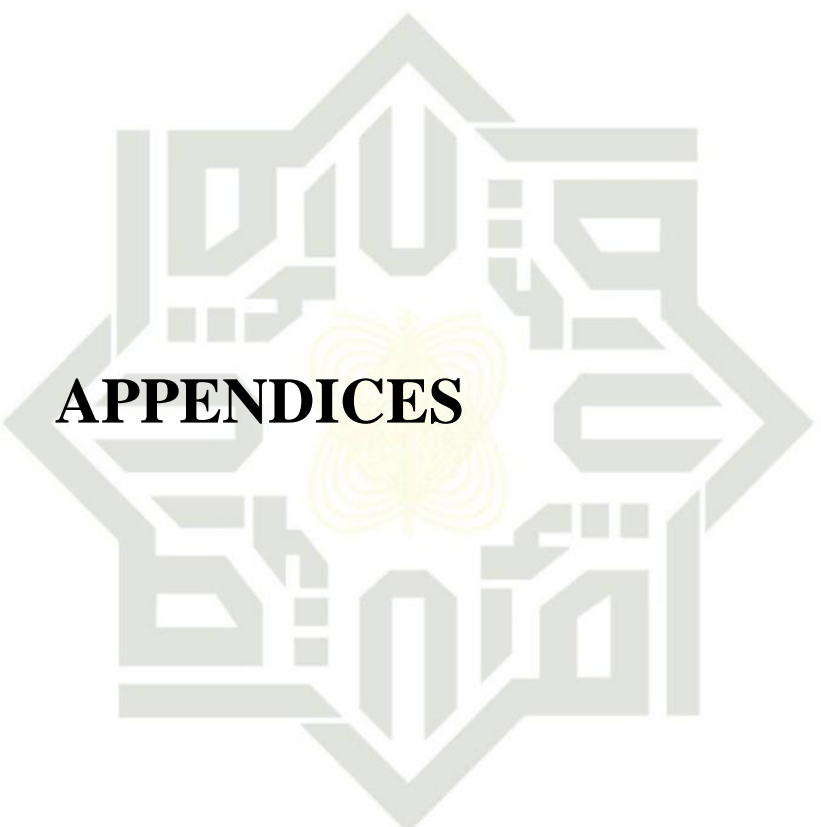
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# APPENDICES

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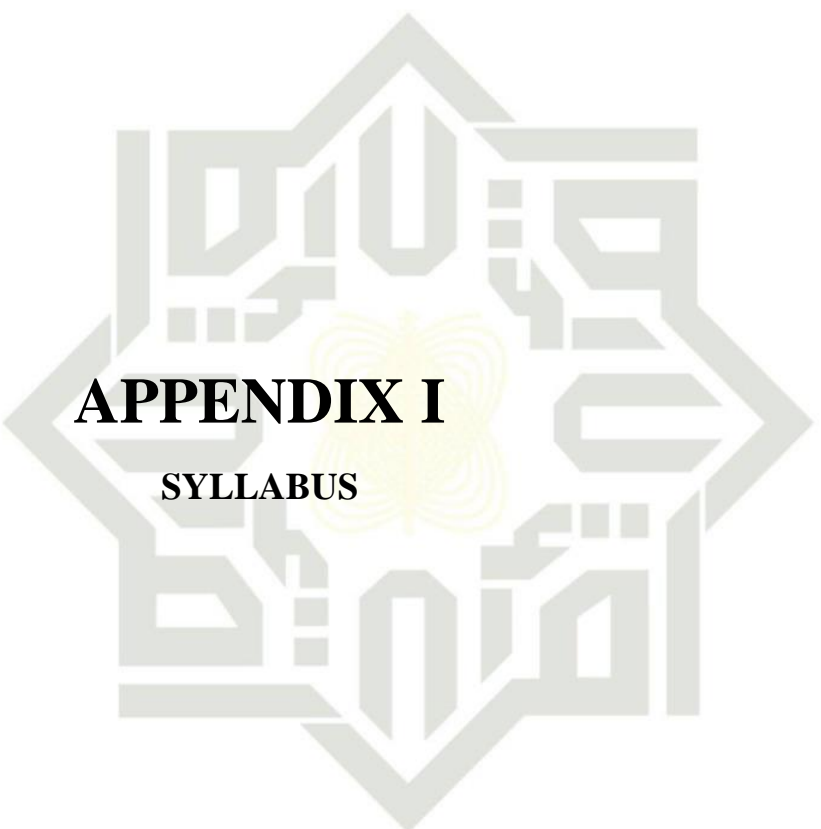
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# APPENDIX I

## SYLLABUS

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## SILABUS

**Sekolah** : MTs Al-Muttaqin Pekanbaru  
**Kelas** : VIII ( Delapan)  
**Mata Pelajaran** : BAHASA INGGRIS  
**Semester** : 1 (Satu)  
**Standar Kompetensi** : Mendengarkan

1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1 Merespon makna yang terdapat dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar,	Percakapan singkat dan memuat ungkapan-ungkapan: A : <i>Let me help you.</i> B : <i>Thank you so much.</i> A: <i>Can I have a bit?</i> B: <i>Sure. Here you are.</i> A: <i>Did you break the glass?</i> B: <i>Yes I did / No, it</i>	1. <i>Brainstorming</i> bertanya dan menjawab tentang berbagai hal terkait tema topik yang akan dibicarakan. 2. Membahas kosakata ( <i>noun phrase, verb phrase, adverb phrase</i> ) tata bahasa (kalimat sederhana)	1. Merespon ungkapan meminta, memberi, menolak jasa  2. Merespon ungkapan meminta, memberi,	Tes lisan   Tes lisan	Merespon secara lisan   Pertanyaan lisan	Respond the following statement A: <i>Let me help you</i> B: ....  A: <i>Can I have a bit?</i> B: .....	4x 40 menit	1. <i>Script</i> percakapan an 2. Rekaman Percakapan: • <i>Cassette</i> • <i>Tape</i> <i>Recorder</i>

<p>1.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</p>	<p><i>wasn't me.</i> A: <i>What do you think of this?</i> B: <i>Not bad.</i></p> <p>Percakapan singkat memuat ungkapan-ungkapan: A: <i>Would you come to my party?</i> B: <i>I'd love to, but .....</i> A: <i>I do agree.</i> B: <i>Thanks for the support.</i> A: <i>No way.</i> B: <i>It's O.K.</i> A: <i>You have beautiful hair.</i> B: <i>Thank you.</i> A: <i>Happy birthday.</i> B: <i>Thank you.</i></p>	<p>tentang tawaran jasa, meminta sesuatu, informasi faktual, pendapat terkait materi percakapan .</p> <p>3. Mendengarkan percakapan yang memuat ungkapan-ungkapan dalam materi.</p> <p>4. Menjawab pertanyaan tentang isi percakapan.</p> <p>5. Memberi respon lisan dan tulis terhadap ungkapan yang didengar.</p> <p>1. Memberi respons lisan Curah pendapat tentang hal-hal terkait topik/ungkapan yang akan dibahas</p> <p>2. Membahas kosakata dan tata bahasa terkait topik</p>	<p>menolak barang</p> <p>3. Mengakui, mengingkari fakta</p> <p>4. Merespon ungkapan meminta dan memberi pendapat</p> <ul style="list-style-type: none"> <li>• Merespon ungkapan mengundang, menerima, dan menolak ajakan</li> <li>• Merespon ungkapan menyetujui / tidak menyetujui</li> <li>• Merespon ungkapan</li> </ul>	<p>Tes tulis</p> <p>Tes lisan</p> <p>Tes lisan</p> <p>Tes lisan</p> <p>Tes lisan</p> <p>Tes lisan</p> <p>Tes lisan</p>	<p>Pilihan ganda</p> <p>Pertanyaan lisan</p> <p>Jawaban singkat</p> <p>Jawaban singkat</p> <p>Jawaban singkat</p> <p>Jawaban</p>	<p><i>Choose the right response</i> A: <i>Did you break the glass?</i> B:..... a. <i>Yes, I did</i> b. <i>I don't know</i> c. <i>I'm not sure</i></p> <p><i>Give your response</i> A: <i>What do you think of my new dress</i> B:.....</p> <p><i>Write your response to the following statements:</i> 1.A: <i>Would you go with me to the</i></p>	<p>4 x 40 menit</p>	<ul style="list-style-type: none"> <li>• CD</li> <li>• CD Player</li> <li>• TV</li> </ul> <p>3. Gambar-gambar/ benda terkait</p>
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<p>Hak Cipta Dilindungi Undang-Undang</p> <ol style="list-style-type: none"> <li>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:</li> <li>a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah</li> <li>b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</li> </ol> <ol style="list-style-type: none"> <li>2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</li> </ol>	<p>3. / ungkapan yang dibahas</p> <p>3. Mendengarkan percakapan memuat ungkapan terkait marteri</p> <p>4. Tanya jawab tentang isi percakapan</p> <p>5. Tanya jawab tentang fungsi dan makna ungkapan dalam percakapan</p>	<p>memuji</p> <ul style="list-style-type: none"> <li>• Merespon ungkapan memberi selamat</li> </ul>		<p>singkat</p>	<p><i>movie ?</i></p> <p>B: ...</p> <p>2.A: <i>I do agree with you to join the speech contest.</i></p> <p>B: ...</p> <p>3.A: <i>You have a beautiful hair</i></p> <p>B: ...</p> <p>4.A: <i>Congratulation ! you passed your exams</i></p> <p>B : ...</p>		<ol style="list-style-type: none"> <li>1. Script percakapan</li> <li>2. Rekaman percakapan</li> <li>3. Tape recorder</li> <li>4. Gambar yang relevan</li> </ol> <p>Buku teks yang relevan</p>
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Standar Kompetensi : **Mendengarkan**

2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar		
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.3 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.	Teks fungsional pendek berupa : 1. Undangan Contoh: <i>Dear Rio,</i> <i>I want you to come to my house for lunch on Sunday at 12 a.m.</i> <i>Thanks.</i>	1. Tanya jawab tentang berbagai hal terkait topik/tema yang akan dibahas 2. Membahas kosakata yang terkait tema/topik/undangan (noun phrase, verb phrase) 3. membahas ungkapan-ungkapan yang sering muncul dalam undangan: • <i>I want you to come to.....</i> • <i>Please come to .....</i> • <i>Don't forget</i>	1. Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa undangan. 2. Mengidentifikasi ciri kebahasaan dalam teks fungsional pendek berupa Undangan.	Tes tertulis Tes lisan Tes tulis	Melengkapi rumpang Menjawab singkat	1. <i>Complete the following sentences based on the text you hear</i>  2. Listen to the text and give short answer	2 x 40 menit	1. <i>Script</i> teks undangan 2. Rekaman undangan • cassette • tape recorder • CD • CD Player • TV 3. Gambar/realia terkait tema/topik/ jenis teks  1. Buku teks yang relevan 2. Gambar terkait tema / topik

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 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumumkan dan memperbanyak lagi dengan cara dan alat apa pun tanpa izin UIN Suska Riau.

<p>1.4 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<p>1. Teks lisan berbentuk teks</p> <ul style="list-style-type: none"> <li>• <i>descriptive</i></li> <li>• <i>recount</i></li> </ul> <p>2. Langkah-langkah menulis</p> <ul style="list-style-type: none"> <li>• <i>descriptive (identification description)</i></li> <li>• <i>recount (orientation events – reorientation)</i></li> </ul> <p>3. Tata Bahasa</p> <ul style="list-style-type: none"> <li>• Past continuous</li> <li>• Conjunction                     <ul style="list-style-type: none"> <li>• <i>when...</i></li> <li>• <i>while ...</i></li> </ul> </li> </ul> <p>4. Kosakata terkait tema dg jenis teks</p>	<p><i>to come to.....</i></p> <p>4. Mendengarkan teks fungsional pendek</p> <p>1. <i>Eliciting</i> kosakata terkait tema/topik/ jenis teks</p> <p>2. Membahas tata bahasa terkait jenis teks yang akan dibahas</p> <p>3. Mendengarkan teks monolog <i>descriptive / recount</i> dengan topik tertentu</p> <p>4. Menjawab pertanyaan tentang berbagai informasi terkait teks yang didengar</p> <p>5. Menjawab pertanyaan tentang tujuan komunikatif teks yang didengar</p>	<p>1. Mengidentifikasi Informasi/makna yang terdapat dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p> <p>2. Mengidentifikasi tujuan komunikatif dan langkah retorika teks deskriptif dan <i>recount</i>.</p>	<p>Pertanyaan lisan</p> <p>PG</p>	<p><i>Answer the questions orally based on the text you listen to</i></p> <p><i>Choose the best option based on the text you have listened to</i></p>	<p>8 x 40 menit</p>	<p><i>Script</i> teks:  <i>descriptive / recount</i></p> <p>4. Rekaman teks          5. Tape recorder          6. OHP          7. Lingkungan sekitar</p>
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Standar Kompetensi : Berbicara

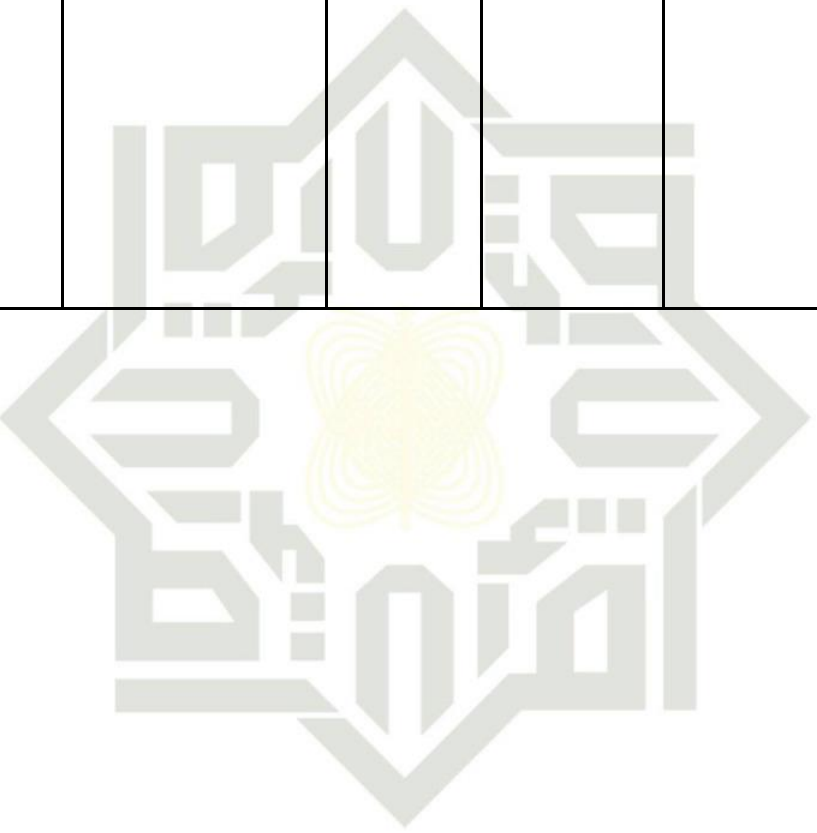
3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar	
				Teknik	Bentuk Instrumen	Contoh Instrumen	
<p>3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi</p>	<p>1. Percakapan singkat dan ungkapan-ungkapan. Contoh : • A: <i>Let me help you.</i> B: <i>Thank you so much.</i></p> <p>2. Tata Bahasa - Yes/No Questions - QW-Questions</p>	<p>1. <i>Review</i> kosakata dan ungkapan-ungkapan terkait materi dan tema 2. Tanya jawab menggunakan ungkapan-ungkapan tersebut 3. Bermain peran melakukan percakapan yang disediakan guru 4. Bermain peran melakukan percakapan berdasarkan situasi /gambar yang disediakan</p>	<p>1. Bertanya dan menjawab tentang meminta,memberi, menolak jasa 2. Bertanya dan menjawab tentang meminta,memberi, menolak barang 3. Bertanya dan menjawab tentang mengakui, mengingkari fakta 4. Bertanya dan memberi pendapat</p>	Unjuk kerja	Uji Petik Berbicara Bermain peran	<p><i>Create a dialogue based on the role cards and perform it in front of the class.</i></p> <p>4 x 40 menit</p>	<p>1. Buku teks yang relevan 2. Gambar-gambar terkait tema 3. Realia Benda sekitar</p>



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<p>pendapat</p> <p>3.2 Memahami dan merespon percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</p>	<p>3. Kosakata dan jenis kata</p> <ul style="list-style-type: none"> <li>- Kata terkait tema</li> <li>- dan jenis kata</li> </ul> <p>4. Ungkapan</p> <ul style="list-style-type: none"> <li>- Sorry</li> <li>- I Think so</li> <li>- I don't think so</li> </ul>	<p>5. Menggunakan ungkapan yang telah dipelajari dalam <i>real life situation</i></p> <p>1. Review kosakata terkait tema, topik sebelumnya</p> <p>2. Memperkenalkan kosakata baru / ungkapan-ungkapan yang akan dibahas</p> <p>3. Tanya jawab menggunakan ungkapan-ungkapan terkait materi</p> <p>4. Menirukan percakapan yang diucapkan guru</p> <p>5. Melakukan percakapan yang diberikan</p> <p>6. Melakukan tanya jawab menggunakan ungkapan</p>	<p>1. Bertanya dan menjawab tentang mengundang, menerima, menolak ajakan</p> <p>2. Bertanya dan menjawab tentang menyetujui, tidak menyetujui</p> <p>3. Bertanya dan menjawab tentang memuji</p> <p>4. Bertanya dan menjawab tentang memberi selamat</p>	<p>Unjuk kerja</p>	<p>Uji Petik berbicara Bermain peran</p>	<p><i>Create a dialogue based on the role cards and perform it in front of the class.</i></p>	<p>4x40 menit</p>	<p>1. Buku teks yang relevan 2. Gambar-gambar terkait tema 3. Realia 4. Role cards</p>
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Standar Kompetensi : Berbicara

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar	
				Teknik	Bentuk Instrumen	Contoh Instrumen	
<p>4.1 .Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</p>	<p>1. Teks fungsional pendek sederhana</p> <ul style="list-style-type: none"> <li>• Undangan</li> </ul> <p>Contoh</p> <p><i>Dear Riko,</i></p> <p><i>I want you to come to my house for lunch on Sunday at 12 a.m.</i></p> <p><i>Thanks</i></p> <p>Moha</p> <ul style="list-style-type: none"> <li>• Pesan Singkat</li> </ul> <p>Contoh</p> <p>Intan,</p>	<p>1. Mendengarkan teks fungsional pendek:</p> <p>2. Tanya jawab tentang isi teks “undangan”</p> <p>3. Tanya jawab tentang struktur teks</p> <p>4. Membuat kalimat sederhana terkait jenis teks bentuk undangan</p> <p><i>I want to come to....</i></p> <p><i>Please come to .....</i></p>	<p>1. Mengungkapkan secara lisan teks fungsional pendek berbentuk undangan.</p> <p>2. Bertanya dan menjawab secara lisan berbagai informasi tentang teks fungsional pendek berbentuk undangan</p>	<p>Unjuk kerja</p> <p>Tes lisan</p>	<p><i>Uji petik berbicara</i></p> <p>Pertanyaan lisan</p>	<p>1. <i>Invite your friend to come to your bithday party orally!</i></p> <p>2. <i>Ask and answer orally based on the invitation card given.</i></p>	<p>2 x 40 menit</p>

<p>4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<p>Meet me after school. Aaa</p> <ol style="list-style-type: none"> <li>1. Teks pendek berbentuk <i>descriptive</i> dan <i>recount</i></li> <li>2. – informasi faktual <ul style="list-style-type: none"> <li>• informasi rinci</li> <li>• gagasan utama</li> <li>• gagasan pendukung</li> </ul>                     dalam teks pendek berbentuk <i>recount</i> </li> <li>3. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></li> <li>4. Langkah retorika teks <i>descriptive</i> dan <i>recount</i>.</li> <li>5. Kosakata terkait tema dan jenis teks</li> </ol>	<ol style="list-style-type: none"> <li>1. Tanya jawab berbagai hal terkait topik tertentu ( peristiwa, kejadian, pengalaman )</li> <li>2. Mengembangkan kosakata, tata bahasa terkait topik / jenis teks <i>descriptive</i> dan <i>recount</i></li> <li>3. Mengidentifikasi kejadian, peristiwa, pengalaman yang pernah dialami melalui tanya jawab</li> <li>4. Melakukan monolog dalam bentuk <i>descriptive</i> dan <i>recount</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Bertanya dan menjawab berbagai infmasi secara lisan dalam teks pendek berbentuk : <ul style="list-style-type: none"> <li>- <i>descriptive</i></li> <li>- <i>recount</i></li> </ul> </li> <li>2. Melakukan monolog pendek dalam bentuk <ul style="list-style-type: none"> <li>- <i>descriptive</i></li> <li>- <i>recount</i></li> </ul> </li> </ol>	<p>Unjuk kerja</p> <p>Unjuk kerja</p> <p>Tes lisan</p>	<p>Uji petik berbicara, bertanya dan menjawab</p> <p>Uji petik berbicara mendeskripsikan sesuatu</p> <p>Uji petik berbicara, menceritakan kejadian</p>	<p>Ask and answer based on the following situation</p> <ol style="list-style-type: none"> <li>1. <i>Look at this thing and describe it.</i></li> <li>2. <i>Think of an activity or event that happened to you yesterday and tell us about it.</i></li> </ol>	<p>6 x 40 menit</p>	
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Standar Kompetensi : **Membaca**

5. Memahami makna teks tulis fungsional dan cerita pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
				Teknik Bentuk Instrumen	Contoh Instrumen	
5.1 Membaca teks tulis fungsional berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	1. Teks fungsional pendek berupa: <ul style="list-style-type: none"> <li>• Pesan singkat</li> </ul> 2. Teks tulis berbentuk <i>descriptive</i> dan <i>recount</i> <ul style="list-style-type: none"> <li>• Makna gagasan</li> <li>• Makna terstua dalam</li> </ul>	1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk cerita pendek 2. Mendengarkan teks yang dibacakan oleh guru/teman tentang cerita pendek. 3. Membahas kosakata	<ul style="list-style-type: none"> <li>• Membaca dengan nyaring dan bermakna teks fungsional pendek</li> <li>• Mengidentifikasi berbagai informasi dalam teks fungsional pendek</li> </ul>	Tes lisan  Membaca nyaring	4x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar

<p>5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <ol style="list-style-type: none"> <li>1. Teks fungsional pendek berupa       <ul style="list-style-type: none"> <li>-Cerita pendek</li> <li>- pesan singkat</li> </ul> </li> <li>2. Tata Bahasa       <ul style="list-style-type: none"> <li>- simple past tense</li> </ul> </li> </ol>	<p>teks <i>descriptive</i> dan <i>recount</i></p> <ol style="list-style-type: none"> <li>2. Langkah retorika dalam teks <i>descriptive</i> dan <i>recount</i></li> <li>3. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i></li> <li>4. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i> membahas kosakata (<i>noun, verb, adverb, adjective</i>)</li> </ol> <ol style="list-style-type: none"> <li>1. Merespon bacaan teks pendek       <ul style="list-style-type: none"> <li>- <i>descriptive</i></li> <li>- <i>recount</i></li> </ul> </li> <li>2. Kosakata terkait jenis teks (<i>noun, verb, adverb, adjective</i>)       <ul style="list-style-type: none"> <li>- kata penghubung <i>and, the, after that, before</i> dsb</li> </ul> </li> <li>3. Tata bahasa Kalimat sederhana</li> </ol>	<p>(Noun, verb, adverb, adjective)</p> <ol style="list-style-type: none"> <li>4. Menjawab pertanyaan tentang isi teks fungsional pendek</li> <li>4. Menyebutkan tujuan komunikatif teks fungsional pendek.</li> <li>5. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek.</li> </ol> <ol style="list-style-type: none"> <li>1. Tanya jawab berbagai hal terkait tema/topik bacaan</li> <li>2. Review kosakata dan tata bahasa terkait jenis teks <i>descriptive/recount text</i>, (<i>noun, verb, adverb, adjective</i>)</li> <li>3. Menyebutkan ciri-ciri kebahasaan teks yang dibaca</li> <li>4. Membaca nyaring dan memperhatikan spelling teks <i>descriptive / recount</i></li> </ol>	<ul style="list-style-type: none"> <li>• Mengidentifikasi fungsi sosial teks fungsional pendek</li> <li>• Mengidentifikasi ciri kebahasaan teks fungsional pendek</li> </ul> <ol style="list-style-type: none"> <li>1. Menjawab pertanyaan tentang teks bacaan :       <ul style="list-style-type: none"> <li>- <i>Descriptive</i></li> <li>- <i>Recount</i></li> </ul> </li> <li>2. Memahami terkait jenis kosakata dalam teks <i>descriptive</i> dan <i>recount</i></li> <li>3. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></li> <li>4. Membaca nyaring <i>descriptive / recount</i></li> </ol>	<p>Tes tertulis</p> <p>Tes tulis</p> <p>Tes lisan</p>	<ol style="list-style-type: none"> <li>1. Melengkapi</li> <li>2. Pilihan ganda</li> <li>3. Urai</li> </ol> <p>Pilihan ganda</p> <p>T / F</p> <p>Uraian</p> <p>Membaca nyaring</p>	<p><i>words</i></p> <ol style="list-style-type: none"> <li>2. <i>Choose the correct answer</i></li> <li>3. <i>Answer the following questions based on the text</i></li> <li>1. <i>Choose the best option based on the text.</i></li> <li>2. <i>State whether the statements are TRU or FALSE.</i></li> <li>3. <i>Answer the questions</i></li> </ol> <p><i>Read the text aloud.</i></p>	<p>4 x 40 menit</p>	<ol style="list-style-type: none"> <li>4. LKS bahasa Inggris kelas VIII</li> <li>5. Kamus Bahasa Inggris</li> <li>1. Buku teks yang relevan</li> <li>2. Koran/majalah</li> <li>3. Gambar peristiwa/tempat</li> <li>4. Lingkungan sekitar</li> </ol>
<p>5.3 Merespon makna dan langkah retorika dalam cerita pendek sederhana secara akurat, lancar yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<p>teks <i>descriptive</i> dan <i>recount</i></p> <ol style="list-style-type: none"> <li>2. Langkah retorika dalam teks <i>descriptive</i> dan <i>recount</i></li> <li>3. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i></li> <li>4. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i> membahas kosakata (<i>noun, verb, adverb, adjective</i>)</li> </ol> <ol style="list-style-type: none"> <li>1. Merespon bacaan teks pendek       <ul style="list-style-type: none"> <li>- <i>descriptive</i></li> <li>- <i>recount</i></li> </ul> </li> <li>2. Kosakata terkait jenis teks (<i>noun, verb, adverb, adjective</i>)       <ul style="list-style-type: none"> <li>- kata penghubung <i>and, the, after that, before</i> dsb</li> </ul> </li> <li>3. Tata bahasa Kalimat sederhana</li> </ol>	<p>(Noun, verb, adverb, adjective)</p> <ol style="list-style-type: none"> <li>4. Menjawab pertanyaan tentang isi teks fungsional pendek</li> <li>4. Menyebutkan tujuan komunikatif teks fungsional pendek.</li> <li>5. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek.</li> </ol> <ol style="list-style-type: none"> <li>1. Tanya jawab berbagai hal terkait tema/topik bacaan</li> <li>2. Review kosakata dan tata bahasa terkait jenis teks <i>descriptive/recount text</i>, (<i>noun, verb, adverb, adjective</i>)</li> <li>3. Menyebutkan ciri-ciri kebahasaan teks yang dibaca</li> <li>4. Membaca nyaring dan memperhatikan spelling teks <i>descriptive / recount</i></li> </ol>	<ul style="list-style-type: none"> <li>• Mengidentifikasi fungsi sosial teks fungsional pendek</li> <li>• Mengidentifikasi ciri kebahasaan teks fungsional pendek</li> </ul> <ol style="list-style-type: none"> <li>1. Menjawab pertanyaan tentang teks bacaan :       <ul style="list-style-type: none"> <li>- <i>Descriptive</i></li> <li>- <i>Recount</i></li> </ul> </li> <li>2. Memahami terkait jenis kosakata dalam teks <i>descriptive</i> dan <i>recount</i></li> <li>3. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></li> <li>4. Membaca nyaring <i>descriptive / recount</i></li> </ol>	<p>Tes tertulis</p> <p>Tes tulis</p> <p>Tes lisan</p>	<ol style="list-style-type: none"> <li>1. Melengkapi</li> <li>2. Pilihan ganda</li> <li>3. Urai</li> </ol> <p>Pilihan ganda</p> <p>T / F</p> <p>Uraian</p> <p>Membaca nyaring</p>	<p><i>words</i></p> <ol style="list-style-type: none"> <li>2. <i>Choose the correct answer</i></li> <li>3. <i>Answer the following questions based on the text</i></li> <li>1. <i>Choose the best option based on the text.</i></li> <li>2. <i>State whether the statements are TRU or FALSE.</i></li> <li>3. <i>Answer the questions</i></li> </ol> <p><i>Read the text aloud.</i></p>	<p>4 x 40 menit</p>	<ol style="list-style-type: none"> <li>4. LKS bahasa Inggris kelas VIII</li> <li>5. Kamus Bahasa Inggris</li> <li>1. Buku teks yang relevan</li> <li>2. Koran/majalah</li> <li>3. Gambar peristiwa/tempat</li> <li>4. Lingkungan sekitar</li> </ol>

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	<ul style="list-style-type: none"> <li>- Simpel present</li> <li>- Simpel past tense</li> <li>- past continuous</li> </ul>							
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Standar Kompetensi : **Menulis**

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen
6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional pendek berupa : <ul style="list-style-type: none"> <li>• Undangan</li> <li>• Pengumuman</li> <li>• Pesan Singkat</li> </ul> 2. Tata Bahasa <ul style="list-style-type: none"> <li>• Kalimat sederhana - mengundang</li> </ul>	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks	1. Melengkapi rumpang teks fungsional pendek 2. Meyusun kata menjadi teks fungsional yang bermakna 3. Menulis teks fungsional pendek	Tes tulis Melengkapi rumpang Menyusun kata acak	4 x 40 menit	1. Buku teks yang relevan Contoh undangan, pengumuman, SMS 2. Gambar yang relevan

<p>6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<ul style="list-style-type: none"> <li>- mengumumkan</li> <li>- menyampaikan pesan</li> </ul> <p>3. Kosakata</p> <ul style="list-style-type: none"> <li>- Kata terkait tema dan jenis teks</li> </ul> <p>4. Tanda baca</p> <p>5. Spelling</p> <p>1. Teks rumpang berbentuk</p> <ul style="list-style-type: none"> <li>- <i>descriptive</i></li> <li>- <i>recount</i></li> </ul> <p>2. Tata bahasa</p> <p>Kalimat sederhana</p> <ul style="list-style-type: none"> <li>- Simpel present tense</li> <li>- Simpel past tense</li> <li>- past cont tense</li> </ul> <p>3. Kosakata</p> <ul style="list-style-type: none"> <li>- kata terkait tema dan</li> </ul>	<p>fungsiional pendek berdasarkan kontek</p> <p>Review ungkapan-ungkapan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i>.</p> <p>2. Menulis kalimat yang berdasarkan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i> gambar/realia.</p> <p>3. Melengkapi rumpang dalam teks <i>descriptif</i> dan <i>recount</i> dengan kata yang tepat.</p> <p>4. Menyusun kalimat acak menjadi teks <i>descriptif</i> dan <i>recount</i> yang terpadu.</p> <p>5. Membuat draft teks <i>descriptive</i> dan <i>recount</i> secara mandiri.</p> <p>6. Mengekspos teks <i>descriptive</i> dan <i>recount</i> yang ditulis di kelas.</p>	<p>1. Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i></p> <p>2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i> dan <i>recount</i>.</p> <p>3. Menulis teks esai dalam bentuk</p> <p>a. <i>descriptive</i></p> <p>dan</p>	<p>Tes tulis</p> <p>Tes tulis</p> <p>Tes tulis</p>	<p>Essay</p> <p>1. <i>Completion</i></p> <p>2. <i>Jumbled sentences</i></p> <p>3. <i>Essay</i></p>	<p><i>tion/ an announcement / message based on the situation given.</i></p> <p>1. <i>Complete the Paragraph using the suitable</i></p> <p>1. <i>Rearrange the Following sentences correctly.</i></p> <p>2 <i>Write an essay a. describing something or a certain place.</i></p>	<p>4 x 40 menit</p>	<p>1. Buku teks yang relevan</p> <p>2. Gambar terkait tema/topik</p> <p>3. Benda-benda sekitar</p>
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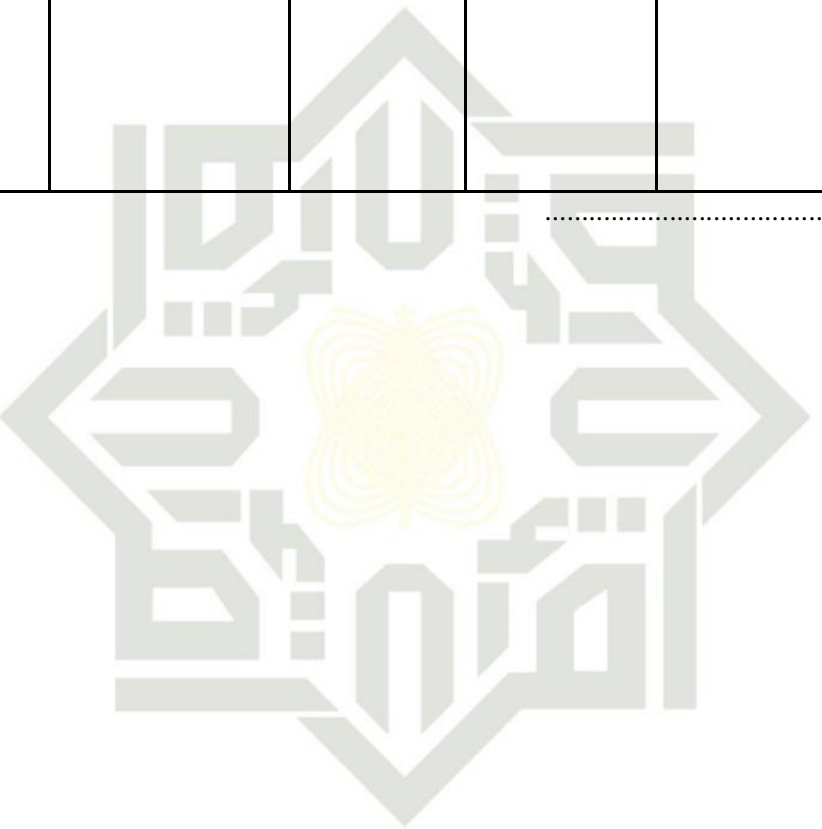
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UIN SUSKA RIAU

Strategi Esai

UIN Sultan Syarif Kasim Riau





UIN SUSKA RIAU

	<p>jenis teks</p> <p>- kata penghubung and, then, after that before dsb</p> <p>4. Tanda Baca, Capital</p>		<p><i>recount .</i></p>			<p><i>b. Telling what you did last Sunday</i></p>			
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# APPENDIX II

## INSTRUMENT OF THE RESEARCH

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## TRY OUT

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Direction:

- 1. These questions are multiple-choice
- 2. These questions are use to assess students' English vocabulary development
- 3. These questions are 20 items
- 4. Choose the correct answer based on the questions

**Read and answer the question number 1-5**

### The Hare and the Tortoise

The hare was once boasting of his speed before the other animals in the forest. "I have never been beaten yet so far when I put in my full speed," he said.

"I challenge anyone here to race with me," he said again arrogantly.

The tortoise said gently, "I accept your challenge, Hare."

"Are you joking?" asked the Hare. "I could dance around you all the way during the race."

"Keep on boasting words until you've won," answered the tortoise. "Shall we race now?"

So a contest was fixed, and a start was made not long after that. The hare darted almost out of sight at once but soon stopped, and then, to show his contempt for the tortoise, he laid down to have a nap. When the Hare awoke from his nap, he saw the tortoise just near the winning post, and he could not run up in time to win the race.

Then the tortoise said, "Slow but steady progress wins the race."

1. "I challenge any one here to race with me," he said again arrogantly.

What is the Synonym of underline word ....

- A. Friendly
- B. Humble
- C. Hard work
- D. Haughty

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2. Are you joking?" asked the Hare

What is the antonym of underline word ....

- A. Right
- B. False
- C. Serious
- D. Talking

3. When the Hare awoke from his nap, he saw the Tortoise just near the winning-post"

What is the antonym of underline word ....

- A. Fast
- B. Saw
- C. Get
- D. Far

4. What is spelling of word "never"

- A. N-ei-vi-ei-er
- B. En-ai-vi-i-ar
- C. En-i-vi-ai-er
- D. En-i-vi-i-ar

5. What is spelling of word "Race"

- A. Er-ei-si-ai
- B. Ar-ei-si-ei
- C. Er-ei-i-ei
- D. Ar-ei-si-i:

### The Wise Elephant and the Foolish Monkeys

In a dense jungle, there lived a wise elephant who was respected by all the animals. One day, a group of monkeys approached the elephant and said, "We want to be as wise as you, can you teach us your ways?"

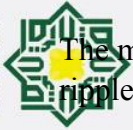
The elephant agreed to teach the monkeys but warned them that wisdom came with age and experience. However, the monkeys were impatient and wanted to learn quickly.

The elephant decided to teach them a lesson and took them to a riverbank. There, he picked up a rock and threw it into the river. He then asked the monkeys, "What did you see?"

The monkeys replied, "We saw the rock fall into the river and create ripples."

The elephant then picked up another rock and threw it into the river again. This time, he asked the monkeys, "What did you learn?"





The monkeys were confused and said, “We saw the rock fall into the river and create ripples, but we don’t understand what we’re supposed to learn.”

The wise elephant replied, “Just like the rock, your actions have a ripple effect on others.

If you do good, it will create positive ripples, and if you do bad, it will create negative ripples. So, always think before you act.”

The monkeys understood the lesson and promised to be wiser from that day on.

The monkeys replied, We saw the rock fall into the river and create ripples.”

What is the underline word of the text?

- A. Noun
- B. Verb
- C. Adjective
- D. Adverb

However, the monkeys were impatient and wanted to learn quickly.

What is meaning of underline word?

- A. Mudah
- B. Cepat
- C. Belajar
- D. Tidak sabar

**Read and answer the question number 8-10**

**The Ant And The Grasshopper**

A long time ago, an ant and a grasshopper lived in a garden close to some grain fields. The happy-go-lucky and merry grasshopper always spent his time singing and dancing in the garden. His friend, the little ant, was always busy working. Even at the peak of summer, the ant carried food grains from the nearby fields on her back and stored them safely in her home. The grasshopper always made fun of the hardworking ant.

He often asked her to leave all that work and join him in singing and dancing. “Come on, my friend! What is the need to sweat it out in this hot summer sun?” the grasshopper asked the ant. “I am preparing for the winter,” the ant replied.

The ant refused to join the grasshopper and continued gathering grains instead. She kept herself busy storing food supplies for the cold and harsh winters, when it would be difficult for her to venture out. The grasshopper laughed at her and told her there was enough food for a lifetime.

Hal-hal yang mendasar dalam kehidupan manusia adalah pendidikan. Pendidikan yang berkualitas akan menghasilkan generasi yang unggul. UIN Suska Riau sebagai lembaga pendidikan Islam yang terkemuka di Riau berkomitmen untuk meningkatkan kualitas pendidikan melalui berbagai upaya. Salah satunya adalah dengan menghadirkan dosen-dosen yang berkualitas dan berpengalaman. UIN Suska Riau juga memiliki berbagai fasilitas yang mendukung proses belajar mengajar. Dengan demikian, diharapkan UIN Suska Riau dapat memberikan layanan pendidikan yang terbaik bagi masyarakat Riau.



The ant, however, never stopped working throughout the summer. The grasshopper continued to sit in the shade of the garden trees and sing happily. Summer gradually came to an end, but that did not affect the grasshopper.

She did not stop the ant from relentlessly carrying food grains from the fields to her home. She was annoyed by and advised her grasshopper friend to start storing food for the winter for good. Stop wasting your time and start gathering some food. You will need it in the winter, the ant urged.” The grasshopper only smiled and said, “There’s lots of time! Right now it is fine”. The ant shrugged away and continued with her daily routine.

Seasons soon changed. Winter brought in freezing temperatures, and the grasshopper had no food. He looked around to find some, but he was so cold that he could hardly move. Everything was covered with snow.

“Let me in, for I am cold, weak, and hungry, my dear friend,” he said. The ant opened the door just a little bit. She did not let the grasshopper in. She refused to offer him any food. The cold and hungry grasshopper was weak. “I will sing to you for free, my friend,” he begged. “Do you remember how hard I worked during the hot summers?” The ant asked the grasshopper. “I did that to provide myself with food during the cold season. I had asked you to do the same. You ignored my words and laughed at me instead. Sing for someone else. I am sorry, but I have enough grains only for myself.”

The grasshopper then realized that he should have used his time better instead of wasting it on singing and lazing in the garden.

8. “Let me in, for I am cold, weak, and hungry, my dear friend,” he said

What is the class of underline word ....

- A. Adverb
- B. Verb
- C. Noun
- D. Adjective

9. He looked around to find some, but he was so cold that he could hardly move.

What is the class of underline word ....

- A. Verb
- B. Adjective
- C. Adverb
- D. Noun

10. “I will sing to you for free, my friend”

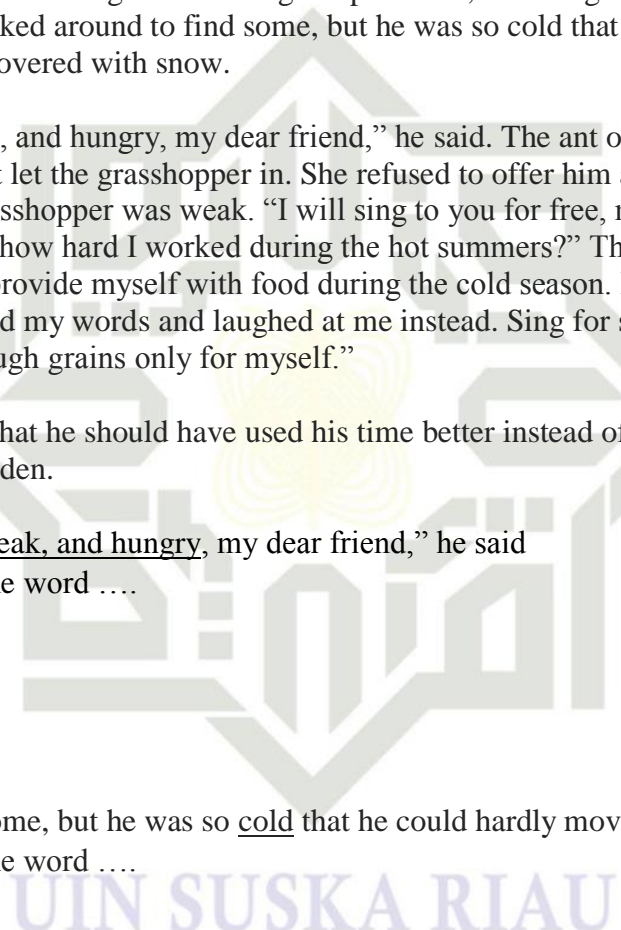
What is the class of underline word ....

- A. Noun
- B. Verb
- C. Adverb
- D. Adjective

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## Elephant and Mouse

One day an Elephant was walking through the forest. He stepped on a Mouse. The Mouse was very angry and said, "You are so big and strong. Why did you step on me?" The Elephant said, "I'm sorry, I didn't see you." The Mouse said, "Now you have to carry me on your back."

The Elephant thought this was a good idea and picked up the Mouse. He carried him on his back for a while, but then he got tired and put him down.

The Mouse said, "Now you have to carry me all the way to my home." The Elephant thought this was a good idea and picked up the Mouse again. He carried him all the way to his home and then him down. The Mouse said, "Thank you for carrying me."

1. The Mouse was very angry and said, "You are so big and strong."

What is class of underline word?

- A. Verb
- B. Noun
- C. Adverb
- D. Adjective

1. The Elephant thought this was a good idea and picked up the Mouse again.

What is class of underline word?

- A. Verb
- B. Adjective
- C. Noun
- D. Preposition

## The Curious Giraffe and the Wise Elephant

In a savannah, there lived a curious giraffe who was always asking questions and exploring new things. One day, he approached a wise elephant and asked him, "Why are you the wisest animal in the savannah?"

The elephant smiled and said, "I am not the wisest animal in the savannah, but I have lived here for a long time and have learned from my experiences. Wisdom comes from learning and applying that knowledge to make better decisions."

The giraffe was intrigued and asked the elephant to share some of his wisdom. The elephant said, "One of the most important lessons I have learned is that we are all connected in this world.

Every action we take has a ripple effect on the environment and the other animals around us. That's why it's important to be mindful and considerate of our actions."



The giraffe was grateful for the elephant's wise words and promised to apply them in his life. He learned that wisdom is not just about knowledge, but it's also about the ability to apply that knowledge to make positive changes in the world.

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11. From text above, Who was always asking questions and exploring new things?

- A. Rabbit
- B. Elephant
- C. Mouse
- D. Giraffe

12. Why is it's important to be mindful and considerate of our actions?"

What is meaning of underline word?

- A. Tepat
- B. Jelas
- C. Pengembangan
- D. Penting

13. Every action we take has a ripple effect on the environment and the other animals around

What is the spelling of word "take"?

- A. T-ei-k-ie
- B. Ti-ei-kei-i
- C. Ti-ei-kei-ai
- D. Ti-ei-kei-ai

### The Resourceful Elephant and the Arrogant Rhino

In jungle, there lived a resourceful elephant who was known for his intelligence and problem-solving skills. One day, an arrogant rhino approached the elephant and challenged him to a competition.

The rhino said, "I am the strongest and most powerful animal in the jungle. Let's see who can knock down the most trees, and the winner will be declared the best animal in the jungle."

The elephant agreed to the challenge and started to knock down the trees with his trunk. But the rhino was too stubborn and used his horn to knock down the trees.

As they were competing, the jungle started to flood, and the animals were in danger. The elephant quickly came up with a plan and used his trunk to create a dam, which stopped the flood and saved the animals.

The rhino was surprised by the elephant's resourcefulness and apologized for his arrogance. He learned that strength is not just about physical power, but it's also about intelligence and problem-solving skills.

16. Based on the text, Who was known for his intelligence and problem-solving skills?





- A. The writer
- B. The elephant
- C. The Rabbit
- D. The Rhino

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The arrogant rhino approached the elephant and challenged him to a competition.

What is meaning of underline word?

- A. Pertandingan
- B. Kerja keras
- C. Permainan
- D. Pengetahuan

The elephant quickly came up with a plan and used his trunk to create a dam, which topped the flood and saved the animals.

What is meaning of underline word?

- A. Pelan
- B. Lambat
- C. Rendah
- D. Cepat

Who are the create a dam, which stopped the flood and saved the animals?

- A. The animal
- B. The Writer
- C. The elephant
- D. The Rhino

What is the learned of the stories ?

- A. That strength is not just about physical power, but it's also about intelligence and problem-solving skills.
- B. Always positive thinking we as the winner
- C. Never help the other
- D. Always agree the competition.



## PRE-TEST

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Direction:

1. These questions are multiple-choice
2. These questions are use to assess students' English vocabulary development
3. These questions are 20 items
4. Choose the correct answer based on the questions

### The Resourceful Elephant and the Arrogant Rhino

In a jungle there lived a resourceful elephant who was known for his intelligence and problem-solving skills. One day, an arrogant rhino approached the elephant and challenged him to a competition.

The rhino said, "I am the strongest and most powerful animal in the jungle. Let's see who can knock down the most trees, and the winner will be declared the best animal in the jungle."

The elephant agreed to the challenge and started to knock down the trees with his trunk. But the rhino was too stubborn and used his horn to knock down the trees.

As they were competing, the jungle started to flood, and the animals were in danger. The elephant quickly came up with a plan and used his trunk to create a dam, which stopped the flood and saved the animals.

The rhino was surprised by the elephant's resourcefulness and apologized for his arrogance. He learned that strength is not just about physical power, but it's also about intelligence and problem-solving skills.

1. Based on the text, Who was known for his intelligence and problem-solving skills?
  - A. The writer
  - B. The elephant
  - C. The Rabbit
  - D. The Rhino
2. An arrogant rhino approached the elephant and challenged him to a competition. What is meaning of underline word?
  - A. Pertandingan
  - B. Kerja keras
  - C. Permainan
  - D. Pengetahuan
3. The elephant quickly came up with a plan and used his trunk to create a dam, which stopped the flood and saved the animals.



What is meaning of underline word?

- A. Pelan
- B. Lambat
- C. Rendah
- D. Cepat

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3. Who are the create a dam, which stopped the flood and saved the animals?

- A. The animal
- B. The Writer
- C. The elephant
- D. The Rhino

4. What is the learned of the stories ?

- A. That strength is not just about physical power, but it's also about intelligence and problem-solving skills.
- B. Always positive thinking we as the winner
- C. Never help the other
- D. Always agree the competition.

### The Wise Elephant and the Foolish Monkeys

In dense jungle, there lived a wise elephant who was respected by all the animals. One day, a group of monkeys approached the elephant and said, "We want to be as wise as you, can you teach us your ways?"

The elephant agreed to teach the monkeys but warned them that wisdom came with age and experience. However, the monkeys were impatient and wanted to learn quickly.

The elephant decided to teach them a lesson and took them to a riverbank. There, he picked up a rock and threw it into the river. He then asked the monkeys, "What did you see?"

The monkeys replied, We saw the rock fall into the river and create ripples."

The elephant then picked up another rock and threw it into the river again. This time, he asked the monkeys, "What did you learn?"

The monkeys were confused and said, "We saw the rock fall into the river and create ripples, but we don't understand what we're supposed to learn."

The wise elephant replied, "Just like the rock, your actions have a ripple effect on others. If you do good, it will create positive ripples, and if you do bad, it will create negative ripples. So always think before you act."

The monkeys understood the lesson and promised to be wiser from that day on.



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6. The monkeys replied, We saw the rock fall into the river and create ripples.”  
 What is the underline word of the text?

- A. Noun
- B. Verb
- C. Adjective
- D. Adverb

7. However, the monkeys were impatient and wanted to learn quickly.  
 What is meaning of underline word?

- A. Mudah
- B. Cepat
- C. Belajar
- D. Tidak sabar

### The Ant And The Grasshopper

Some time ago, an ant and a grasshopper lived in a garden close to some grain fields. The ant was hard-working and the grasshopper was carefree. The grasshopper was happy-go-lucky and merry grasshopper always spent his time singing and dancing in the garden. His friend, the little ant, was always busy working. Even at the peak of summer, the ant carried food grains from the nearby fields on her back and stored them safely in her home. The grasshopper always made fun of the hardworking ant.

One day the grasshopper asked the ant to leave all that work and join him in singing and dancing. “Come on, my friend. What is the need to sweat it out in this hot summer sun?” the grasshopper asked the ant. “I am preparing for the winter,” the ant replied.

The ant refused to join the grasshopper and continued gathering grains instead. She kept her home busy storing food supplies for the cold and harsh winters, when it would be difficult for her to venture out. The grasshopper laughed at her and told her there was enough food for a lifetime.

The ant, however, never stopped working throughout the summer. The grasshopper continued to sit in the shade of the garden trees and sing happily. Summer gradually came to an end, but that did not affect the grasshopper.

It also did not stop the ant from relentlessly carrying food grains from the fields to her home. She stopped by and advised her grasshopper friend to start storing food for the winter for himself too. “Stop wasting your time and start gathering some food. You will need it in the winter,” the ant urged.” The grasshopper only smiled and said, “There’s lots of time! Right now, all is fine”. The ant shrugged away and continued with her daily routine.

The seasons soon changed. Winter brought in freezing temperatures, and the grasshopper realized he had no food. He looked around to find some, but he was so cold that he could hardly move. Everything was covered with snow.





Let me in, for I am cold, weak, and hungry, my dear friend," he said. The ant opened the door just a little bit. She did not let the grasshopper in. She refused to offer him any food either. The cold and hungry grasshopper was weak. "I will sing to you for free, my friend," he begged. "Do you remember how hard I worked during the hot summers?" The ant asked the grasshopper. "I did that to provide myself with food during the cold season. I had asked you to do the same. You ignored my words and laughed at me instead. Sing for someone and I will be sorry, but I have enough grains only for myself."

The grasshopper then realized that he should have used his time better instead of wasting it by singing and lazing in the garden.

Let me in, for I am cold, weak, and hungry, my dear friend," he said

What is the class of underline word ....

- A. Adverb
- B. Verb
- C. Noun
- D. Adjective

He looked around to find some, but he was so cold that he could hardly move.

What is the class of underline word ....

- A. Verb
- B. Adjective
- C. Adverb
- D. Noun

"I will sing to you for free, my friend"

What is the class of underline word ....

- A. Noun
- B. Verb
- C. Adverb
- D. Adjective

### The Hare and the Tortoise

The hare was once boasting of his speed before the other animals in the forest. "I have never been beaten yet so far when I put in my full speed," he said.

"I challenge anyone here to race with me," he said again arrogantly.

The tortoise said gently, "I accept your challenge, Hare."

"Are you joking?" asked the Hare. "I could dance around you all the way during the race."

"Keep your boasting words until you've won," answered the tortoise. "Shall we race now?"

So a course was fixed, and a start was made not long after that. The hare darted almost out of sight at once but soon stopped, and then, to show his contempt for the tortoise, he laid down to have a nap. When the Hare awoke from his nap, he saw the tortoise just near the winning post, and he could not run up in time to win the race.

Then the tortoise said, "Slow but steady progress wins the race."

11. Challenge any one here to race with me," he said again arrogantly.

12. What is the Synonym of underline word ....

- A. Friendly
- B. Humble
- C. Hard work
- D. Haughty

13. "Are you joking?" asked the Hare

14. What is the antonym of underline word ....

- A. Right
- B. False
- C. Serious
- D. Talking

15. When the Hare awoke from his nap, he saw the Tortoise just near the winning-post"

16. What is the antonym of underline word ....

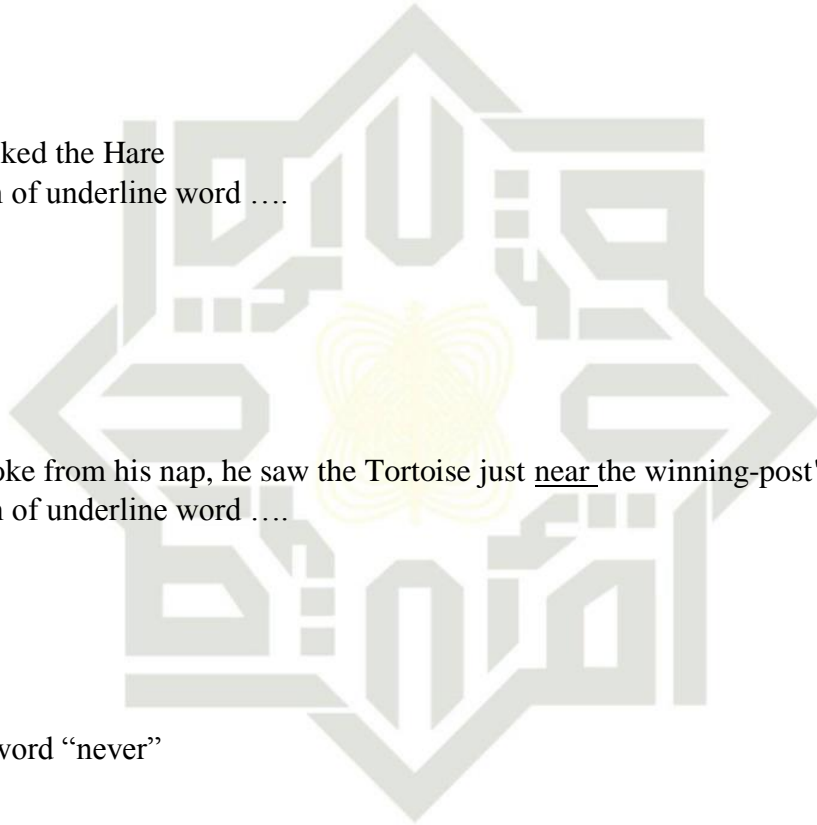
- A. Fast
- B. Saw
- C. Get
- D. Far

17. What is spelling of word "never"

- A. Ne-i-vi-ei-er
- B. En-ai-vi-i-ar
- C. En-i-vi-ai-er
- D. En-i-vi-i-ar

18. What is spelling of word " Race"

- A. Er-ei-si-ai
- B. Ar-ei-si-ei
- C. Er-ei-i-ei
- D. Ar-ei-si-i:





## Elephant and Mouse

One day an Elephant was walking through the forest. He stepped on a Mouse. The Mouse was very angry and said, "You are so big and strong. Why did you step on me?" The Elephant said, "I'm sorry, I didn't see you." The Mouse said, "Now you have to carry me on your back."

The Elephant thought this was a good idea and picked up the Mouse. He carried him on his back for a while, but then he got tired and put him down.

The Mouse said, "Now you have to carry me all the way to my home." The Elephant thought this was a good idea and picked up the Mouse again. He carried him all the way to his home and then him down. The Mouse said, "Thank you for carrying me."

10. The Mouse was very angry and said, "You are so big and strong."

What is class of underline word?

- A. Verb
- B. Noun
- C. Adverb
- D. Adjective

11. The Elephant thought this was a good idea and picked up the Mouse again.

What is class of underline word?

- A. Verb
- B. Adjective
- C. Noun
- D. Preposition

## The Curious Giraffe and the Wise Elephant

In a savannah, there lived a curious giraffe who was always asking questions and exploring new things. One day, he approached a wise elephant and asked him, "Why are you the wisest animal in the savannah?"

The elephant smiled and said, "I am not the wisest animal in the savannah, but I have lived here for a long time and have learned from my experiences. Wisdom comes from learning and applying that knowledge to make better decisions."

The giraffe was intrigued and asked the elephant to share some of his wisdom. The elephant said, "One of the most important lessons I have learned is that we are all connected in this world."

Every action we take has a ripple effect on the environment and the other animals around us. That's why it's important to be mindful and considerate of our actions."



The giraffe was grateful for the elephant’s wise words and promised to apply them in his life. He learned that wisdom is not just about knowledge, but it’s also about the ability to apply that knowledge to make positive changes in the world.

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11. From text above, Who was always asking questions and exploring new things?

- A. Rabbit
- B. Elephant
- C. Mouse
- D. Giraffe

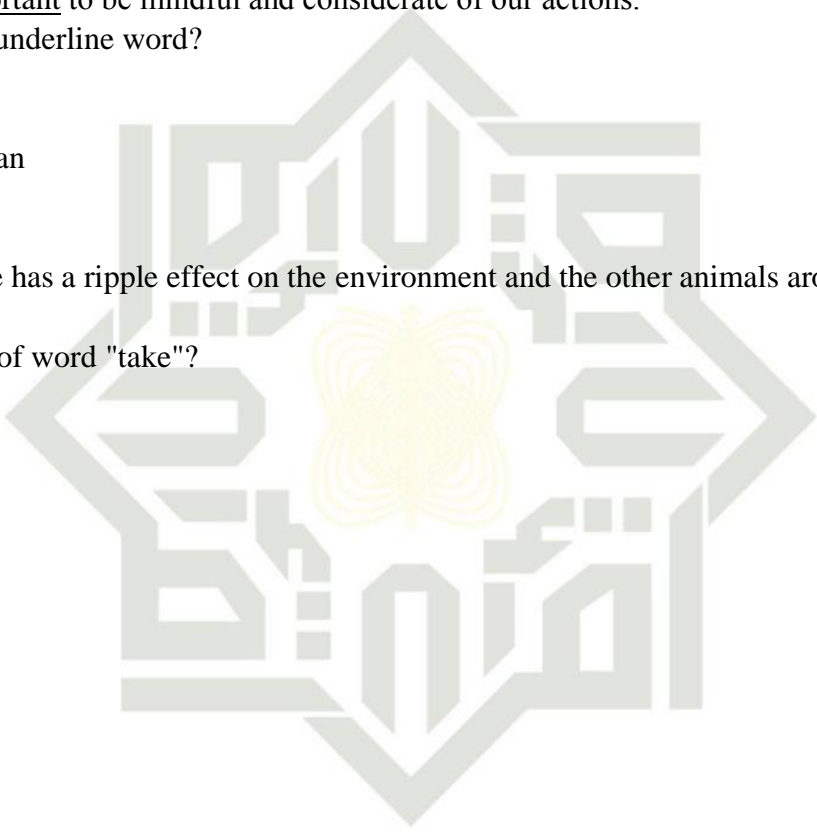
12. Why it’s important to be mindful and considerate of our actions.”  
 What is meaning of underline word?

- A. Tepat
- B. Jelas
- C. Pengembangan
- D. Penting

13. Very action we take has a ripple effect on the environment and the other animals around

What is the spelling of word "take"?

- A. T-ei-k-ie
- B. Ti-ei-kei-i
- C. Ti-ei-kei-ai
- D. Ti-ei-kei-ai







# POST-TEST

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Direction:

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- These questions are multiple-choice
- These questions are use to assess students' English vocabulary development
- These questions are 20 items
- Choose the correct answer based on the questions

## The Curious Giraffe and the Wise Elephant

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The giraffe was intrigued and asked the elephant to share some of his wisdom. The elephant said, "One of the most important lessons I have learned is that we are all connected in this world.

Every action we take has a ripple effect on the environment and the other animals around us. That's why it's important to be mindful and considerate of our actions."

The giraffe was grateful for the elephant's wise words and promised to apply them in his life. He learned that wisdom is not just about knowledge, but it's also about the ability to apply that knowledge to make positive changes in the world.

- From text above, Who was always asking questions and exploring new things?
  - Rabbit
  - Elephant
  - Mouse
  - Giraffe
- What's why it's important to be mindful and considerate of our actions."
 

What is meaning of underline word?

  - Tepat
  - Jelas
  - Pengembangan
  - Penting





3. Every action we take has a ripple effect on the environment and the other animals around

What is the spelling of word "take"?

- T-e-i-k-i-e
- T-i-e-i-kei-i
- T-i-e-i-kei-ai
- T-i-e-i-kei-ai

### The Resourceful Elephant and the Arrogant Rhino

In a jungle there lived a resourceful elephant who was known for his intelligence and problem-solving skills. One day, an arrogant rhino approached the elephant and challenged him to a competition.

The rhino said, "I am the strongest and most powerful animal in the jungle. Let's see who can knock down the most trees, and the winner will be declared the best animal in the jungle."

The elephant agreed to the challenge and started to knock down the trees with his trunk. But the rhino was too stubborn and used his horn to knock down the trees.

As they were competing, the jungle started to flood, and the animals were in danger. The elephant quickly came up with a plan and used his trunk to create a dam, which stopped the flood and saved the animals.

The rhino was surprised by the elephant's resourcefulness and apologized for his arrogance. He learned that strength is not just about physical power, but it's also about intelligence and problem-solving skills.

4. Based on the text, Who was known for his intelligence and problem-solving skills?
  - a. The writer
  - b. The elephant
  - c. The Rabbit
  - d. The Rhino
5. An arrogant rhino approached the elephant and challenged him to a competition. What is meaning of underline word?
  - a. Pertandingan
  - b. Kerja keras
  - c. Permainan
  - d. Pengetahuan
6. The elephant quickly came up with a plan and used his trunk to create a dam, which stopped the flood and saved the animals. What is meaning of underline word?
  - a. Pelan
  - b. Lambat



- d. Rendah
- e. Cepat

7. Who are the create a dam, which stopped the flood and saved the animals?

- a. The animal
- b. The Writer
- c. The elephant
- d. The Rhino

8. What is the learned of the stories ?

- a. That strength is not just about physical power, but it's also about intelligence and problem-solving skills.
- b. Always positive thinking we as the winner
- c. Never help the other
- d. Always agree the competition.

### The Wise Elephant and the Foolish Monkeys

In a dense jungle, there lived a wise elephant who was respected by all the animals. One day, a group of monkeys approached the elephant and said, "We want to be as wise as you, can you teach us your ways?"

The elephant agreed to teach the monkeys but warned them that wisdom came with age and experience. However, the monkeys were impatient and wanted to learn quickly.

The elephant decided to teach them a lesson and took them to a riverbank. There, he picked up a rock and threw it into the river. He then asked the monkeys, "What did you see?"

The monkeys replied, "We saw the rock fall into the river and create ripples."

The elephant then picked up another rock and threw it into the river again. This time, he asked the monkeys, "What did you learn?"

The monkeys were confused and said, "We saw the rock fall into the river and create ripples, but we don't understand what we're supposed to learn."

The wise elephant replied, "Just like the rock, your actions have a ripple effect on others. If you do good, it will create positive ripples, and if you do bad, it will create negative ripples. So always think before you act."

The monkeys understood the lesson and promised to be wiser from that day on.

9. The monkeys replied, "We saw the rock fall into the river and create ripples."

What is the underline word of the text?

- a. Noun
- b. Verb
- c. Adjective
- d. Adverb



10. However, the monkeys were impatient and wanted to learn quickly.  
 What is meaning of underline word?

- a. Mudah
- b. Cepat
- c. Belajar
- d. Tidak sabar

### The Hare and the Tortoise

The Hare was once boasting of his speed before the other animals in the forest. "I have never been beaten yet so far when I put in my full speed," he said.

"I challenge anyone here to race with me," he said again arrogantly.

The Tortoise said gently, "I accept your challenge, Hare."

"Are you joking?" asked the Hare. "I could dance around you all the way during the race."

"Keep your boasting words until you've won," answered the tortoise. "Shall we race now?"

So a course was fixed, and a start was made not long after that. The hare darted almost out of sight at once but soon stopped, and then, to show his contempt for the tortoise, he laid down to have a nap. When the Hare awoke from his nap, he saw the tortoise just near the winning post, and he could not run up in time to win the race.

Then the tortoise said, "Slow but steady progress wins the race."

11. He challenge any one here to race with me," he said again arrogantly.

What is the Synonym of underline word ....

- a. Friendly
- b. Humble
- c. Hard work
- d. Haughty

12. Are you joking?" asked the Hare

What is the antonym of underline word ....

- a. Right
- b. False
- c. Serious
- d. Talking

13. When the Hare awoke from his nap, he saw the Tortoise just near the winning-post"

What is the antonym of underline word ....

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- a. Fast
- b. Saw
- c. Get
- d. Far

16. What is spelling of word "never"

- a. Ne-i-vi-ei-er
- b. En-ai-vi-i-ar
- c. En-i-vi-ai-er
- d. En-i-vi-i-ar

17. What is spelling of word "Race"

- a. Er-ei-si-ai
- b. Ar-ei-si-ei
- c. Er-ei-i-ei
- d. Ar-ei-si-i:

### Elephant and Mouse

One day an Elephant was walking through the forest. He stepped on a Mouse. The Mouse was very angry and said, "You are so big and strong. Why did you step on me?" The Elephant said, "I'm sorry. I didn't see you." The Mouse said, "Now you have to carry me on your back."

The Elephant thought this was a good idea and picked up the Mouse. He carried him on his back for a while, but then he got tired and put him down.

The Mouse said, "Now you have to carry me all the way to my home." The Elephant thought this was a good idea and picked up the Mouse again. He carried him all the way to his home and then him down. The Mouse said, "Thank you for carrying me."

16. The Mouse was very angry and said, "You are so big and strong."

What is class of underline word?

- a. Verb
- b. Noun
- c. Adverb
- d. Adjective

17. The Elephant thought this was a good idea and picked up the Mouse again.

What is class of underline word?

- a. Verb
- b. Adjective
- c. Noun
- d. Preposition

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## The Ant And The Grasshopper

A long time ago, an ant and a grasshopper lived in a garden close to some grain fields. The happy-go-lucky and merry grasshopper always spent his time singing and dancing in the garden. His friend, the little ant, was always busy working. Even at the peak of summer, the ant gathered food grains from the nearby fields on her back and stored them safely in her nest. The grasshopper always made fun of the hardworking ant.

One day, the grasshopper asked her to leave all that work and join him in singing and dancing. “Come on, my friend. What is the need to sweat it out in this hot summer sun?” the grasshopper asked the ant. “I am preparing for the winter,” the ant replied.

The grasshopper refused to join the grasshopper and continued gathering grains instead. She kept busy storing food supplies for the cold and harsh winters, when it would be difficult for her to venture out. The grasshopper laughed at her and told her there was enough food for the time.

The ant, however, never stopped working throughout the summer. The grasshopper continued to sit in the shade of the garden trees and sing happily. Summer gradually came to an end, but that did not affect the grasshopper.

The ant did not stop the ant from relentlessly carrying food grains from the fields to her home. She stopped by and advised her grasshopper friend to start storing food for the winter for herself too. “Stop wasting your time and start gathering some food. You will need it in the winter,” the ant urged.” The grasshopper only smiled and said, “There’s lots of time! Right now, everything is fine”. The ant shrugged away and continued with her daily routine.

The seasons soon changed. Winter brought in freezing temperatures, and the grasshopper realized he had no food. He looked around to find some, but he was so cold that he could hardly move. Everything was covered with snow.

“Let me in, for I am cold, weak, and hungry, my dear friend,” he said. The ant opened the door just a little bit. She did not let the grasshopper in. She refused to offer him any food either. The cold and hungry grasshopper was weak. “I will sing to you for free, my friend,” he begged. “Do you remember how hard I worked during the hot summers?” The ant asked the grasshopper. “I did that to provide myself with food during the cold season. I had asked you to do the same. You ignored my words and laughed at me instead. Sing for someone else. I am sorry, but I have enough grains only for myself.”

The grasshopper then realized that he should have used his time better instead of wasting it on singing and lazing in the garden.

18. Let me in, for I am cold, weak, and hungry, my dear friend,” he said

What is the class of underline word ....

- Adverb
- Verb



- c. Noun
- d. Adjective

19. He looked around to find some, but he was so cold that he could hardly move.

What is the class of underline word ....

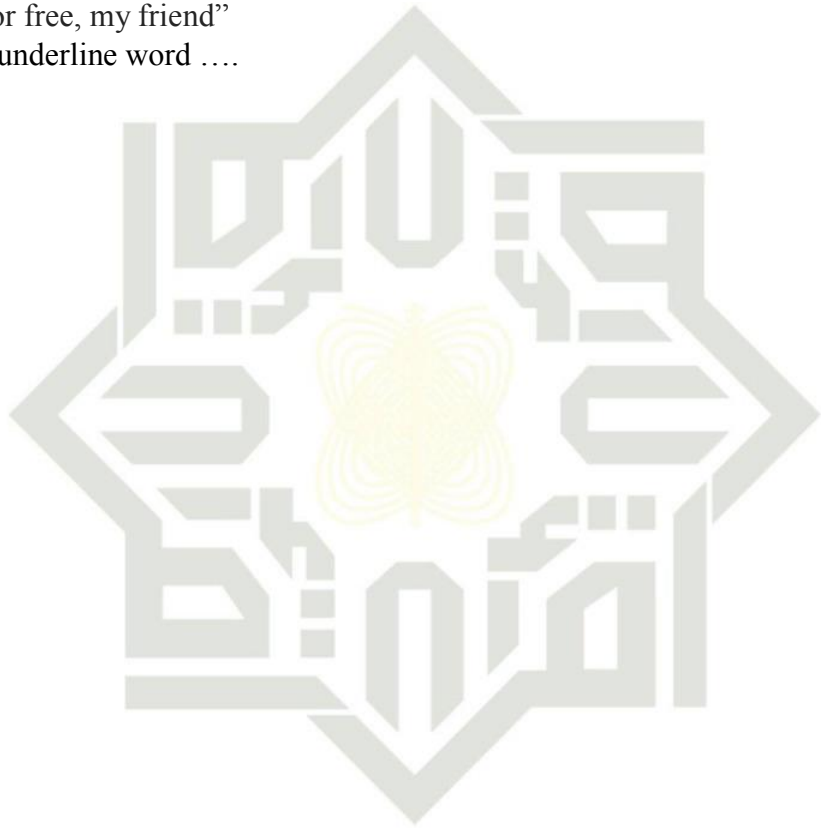
- a. Verb
- b. Adjective
- c. Adverb
- d. Noun

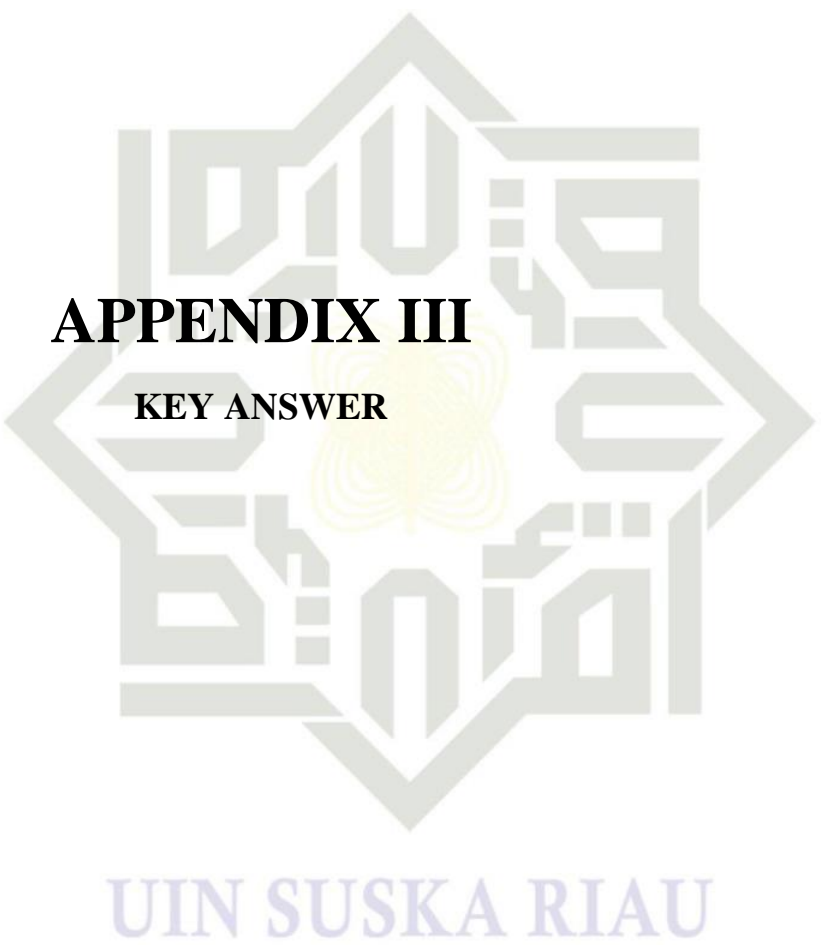
20. "I'll lend to you for free, my friend"

What is the class of underline word ....

- a. Noun
- b. Verb
- c. Adverb
- d. Adjective

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  - c. Dilarang mengutipkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





## **APPENDIX III**

### **KEY ANSWER**

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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### KEY ANSWER

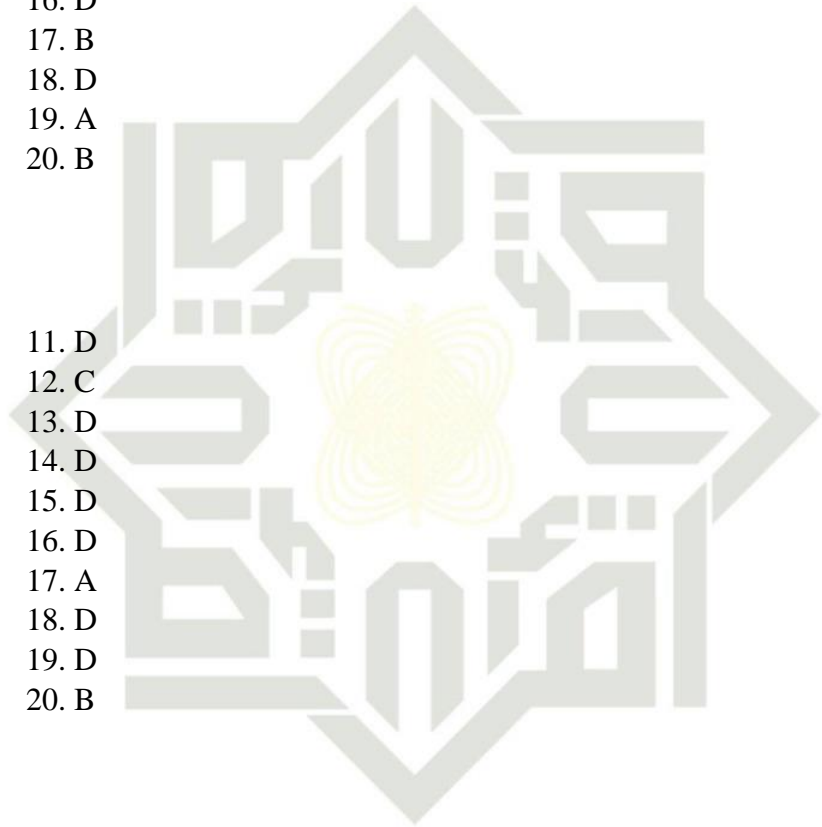
#### TRY OUT

- 11. B
- 12. D
- 13. A
- 14. A
- 15. C
- 16. D
- 17. B
- 18. D
- 19. A
- 20. B

- 11. D
- 12. C
- 13. D
- 14. D
- 15. D
- 16. D
- 17. A
- 18. D
- 19. D
- 20. B

- 11. D
- 12. C
- 13. D
- 14. D
- 15. D
- 16. D
- 17. A
- 18. D
- 19. B
- 20. B

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    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penerjemahan atau keperluan lain yang wajar UIN Suska Riau. **A**
    - b. Pengutipan tidak diperkenankan untuk kepentingan komersial atau apapun itu tanpa izin UIN Suska Riau. **B**
  2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apa pun tanpa izin UIN Suska Riau. **B**
- PRE TEST**
1. **A**
  2. **A**
  3. **A**
  4. **A**
  5. **A**
  6. **B**
  7. **D**
  8. **D**
  9. **B**
  10. **B**
- POST TEST**
1. **D**
  2. **D**
  3. **B**
  4. **B**
  5. **A**
  6. **D**
  7. **C**
  8. **A**
  9. **A**
  10. **D**



UIN SUSKA RIAU

# APPENDIX IV

## THE RESULT ODF PRE-TEST AND POST-TEST

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau



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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengizinkan penyaluran keperluan yang wajar. UIN SUSKA RIAU  
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN SUSKA RIAU.

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 State Islamic University of Sultan Syarif Kasim Riau

### Result Students Score of Pre-test

No	Name	Butir Soal Pre-Test																				Jumlah	Nilai
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	Student 1	1	1			1	1	1	1	1	0	1	1	0	1	1	1	0	1	0	15	75	
2	Student 2	1	0			0	1	0	1	1	1	0	1	1	1	1	0	1	0	0	11	55	
3	Student 3	1	0			0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	16	80	
4	Student 4	1	1			0	1	1	1	1	1	1	1	1	1	1	0	0	1	0	15	75	
5	Student 5	1	1			0	1	0	1	1	1	0	0	0	0	0	1	0	0	0	8	40	
6	Student 6	0	1			0	0	1	1	0	0	0	1	0	1	1	1	1	0	0	11	55	
7	Student 7	0	1			1	1	1	1	1	1	1	1	0	1	1	0	0	0	1	13	65	
8	Student 8	1	1			1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	16	80	
9	Student 9	1	0			0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	14	70	
10	Student 10	1	1			0	0	1	1	0	1	1	0	0	0	1	0	1	0	1	11	55	
11	Student 11	1	1			0	1	0	1	1	1	1	1	1	1	1	1	0	0	0	14	70	
12	Student 12	1	1			1	0	0	1	1	1	1	1	1	1	0	0	1	1	1	15	75	
13	Student 13	1	1			1	1	0	1	0	1	1	1	1	1	1	0	0	0	0	14	70	
14	Student 14	1	1			0	1	1	1	0	1	1	0	0	1	1	0	0	0	0	11	55	
15	Student 15	1	1			1	1	1	0	1	0	1	0	0	0	0	1	1	1	0	13	65	
16	Student 16	1	1			1	0	1	0	1	0	1	0	1	1	1	0	0	0	0	10	50	
17	Student 17	0	0			1	1	0	0	0	0	0	1	1	1	1	0	0	0	1	8	40	
18	Student 18	1	1			0	0	1	1	1	1	1	0	0	0	0	1	1	0	1	11	55	
19	Student 19	1	1			0	0	0	1	0	0	1	0	1	1	0	1	0	1	1	10	50	
20	Student 20	1	1			1	1	0	1	0	1	1	1	1	1	0	1	0	1	1	16	80	
21	Student 21	1	1			0	1	0	1	0	1	1	0	0	0	0	1	1	0	0	9	45	
22	Student 22	1	1			1	1	1	1	0	1	0	1	1	1	1	0	0	1	0	15	75	
23	Student 23	1	1			1	1	1	1	1	1	1	1	0	0	1	0	0	0	1	15	75	
24	Student 24	1	1			0	1	0	0	0	1	1	0	0	0	1	1	1	1	0	11	55	
25	Student 25	1	1			0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	16	80	
26	Student 26	1	1			0	0	0	1	0	1	1	1	0	0	1	0	1	0	0	10	50	
27	Student 27	1	1			1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	16	80	
28	Student 28	1	1			0	1	0	1	0	0	1	0	1	1	1	1	1	1	0	14	70	
29	Student 29	1	1			1	1	0	1	1	1	1	0	0	0	0	0	1	1	0	12	60	
30	Student 30	1	1			0	0	1	1	0	1	1	1	1	1	0	0	1	0	1	14	70	
31	Student 31	1	1			0	1	0	1	1	1	1	0	1	1	1	1	0	0	0	11	55	
32	Student 32	1	1			0	1	0	1	0	1	1	1	0	0	0	1	1	1	1	13	65	
33	Student 33	1	1			0	1	0	0	0	1	1	1	0	1	1	1	0	0	0	11	55	
34	Student 34	1	1			1	1	1	0	0	1	1	1	1	1	1	0	0	0	0	13	65	

63,529412

### Result Students Score of Post-test

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 1. Dilarang mengutip, setajam atau sekecil apa pun, karya tulis ini tanpa mengemukakan sumber:  
 a. Pengujiip harya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan satu masalah  
 b. Pengujiip tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mempublikasikan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No	Name	Butir Soal Post-Test																				Jumlah	Nilai
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	Student 1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	16	80	
2	Student 2	1	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	0	1	1	14	70	
3	Student 3	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	17	85	
4	Student 4	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	0	15	75	
5	Student 5	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	0	14	70	
6	Student 6	1	1	1	1	1	1	1	0	0	0	1	0	0	1	1	0	1	1	0	13	65	
7	Student 7	1	1	1	1	1	1	0	1	0	1	1	1	1	0	0	1	0	1	1	15	75	
8	Student 8	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	17	85	
9	Student 9	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	0	15	75	
10	Student 10	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1	14	70	
11	Student 11	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	0	1	15	75	
12	Student 12	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	17	85	
13	Student 13	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	1	0	0	15	75	
14	Student 14	1	1	1	1	0	1	0	1	1	1	1	0	0	1	1	0	1	1	1	15	75	
15	Student 15	1	1	1	1	1	1	0	1	0	1	0	1	0	0	1	0	1	1	1	14	70	
16	Student 16	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0	0	0	1	0	14	70	
17	Student 17	1	1	1	1	0	1	1	0	0	0	1	1	0	1	0	0	1	1	1	13	65	
18	Student 18	1	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	0	15	75	
19	Student 19	1	1	1	0	0	0	1	0	0	1	1	1	1	1	1	1	0	1	1	14	70	
20	Student 20	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	18	90	
21	Student 21	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	0	1	1	14	70	
22	Student 22	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	0	16	80	
23	Student 23	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	17	85	
24	Student 24	1	1	1	1	1	1	0	0	1	1	0	0	1	0	1	0	0	1	1	14	70	
25	Student 25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	17	85	
26	Student 26	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	0	0	1	0	13	65	
27	Student 27	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	18	90	
28	Student 28	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	0	16	80	
29	Student 29	1	1	1	0	1	0	1	1	0	0	1	1	0	1	0	0	1	1	1	13	65	
30	Student 30	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	15	75	
31	Student 31	1	1	1	1	1	0	1	0	1	1	0	1	0	0	1	1	1	1	0	14	70	
32	Student 32	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	0	1	1	15	75	
33	Student 33	1	1	1	0	0	1	1	0	1	1	1	1	1	0	1	1	0	0	1	14	70	
34	Student 34	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	15	75	





# APPENDIX V

## RECOMMENDATION OF LETTER

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sity of Sultan Syarif Kasim Riau

**LEMBAR DISPOSISI**

**INDEKS BERKAS**

**KODE : 002**

**HAL : Pergantian Judul**

**TANGGAL : 21 September 2023**

**ASAL : Yenti Elfina / 11910423132**

**TANGGAL PENYELESAIAN: SIFAT:**

**- INFORMASI**

The Effect of Short Story on  
Students Vocabulary  
Development at MTs AL-Muttaqin  
Pekanbaru

Rosen Pembibug.

Idhan Salsiputra, M.Ed

Kajur PBI

21/9/23

**DITERUSKAN KEPADA:**

1. Kajur PBI

2.

3.

4.

- \*) 1. Kepada bawahan "Instruksi" atau "Informasi"**  
**2. Kepada atasan "Informasi" coret "Instruksi"**

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**FAKULTAS TARBİYAH DAN KEGURUAN**  
**كلية التربية والتعليم**  
**FACULTY OF EDUCATION AND TEACHER TRAINING**  
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

---

Nomor : Un.04/F.II.3/PP.00.9/19705/2023 Pekanbaru, 17 Oktober 2023  
Sifat : Biasa  
Lamp. : -  
Hal : *Mohon Izin Melakukan PraRiset*

Acc. 25/10/23  
*[Signature]*

Kepada  
Yth. Kepala Sekolah  
Mts Al-Muttaqin Pekanbaru  
di  
Tempat

*Assalamu'alaikum warhmatullahi wabarakatuh*  
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Yenti ELFINA  
NIM : 11910423132  
Semester/Tahun : IX (Sembilan)/ 2023  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan  
Wakil Dekan III  
*[Signature]*  
Dr. Amirah Diniaty, M.Pd. Kons.  
NIP. 19751115 200312 2 001





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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**YAYASAN PENDIDIKAN AL-MUTTAQIN PEKANBARU (YPMP)  
MADRASAH TSANAWIYAH AL – MUTTAQIN PEKANBARU  
AKREDITASI A**

**NSM : 121214710013 NPSN : 10499311 KODE POS : 28294  
Jl. HR. Subrantas KM. 13,5 Tampan – Pekanbaru**

Nomor : 107/MTs/ YPMP/X/2023  
Lampiran : 1(satu) Berkas  
Hal : **Izin Riset**

Kepada Yth.  
Dekan Fakultas Tarbiyah dan Keguruan  
UIN Sultan Syarif Kasim Riau

Di  
Pekanbaru

Assalamualaikum Wr, Wb

Sehubungan dengan surat saudara dengan Nomor. Un.04/F.II.3/PP.00.9/19705/2023 perihal Izin Pelaksanaan Riset/ penelitian Mahasiswa Program Strara satu (S1) Tahun 2023, maka dengan surat ini kami menyatakan bersedia untuk memberikan izin Pelaksanaan Riset kepada:

Nama : **Yenti ELFINA**  
NIM : **11910423132**  
Fak/Jur : **Tarbiyah dan Keguruan UIN Suska Riau**

Demikianlah surat ini kami berikan, untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 30 Oktober 2023  
Kepala Madrasah  
  
**LAILA S. Ag. M.Sy**  
NIP. 19740729200701 1 020





UIN SUSKA RIAU

KEMENTERIAN AGAMA  
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FAKULTAS TARBİYAH DAN KEGURUAN  
كلية التربية والتعليم  
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Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web. www.ftc.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/21361/2023  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 20 November 2023 M

Kepada  
Yth. Kepala Kantor  
Kementerian Agama Kota Pekanbaru  
Di Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Yenti Elfina**  
NIM : 11910423132  
Semester/Tahun : IX (Sembilan)/ 2023  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : *The Effect of Using Short Stories on Students' Vocabulary development at MTs Al-Muttaqin Pekanbaru*

Lokasi Penelitian : MTs Al-Muttaqin Pekanbaru

Waktu Penelitian : 3 Bulan (20 November 2023 s.d 20 Januari 2024)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Kadar, M.Ag.  
NIP.19650521 199402 1 001

Tembusan :  
Rektor UIN Suska Riau



**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU  
Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMPSTP/NON IZIN-RISET/60577  
TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET  
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/21361/2023 Tanggal 20 November 2023**, dengan ini memberikan rekomendasi kepada:

1. Nama : **YENTI ELFINA**
2. NIM / KTP : **11910423132**
3. Program Studi : **PENDIDIKAN BAHASA INGGRIS**
4. Jenjang : **S1**
5. Alamat : **PEKANBARU**
6. Judul Penelitian : **THE EFFECT OF USING SHORT STORIES ON STUDENTS' VOCABULARY DEVELOPMENT AT MTS AL-MUTTAQIN PEKANBARU**
7. Lokasi Penelitian : **MTS AL-MUTTAQIN PEKANBARU**

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
Pada Tanggal : 21 November 2023



Ditandatangani Secara Elektronik Melalui :  
Sistem Informasi Manajemen Pelayanan (SIMPEL)

**DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU  
PROVINSI RIAU**

**Tembusan :**

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru  
Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



**PEMERINTAH KOTA PEKANBARU**  
**BADAN KESATUAN BANGSA DAN POLITIK**  
GEDUNG LIMAS KAJANG LANTAI III KOMP. PERKANTORAN PEMKO. PEKANBARU  
JL. ABDUL RAHMAN HAMID KOTA PEKANBARU



**SURAT KETERANGAN PENELITIAN**

Nomor : BL.04.00/Kesbangpol/2849/2023



- a. Dasar : 1. Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 Tentang Keterbukaan Informasi Publik.  
2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.  
3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.  
4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.  
5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.
- b. Menimbang : Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPSTP/NON IZIN-RISSET/60577 tanggal 21 November 2023, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

**MEMBERITAHUKAN BAHWA :**

1. Nama : YENTI ELFINA
2. NIM : 11910423132
3. Fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
4. Jurusan : PENDIDIKAN BAHASA INGGRIS
5. Jenjang : S1
6. Alamat : JL. BONO KEL. LABUHAN TANGGA KECIL KEC. BANGKO-ROKAN HILIR
7. Judul Penelitian : THE EFFECT OF USING SHORT STORIES ON STUDENTS' VOCABULATY DEVELOPMENT AT MTS AL-MUTTAQIN PEKANBARU
8. Lokasi Penelitian : KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU

Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
  2. Pelaksanaan kegiatan Riset ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal Surat Keterangan Penelitian ini diterbitkan.
  3. Berpakaian sopan, mematuhi etika Kantor/Lokasi Penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.
  4. Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.
- Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 27 November 2023

KEPALA BADAN KESATUAN BANGSA  
DAN POLITIK KOTA PEKANBARU

  
**Drs. H. SYOFFAIZAL, M.Si**  
PEMBINA UTAMA MUDA  
NIP. 19640529 198603 1 003

**Tembusan**

- Yth : 1. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru.  
2. Yang Bersangkutan.





KEMENTERIAN AGAMA REPUBLIK INDONESIA

KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU

Jalan. Arifin Achmad Simpang Rambutan Nomor. 01 Pekanbaru  
Telp. 0761 66513, 66504 FAX. 66513  
Email : [tu.pekanbaru@yahoo.go.id](mailto:tu.pekanbaru@yahoo.go.id)

Nomor : B-5111 /Kk.04.5/TL.00/11/2023  
Sifat : Biasa  
Lampiran : -  
Perihal : **Rekomendasi Riset**

Pekanbaru , 30 November 2023 M

Yth. Kepala MTs Al- Muttaqin Pekanbaru

Dengan Hormat,

Memperhatikan maksud surat Fakultas Tarbiyah Dan Keguruan Uin Suska Riau Nomor : Un.04/F.II/PP.00.9/21361/2003 tanggal 20 November 2023 M, dan Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru , No: BL.04.00/Kesbangpol/2849/2023, Tanggal 27 November 2023 Perihal seperti pokok surat, akan datang menghadap Saudara:

Nama : YENTI ELFINA  
NIM : 11910423132  
Fakultas : Tarbiyah Dan Keguruan UIN Suska Riau  
Jurusan : Pendidikan Bahasa Inggris  
Jenjang : S1  
Alamat : Jl. Bono Kel. Labuhan Tangga Kecil Kec. Bangko – Rokan Hilir

Bermaksud melakukan penelitian di Madrasah Tsanawiyah Al- Muttaqin Pekanbaru yang Saudara pimpin selama 3 bulan ( 20 November 2023 s.d 20 Januari 2024 ), guna mendapatkan dan mengumpulkan data yang diperlukan dalam rencana penelitian dengan judul:

**“ THE EFFECT OF ASING SHORT STORIES ON STUDENTS,VOCABULARY DEVELOPMENT AT MTS AL- MUTTAQIN PEKANBARU ”**

Untuk maksud tersebut kiranya Saudara dapat memberikan bantuan/informasi yang diperlukan sepanjang yang bersangkutan dapat mematuhi ketentuan/peraturan yang berlaku semata-mata untuk kepentingan ilmiah.

Demikian surat izin riset/penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya, atas bantuan dan kerjasama yang baik kami ucapkan terima kasih.



Tembusan:

1. Ka. Kanwil Kementerian Agama Provinsi Riau
2. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau
3. Yang bersangkutan

ah.

Riau





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBİYAH DAN KEGURUAN**

كلية التربية والتعليم  
**FACULTY OF EDUCATION AND TEACHER TRAINING**

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

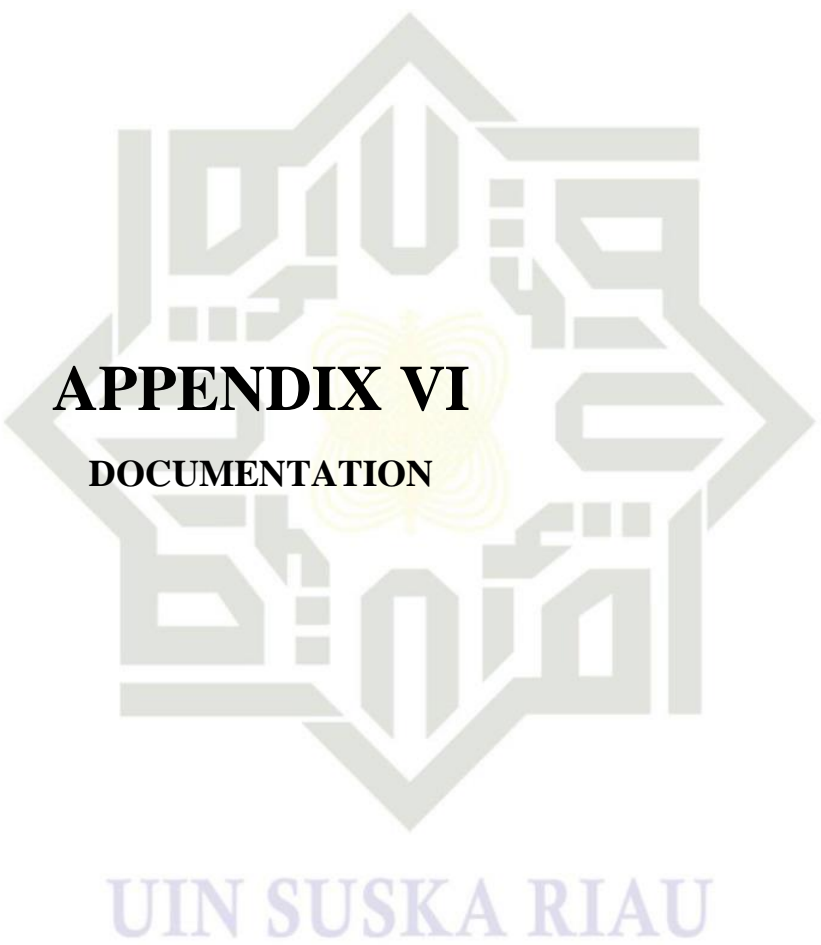
**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa : YENFI ELFINA  
Nomor Induk Mahasiswa : 11910423132  
Hari/Tanggal Ujian : 02 Oktober 2023  
Judul Proposal Ujian : The Effect of Short stories on Students' Vocabulary Development at MTs At-Muttaqin Pekanbaru  
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Harum Natasha, M.Pd	PENGUJI I		
2.	Nurdiana, M.Pd	PENGUJI II		

Mengetahui  
a.n. Dekan  
Wakil Dekan I

Pekanbaru,.....  
Peserta Ujian Proposal



## **APPENDIX VI**

### **DOCUMENTATION**

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau



#### **Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**CURRICULUM VITAE**

**Yenti Elfina**, was born on February 10<sup>th</sup>, 2001 in Bagansiapi. She is daughter from of four sibilings form Mr. Suryadi and Mrs. Arnawati,S.Pd. She has three brothers and only she is daughter. The researcher has graduated from SDN 009 Labuhan Tangga Kecil in 2013. Next, the researcher continued her study at SMPN 004 Bangko in Labuhan Tangga Kecil and graduated in 2016. Then, she continued the study at SMAN 3 Bangko in Labuhan Tangga Kecil and graduated in 2019. then, in 2019 she was accepted one of students in English Education Department, Faculty of Education and Teacher Training at State Islamic University Sultan Syarif Kasim Riau. Then, on July 2022 she was doing Service Teacher Practice (PPL) program at SMK Abdurrab Pekanbaru on September-October 2022. Finally, she passed thesis examination for her undergraduate program entitled “The Effect of Using Short Stories on Students’ Oralabular Development at MTs Al Muttaqin Pekanbaru”