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THE INFLUENCE OF TEACHING VOCABULARY THROUGH INCOMPLETE SHORT STORY ON STUDENTS MASTERY IN VOCABULARY AT THE FIRST YEAR STUDENTS OF *MTS JAGAT RAYA KEDONGDONG*

A THESIS

Submitted to the Department of English Language Education, Faculty of Education
and Teacher Training, State Institute for Islamic Studies *Syekh Nurjati* Cirebon in
Partial fulfillment of the Requirements of Bachelor of Islamic Education in English
Language Education



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2015



ABSTRACT

Hisam : The Influence Of Teaching Vocabulary Through Incomplete Short Story On Students Mastery In Vocabulary At The First Year Students Of *Mts Jagat Raya Kedongdong*

The aims of the research is to know the students' mastery in vocabulary through incomplete short story and to know the influence of teaching vocabulary through incomplete short story.

The research is intended know whether incomplite short stories text can enrich students vocabulary or not. The hypothesis of this research is by using incomplite short stories text the students can enrich their vocabulary.

This research used experimental method on groups. The population of this research is the first year students of *Mts Jagat Raya Kedongdong* in academic year 2013-2014. There are 54 students, and divided into 2 classes consisted of 27 students each class. The writer takes 1 class as sample- a class as experimental class. In collecting the data, the writer carries out pre-test before the instructional activity. The test is carried out to find out students achivement in vocabulary mastery before the students get the treatment and the writer carries out post-test to find out the result of the application of teaching vocabulary.

In collecting the data, the writer uses test. T-test analyzing the data. This is due to answer the hypotesis. This result of the data computation is analyzed by using t-test. Incomplete sort stories enrich the students vocabulary skill.

This can be seen from the value of t -account is 5.1491 which is higher then the t -table is 2,056 in the significant level 5%. It means that the hypotesis (H_a) is accepted, it means that the influence of teaching vocabulary through incomplite short stories text can enrich the students vocabulary.



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RATIFICATION

This thesis entitled in "THE INFLUENCE OF TEACHING VOCABULARY THROUGH INCOMPLETE SHORT STORY ON STUDENTS MASTERY IN VOCABULARY AT THE FIRST YEAR STUDENTS OF MTS JAGAT RAYA KEDONGDONG" written by M. Hisam Zaeni, student number 58430720 has been examined on 28th May 2015. It has been accepted by the board of examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is a tool of communication that is very important for people; language has advantages for people who use it. One of advantages of language is for communication between or among themselves. Language that people have now is the gift from God, because since being born anyone will get language that is supposed be the word from God thought the environment of a family especially, mother. Language like this is then familiar with the terminology of native language. A native language is supposed to be the first language that has been acquired and processed by anyone naturally in the environment of a family that then develops and used in the environment of a family. Language is needed in every activity like: Education, Religion, Politics, Economy, and so on. It can be imagined if there is no language in the community; language is able to transfer desires, ideas, and emotions from someone to someone else.

The language used by the people of Indonesia in their everyday lives is Indonesian of which Indonesia is a communicating language between or among ethnic groups having of variety of ethnic language, such as: Javanese, Sundanese, Bataks, and so many other not to mention here. The united language or communicating language is supposed to be a national language. In addition to national language, there is an international language that is a communicating language between or among the nations in the world. Language is supposed to be a very important tool in communication. All people know, that English is

supposed to be a communicating language used to communicate internationally. English is inevitable and becoming more world day by day. Wherever people live, they are very often required to use English whether for accessing information or knowledge.

As an International language, English is very important for the life of the people. Most electronic tools use English in their instructions such as, computer, rice cooker, washing machine, and so forth. It is very dangerous if those tools are used without knowing the instructions to be read. If someone wants to communicate with someone else from the other country, he or she should master English well. It is because English is the language used in international communication. So, it is very important for people to learn be able to use English.

In the world of Education, English is becoming one of the requirements for the students passing the national exam. Also in universities English is supposed to be one of the courses that must be taken by the students. This thing shows that among so many languages in the world English is very dominant. That is why, there are many advantages for anyone especially, the students who are able to use English, they will know more about the world widely. And in turn they can look for the job or get the job not only in their own country but also in the neighboring countries, only in the developing countries but also in the developed countries.

Unfortunately most of the student haven't realized about the benefit of the ability of using English. In this case, the teacher needs to explain and motivate the students in order that they really realize about the ability of using English. If the students realize about the ability of using English of course they will learn English spiritually, diligently and energetically. Then the progress of the students'



learning, must always be monitored from time to time. Teaching a language, say, any language is not the same as teaching the other school subject except sports.

The process of acquiring a language is absolutely not the same as the process of learning a language. The process of acquiring a language goes naturally of beginning in the environment of a family and the community which is then familiar with the native language. Every person, ethnic group or nation has their own native language that is different from each other either seen from the point of the way of pronouncing and writing the words or seen from the point of the rules of the language. Learning a language means learning the words and the rules of the language itself. For those who learn a language it is better to understand the definition of a language itself. By understanding about the definition of a language, they will learn a language seriously and then apply it in the real life according to the function of a language that is a tool of communication.

According to Kamus Besar Indonesia (1990:66) Language is 1 sistem lambing bunyi berartikulasi (yang dihasilkan alat- alat ucap) yang bersifat sewenang- wenang dan konvensional yang dipakai sebagai alat komunikasi untuk melahirkan perasaan dan pikiran; 2 Perkataan – perkataan yang dipakai oleh suatu bangsa (Suku bangsa, Negara, daerah, dsb); - Prancis; - Bali; - Toraja; 3 Percakapan (perkataan) yang baik; sopan santun; tingkah laku yang baik; baik budi- nya; The system of articulated sound symbol (that is produced by the organ of speech that is arbitrary and conventional used as a mean of communication to express feeling and thought; 2 words that are used by a nation (tribe, country, region; etc); - French; - Balines; - Torajas; 3 conversation (good words); politeness; good behavior; good character;

According to Compact Dictionary of Canadian English (1976:382)

Language (ˈæŋɡwɪj) n. 1. All of the systems by which human beings combine sounds into meaningful units, such as words, to convey ideas and feelings. 2 any such system that is or has been used by a group of people: the French language. 3 the words, phrases, etc. peculiar to special fields of knowledge or activity;



terminology; technical language. 4 any way or means of communicating: the language of animal. 5 any style of verbal expression; diction; simple language.

Devito (1970: 7) defines that language is as a potentially self reflexive, structured system of symbols which catalog the object, event, and relations in the world.

Bram's (1955: 2) defines that language is as a structural system of arbitrary vocal symbols by means of a social group interact".

Hughes (1962: 6) defines that language is as a system of arbitrary vocal symbols by which thought is conveyed from one human being to another.

Sapi (1921: 7) defines that language is as a purely human and no instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.

Based on the definitions of language above, so it can be absolutely known that language is a system of sound symbols produced by the organs of speech used for communicating by the community who use it. A good language develops based on the system that is a sequence of rules obeyed by the language users. The function of language is as a tool of communication for integration and adaptation. In order that communication can be carried out well so the receiver and the sender of a language must master the language.

There are four skills of language above, namely Listening, Speaking, Reading, and Writing. Reading and listening are supposed to be the skill when people need the ability to receiver written or spoken language when they to it. Will speaking and writing are supposed to be the skill when people do it, they need the ability produce written or spoken language. When someone reads, he or



she looks at something written and tries to get the meaning to understand. Reading and also be described as a mental process which involves the reader in trying to follow and respond a message from the writer, in different time and different place, for example: Reading a story or an ancient book, reading personal letter, and so on.

According to Penelope (1981:38) "*Language is a tool, a vehicle of the social order. It is a gross oversimplification either to identify language with communication, or to view its sole function as communication.*"

According to statement above that the function of language is for communication, which is used by the people in the world. Most of the changes that have taken place to international world have brought out with increasing force the modern knowledge, language is important. A person without having a language is impossible to make interaction with other. People, who have gotten it, can communicate directly or indirectly and associate with others in the national and international communication.

A working knowledge of English has become a requirement in a number of fields, occupations and professions such as medicine and as a consequence over a billions people speak English to at least a basic level. Because of the wide use of English as a school language, English speakers have many different accents, which often signal the speaker's native dialect or language.

English is the prominent international language in communications, science, business and entertainment. Knowledge English vocabulary ahead of time helps travelers to satisfy their needs in communication, especially considering that English is the first foreign language in all of the countries in the world. Who



wants to study a language, certainly has to study vocabulary, because vocabulary is a basic thing on learning English language.

“Vocabulary is a major part of almost every standardized test, including reading achievement tests, college entrance exams, and armed forces and vocational placement test”. (Smith, et. al 199)

Vocabulary cannot be separated from language. Therefore, teaching vocabulary has certain objective which is stated in the curriculum aim of studying English at the elementary *school*.

The enduring effects of the vocabulary limitations of students with diverse learning needs are becoming increasingly apparent. Nothing less that learning in self depends on *language*.

Teaching vocabulary using various techniques such as incomplete short stories text will facilitate the comprehension of a text that students will be assigned to read. If the students do not know the meaning of many words that they will encounter in a text, their comprehension of that selection is likely to be compromised.

Some different ways in teaching vocabulary to present pictures, sounds, and different text types that students can identify stories, conversations, news report, and another in each of these contexts, topics should be relevant to student's interest. According to be characteristic of English vocabulary, teachers should use the flexible and changeable teaching method, take the precise wonderful teaching measure designer, carry on vocabulary teaching effectively.



However, it seems important to point out that in almost all cases there are some differences in the number of words that an individual understands and use. So, the writer thinks that it is needed some differential and appropriate methods or activities on order to arouse the students' interest in teaching and learning English.

Short stories date back to the oral story telling traditional such as. A mouse deer, stories text that tells about a smart and sly mouse deer. A short story very often has an open abrupt beginning and an open or surprise ending.

Incomplete short stories text that used by writer is short stories that same verb and same noun are eliminated or misses from the sentences. In addition, the students have to complete the missing word absolutely after they know the context of those sentences.

The writer also thinks that the use of various techniques could create real situation of vocabulary and through this way, the students can read actively and understand the text effectively.

B. The Identification of the Problem

To identify the problem in writing this thesis, the writer has classified it into the following parts:

1. The Research Area

This thesis which is entitled "The Influence Of Teaching Vocabulary Through Incomplete Short Story On Students Mastery In Vocabulary At The First Year Students Of *Mts Jagat Raya Kedongdong*", The purpose of this study is to find out whether the use of incomplete short stories can enrich the students' vocabulary at the first year students of MTs Jagat Raya Kedongdong.



2. The Kinds of The Problem

The kinds of the problem in writing this thesis is about the students' ability in vocabulary through incomplete short story.

3. The Main of The Problem

The main of the problem in this research, the writer limited of the topic only in analyzing the verbs and the nouns form vocabularies using short story.

4. The Limitation of the Problem

To avoid a wider problem in *The Influence Of Teaching Vocabulary Through Incomplete Short Story On Students Mastery In Vocabulary*, the writer limited of the topic only in analyzing the verbs and the nouns form vocabularies using short story the text entitled "A mouse Deer and Tiger".

C. The Questions of the Research

Based on the reason above, the writer has tired to give close attention to know:

1. How is the students of the application of the incomplete short story text?
2. How is students mastery in vocabulary?
3. Is there any positive and significant influence of teaching vocabulary through incomplete short story?

D. The Aims of the Research

Then based on the questions of the research above, the writer tries to arrange the aim of the research as follows:

1. To know the students of the application of the incomplete short story text.
2. To know students mastery in vocabulary.
3. To know influence of teaching vocabulary through incomplete short story.



E. The Uses of the Research

These are the use of this research:

1. Through the application of the incomplete short story, the students are expected can be motivated in learning teaching vocabulary.
2. To find out how is the English teacher use the methodology of teaching in learning vocabulary at school.
3. The students' competence in learning vocabulary can be implicated by English teacher.
4. The research can be a reference for the next research.

F. The Frame of Thinking

English is an intermediate subject for junior high school, so it is natural if the students often make mistakes when they learn English, especially in learning vocabulary. There is a lot to learn about vocabulary in terms of its range, the sheer number or word and phrases to learn, and the depths of knowledge students need to know about each vocabulary item. In discussing vocabulary, the writer forms the problem in formulation below.

Incomplete short stories text that used by writer is short story that the verb and noun are eliminated or misses from the sentence. In addition, the students have the complete the missing word absolutely after they know the context of those sentence.

The language is a tool of communication, the final purpose to learn language is for communication. So, the teacher should let students study vocabularies in the real communication environment, and really grasp vocabularies in using. In this kinds of classroom simulation communication,



students not only have strengthened the understanding of vocabularies taught, but also have learnt the appropriate using of vocabularies.

Vocabulary is one of the five pillars of reading comprehension as set forth in no child left behind legislation. A large vocabulary also improves students' ability to communicate thought speaking, listening and writing.

G. The Hypothesis of the Research

The hypothesis in writing the thesis is that there is positive and significant influence of teaching vocabulary through incomplete short story on students mastery in vocabulary.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Students of the application of the incomplete short story text is can be applied for students' mastery in vocabulary, because many students enjoy to follow this technique. It can help students to mastery of vocabulary, and this techique make students more easy to catch the idea or material.

Students mastery in vocabulary before using application of the incomplete short story still weak, they still difficult and confuse about vocabulary. They seldom memorize words around them. But after using application of the incomplete short story, their vocabulary mastery is there increase, most of them interested to make this technique. Make students enjoyable in teaching process.

After the writer analyzed the data in the previous chapter, then comes to conclusions that incomplete short stories text to the first year students' of MTs Jagat Raya Kedongdong. The writer can draw the conclusion as follow:

The value of t-account 5.1491 \gg t-table is 2.056 (t-account > t-table)
62

Therefore the hypothesis (H_a) is accepted. It means that in incomplete stories text to the first year students' of MTs Jagat Raya Kedongdong can increase students' vocabulary mastery.

B. Suggestion

Referring to the research findings the writer would like to offer some suggestions, which may be able to be considered to overcome the students' difficulties in learning vocabulary: the teacher should give the students brainstorming to build a new vocabulary about daily activity of the students. The teacher should be able to choose appropriate teaching method so that he/ she can make the teaching and learning process affective. The teacher should make the students enjoy about the teaching process, in order that students can be mastery about the material and improve their skill.

Then the writer expects in order students can be understand clearly about vocabulary mastery and can apply to incomplete short story. The writer expects too in order this research can be taken to progress of school, and can inspire the readers and useful.





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