SKRIPSI

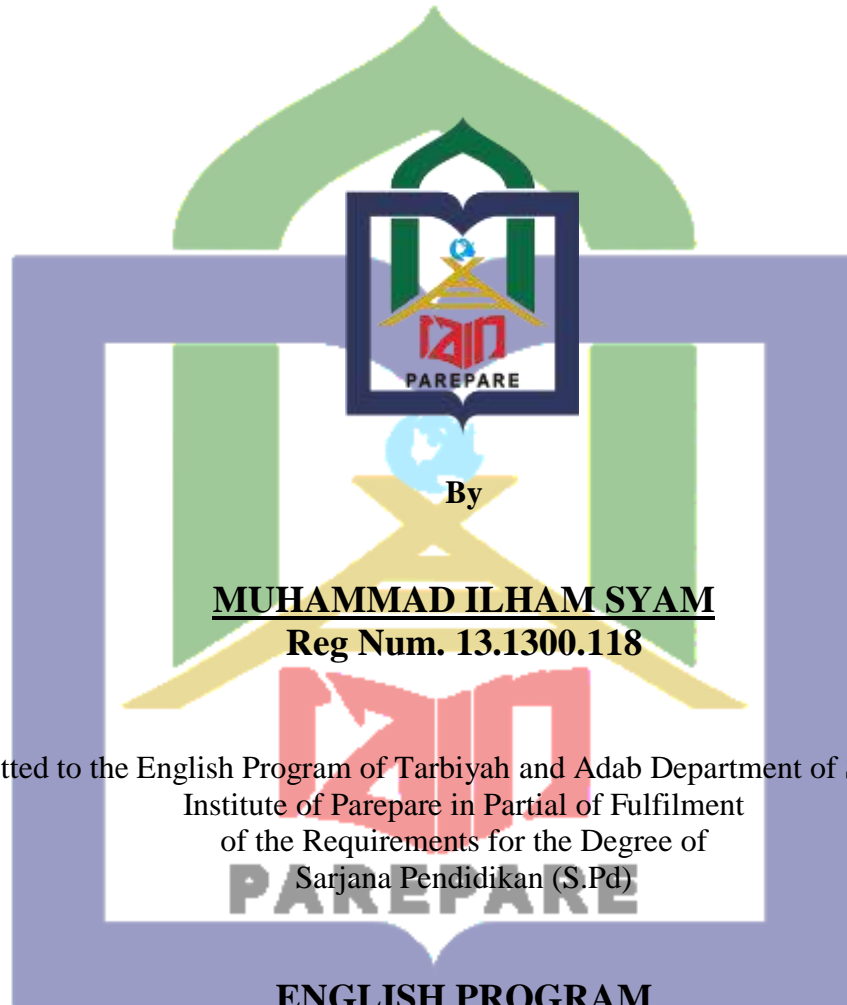# ENRICHING STUDENTS' VOCABULARY MASTERY THROUGH ISLAMIC STORY OF THE SEVENTH YEAR AT THE MTs. AL-MUSTAQIM PAREPARE

By

MUHAMMAD ILHAM SYAM
Reg Num. 13.1300.118

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2018

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THROUGH ISLAMIC STORY OF THE SEVENTH
YEAR AT THE MTs. AL-MUSTAQIM
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Submitted to the English Program of Tarbiyah and Adab Department of State Islamic
Institute of Parepare in Partial of Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

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TARBIYAH AND ADAB DEPARTEMENT
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to

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STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2018

ENDORSEMENT OF CONSULTANT COMMISIONS

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The Tittle of Skripsi : Enriching Students' vocabulary Mastery through Islamic Story of the Seventh Year at the MTs. Al-Mustaqim Parepare

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Study Program : English

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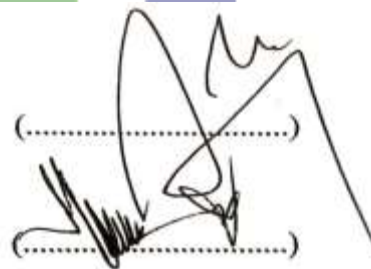
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**ENRICHING STUDENTS' VOCABULARY MASTERY
THROUGH ISLAMIC STORY OF THE SEVENTH
YEAR AT THE MTs. AL-MUSTAQIM
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that it fulfilled the requirements

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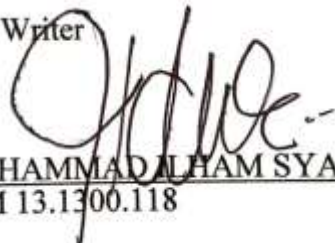The writer also would like to express his deepest and great thanks to:

1. His deepest love and apprciation are given to his beloved big family who always supports and motivation him to reach his best. Specially writer's thanks had given to his parents Syamsuddin Sitaba and Muliana who always support him until the writer finish his study. Great thanks to his uncle and aunty who always support and motivate him.

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The writer realizes that this "Skripsi" is still far from being perfect, criticsm and suggestions would be acceptable make it better.

Parepare, july 13rd 2018

The Writer

MUHAMMAD ILHAM SYAM
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viii

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

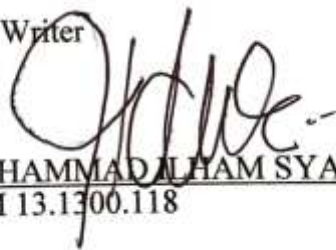The researcher who signed the declaration below:

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Islamic Story of the Seventh Year at the MTs. Al-

Mustaqim Parepare

skripsi is his own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, July 13rd 2018

The Writer

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ABSTRACT

MUHAMMAD ILHAM SYAM, 2018. *Enriching Students' Vocabulary Mastery Through Islamic Story of the Seventh Year at the MTs. Al-Mustaqim Parepare (Supervised by Ismail and Amzah)*

Problem statement of the research: "Can Islamic Story enrich the Students' Vocabulary Mastery Of The MTs. Al – Mustaqim Parepare?". The objective of the research is To find out the enrichment of the students' vocabulary mastery after the researcher applies Islamic Story of the seventh year at the MTs. Al-Mustaqim Parepare.

The researcher used pre-experimental method with one group pre-test and one group post-test design. The total number of population is 245 students. The sample was cluster purposive sampling technique. The number of students is 15 students. This research applies multiple choice test and matching items test as instrument which is devided 10 items of multiple choice test and 10 items of matching items test.

The result of the research of the research revealed that the vocabulary mastery of the seventh year at the MTs. Al-Mustaqim Parepare was enriched. It is proved by the result of statistical analysis where the statistical t-test value (9,23) was higher than t-table value on significant level 5% (1,761) with degree of freedom (df = N − 1) 14. And it could be stated that the through islamic story can enrich the students' vocabulary mastery.

Keyword : Islamic Story, Vocabulary Mastery

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

1.1 Background

English is one of the important foreign languages. It has been discussed before that foreign language has many functions, so does English. It has a function as a bridge for all aspects of human life, such as trade, communication, education, science, technology, society, and culture. In education, English is one of the native languages used to improve students" ability. As quoted in Undang-Undang Sisdiknas "bahasa asing dapat digunakan sebagai bahasa pengantar pada satuan pendidikan tertentu untuk mendukung kemampuan berbahasa asing peserta didik". That is the most important reason why English is learned in school.[1]

As English language students, they need to learn what words are used they have to master as many as possible vocabularies in order to make easier in listening, speaking, reading and writing. As Burton says the mark of a good speaker or writing is the use of words. The types of word and how they are used into create vivid image and convey precise meaning. Vocabulary can be approached in number of ways, such as: giving the meaning of new words, or let the students spend their time with a dictionary to find the meaning of words. Not only that, in teaching English vocabulary, teacher is requested to considers what the student have to know, such as: meaning, word use, word information, and grammar. Vocabulary is central to language and a critical importance to typical language learner. Without a sufficient

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[1]Direktorat Jendral Pendidikan Dasar dan Menengah, *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional* (Jakarta: Dirjen Pendidikan Dasar dan Menengah, 2003), p. 15

vocabulary, one cannot communicat something effectively or express his ideas in both oral and written form Fauziati.[2] It means that students in senior high school are enhanced to master English vocabulary and grammatical rules to make them good in communication to the other people. So, teaching vocabulary in senior high school is to prepare students to understand language skills.

Vocabulary is the most important material in foreign language teaching for young learners. Therefore, the teaching of English vocabulary has a very essential role in enabling Indonesian students to master English as their foreign language. English vocabulary mastery, in fact, it has become a big problem for most Indonesian students. If one does not have sufficient number of vocabulary, he will not be able to communicate with his surroundings

Vocabulary is one of the important elements of languange proficiency that becomes the basis of how well learners speak, write, listen and read. In the past, vocabulary teaching and learning were often give little priority in second languange programs. Whereas, without a good mastery of vocabulary, learners may be discourage in making use of languange learning change around them such as watching English program, listening to the radio, reading some kinds of English test, etc.

In communication, students need vocabulary which can support them to produces and use meaningful sentences. That is why vocabulary very essential to be mastered. The more students know, the better they are able to comprehend their foreign language. Rich of vocabulary make students are able to master English skill.

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[2]Endang Fauziati, *Teaching English as a Foreign Language (TEFL)* (Surakarta: Muhammadyah University Press, 2005), p. 155

In other side, poor of vocabulary can be the major cause of failure in learning foreign language. Teaching English in elementary school is learning through fun. One of the interesting methods in teaching vocabulary is applying story telling. When students hear the stories which told by teacher they will get new vocabulary automatically. The story should suitable for children and improve their motivation in learning foreign language.

Motivation is one of the important elements for individual learners to be successful in learning English. The indication of height students' motivation is they can master language elements easily. To motive students the teachers can use many ways. They can apply interesting methods, use many kinds of medium, playing games, and give positive advice about learning for students. Hopefully, story telling can assist students to improve their motivation in learning English.

Usually, almost all children like story. It makes them enjoyable and fun in learning foreign language. Story telling can helps them to play their imagination based on the words and pictures. It also assist students be active in the classroom they try to estimate what is the passage of story. Teaching English by applying story telling has the good result; it is improve student's motivation and their vocabulary mastery.

Stories include ideas, objective, imagination, language, and experience in which can influence in making student's personality. According to Nasr in story telling include kinds of useful words.[3] It can be valuable for children in their daily life to improve their language comprehension. The words should associated with

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[3]Raja.T. Nasr, *Teaching and Learning English* (London; Longman, 1972), p. 61-62

students' interest so can improve their motivation and vocabulary because they are easy to understand with everything around them.

However, teacher gets difficulties in integrating story telling into classroom. Some of students who do not like English will feel sleepy, bored, confused, and frustrated when the teacher told the story. Moreover reasons for not using story telling in teaching vocabulary are teachers have problems such as lacking the skill for integrating stories into foreign language, lacking experience or training in story telling techniques, no time and space story telling in curriculum.

In teaching and learning English, vocabulary as an element of languange is considered as the most important factor in improving the mastery of four languange skills. They are not able to be mastered if students are still lacking vocabulary. The students cannot express their communicative needs (ideas, emotions, desires and though) to someone clearly because of their sufficient vocabulary. Without vocabulary, we can not express our idea or understand the message. The students cannot read, speak, listen, and write without understanding the meaning of words. Rivers in Nunan argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions that we may have learned for comprehensible communication.[4]

The teacher of English, as a second languange should know very well how important vocabulary is. They know that students must learn thousand of words the speakers or writers use in their speech or writing. Fortunately, teachers and students

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[4]David Nunan, *Language Teaching Methodology (a textbook for teachers)* (United Kingdom: Prentice Hall International, 1991), p. 117

agree that vocabulary is needed in learning and teaching, and it is not less important than grammar, as Wilkins in Syam stated that the fact is while languange withouth grammar very little can be conveyed, withouth vocabulary nothing can be conveyed. So the English teacher should be able to find out solution in vocabulary teaching by creating various efficient and effective technique. Beside that, they should establish condition that make learning vocabulary occur within a reasonable period of time.

The teacher's role in applying interesting methods is one of the important factors in creating a good atmosphere in the classroom activities. They should know how to improve the students'interest and student's achievement during the class and know how to design materials which are easy to be understand by the students. Teachers should be able to be develope any kind of material so that learning vocabulary will not become such boring and monotonous thing. The teacher can enrich the students' vocabulary through short story. To solve this problem, literature can be alternative medium to improve student's vocabulary. Collie and Slater (1987) stated that there are many good reasons for using literature in the classroom.

Short story is one of the modern prose forms. As literary work, story become an interesting thing for people to read and talk. The function of story is to entertain and to enrich mental experience. Story is talking about author expression to anything about life experience concerning with human imagination. And the short stories encourage the students to think about moral, social and philosophical.

Based on the problems found that students at MTs. Al – Mustaqim Parepare still lack of vocabulary. Moreover reasons for not using story in teaching vocabulary are teachers have problems such as lacking the skill for integrating stories into foreign language, lacking experience or training in stories techniques, no time and space

stories in curriculum. So, the researcher chooses the title Enriching Students' Vocabulary Mastery Through Islamic Story Of The MTs. Al – Mustaqim Parepare to adress issues related to ability to understand the vocabulary.

1.2 Problem Statement

Based on the background above, the problem can be formulated as follows:

Can Islamic Story enrich the Students' Vocabulary Mastery Of The MTs. Al – Mustaqim Parepare?

1.3 Objective of the Research

Based on the research questions formulated above, the research aims to:

To find out the enrichment of the students' vocabulary mastery after the researcher applies Islamic Story of the seventh year at the MTs. Al-Mustaqim Parepare.

1.4 Significance of the Research

It is expected the result of the research will provide the useful contribution for:

1.4.1 Teacher

The result of the research can provide valuable information and serve as a document for English teachers especially for the teachers at the school being investigated at the MTs. Al – Mustaqim Parepare.

1.4.2 Students

The study is also important for the students. It is expected that students can more actively participate, not difficult to find a general description of a reading, find a specific information, find the subject matter as well as find information about explicit and implicit.

1.4.3 Researcher

The researcher can give contribution for the other researcher as their references in conducting further research. They may get another strategy to encourage students to improve their reading or they can also develop another study to solve the problems as a contribution to improving our education.

1.4.4 School

The researcher expects this school to be able to apply after knowing this technique and perhaps it will be meaningful for the students in reading activities and learning.
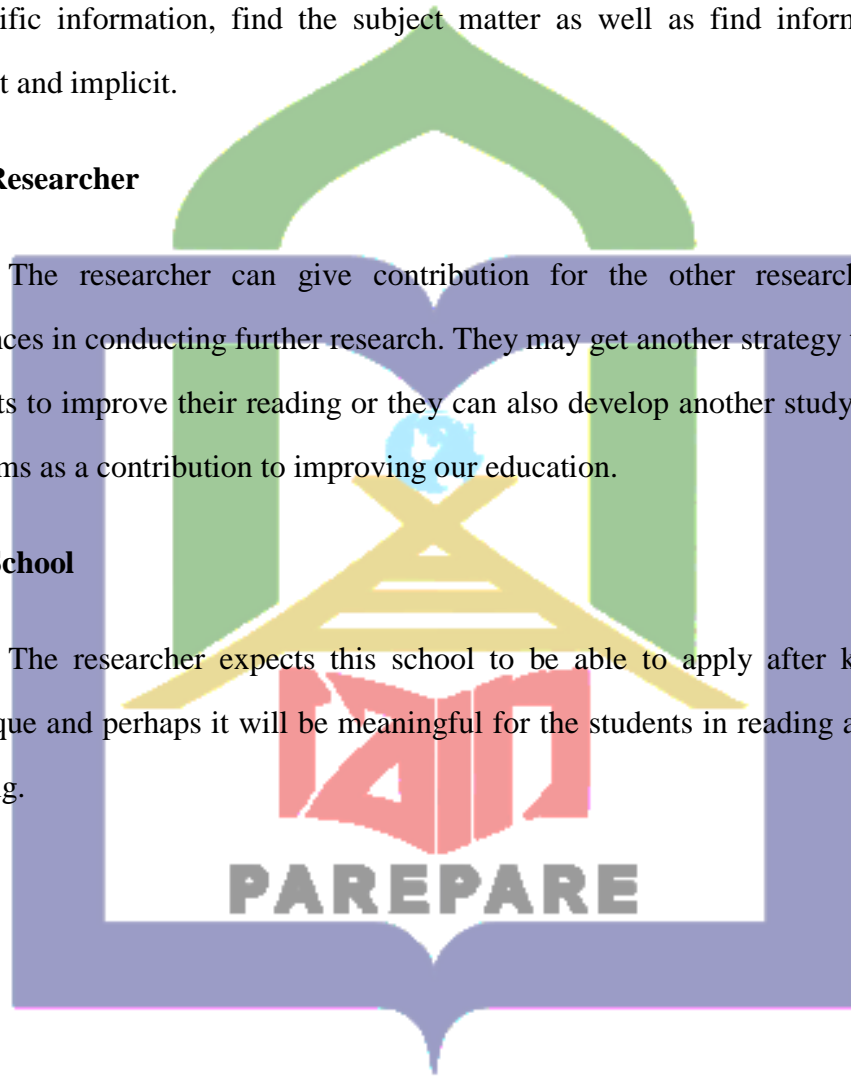
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. It is important to elaborate some theoris, which are used in this research in order to have an understanding of certain concepts. There were many related theories as the basis of the research.

2.1 Previous Research Finding

Previous research finding is used to support argument in the research. And it is also used as reference an comparison the research with the other research. There are some previous researchers are relevant with this research.

Aisyah stated in her research about *Enriching The Students' Vocabulary Mastery At The Third Year Of MTs Negeri Pinrang Through Annecdotes* infers that the result of pre-test before treatment was 54.5 where the post-test after treatment was 68.31, it's mean that there where enriched the student's vocabulary mastery by using ancdotes at the students of MTs Negeri Pinrang and the result of data analysis shows that there was significant difference between the result of pre-test and post-test based on t-test analysis in which the value of t-test is greater than value of t-table $(13.67 > 2.499)$.[5]

Hartaty Stated in her research about Using Anagram Game To Improve The Students' Vocabulary Mastery in the first year of SMP negeri 1 Mattiro Sompe

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[5]Asyiah, "Enriching The Students' Vocabulary mastery at the third year of MTs negeri pinrang through abecdotes" (Skripsi Sarjana: Tarbiyah Departement of STAIN: Parepare, 2010)

Kabupaten Pinrang infers that there is an improving vocabulary mastery of the students' of SMP negeri 1 Mattiro sompe Kabupaten Pinrang Through Anagram game. It can be proved by the t-test value was greather than t-table value and the result of data analysis shows that there was significant difference between the result of pre-test and post-test based on t-test analysis in which the value of t-test is greater than value of t-table $(13.42 > 1,26)$.[6]

2.2 Some Pertinent Ideas

2.2.1 Vocabulary

2.2.1.1 Definition Of Vocabulary

Talking about language, it is inseparable from vocabulary, learning language means learning its component. The importantce of vocabulary knowledge has long been recognize in language development. Vocabulary mastery becomes one of the requiretments for people to speak a language, it cannot be denied that without vocabulary, people cannot say anything. That is, language student need to learn vocabulary of language. Even though vocabulary is not the only one component that student must have, it is undeniable that vocabulary becomes one of important components in developing language.

Acording to *Oxford English Dictionary*, vocabulary is defined as "total number of words in a language, words known to a person, list of words and their meaning especially at the back of a book used for teaching a foreign language."[7]

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[6]Hartati, "Using anagram Game To Improve the Students' Vocabulary Mastery In the First Year Of SMP Negeri 1 Mattiro Sompe Kabupaten Pinrang" (Skripsi Sarjana: Tarbiyah Departement of STAIN: Parepare, 2013)

[7]*Oxford Learners Pocket Dictionary* (Oxford: Oxford University Press, 1991), p.461

Vocabulary is total number or list of word, and then it can be arranged into broader form, such as phrase, clause, or sentence. Those arrangements forming ideas that can be understood by others, ideas will not be able to be performed without vocabulary.

Vocabulary is one of the components of language. Vocabulary is the collection of words that individual knows, Hatch and Brown define vocabulary as a list or set of words for a particular list or set of word that individual speakers of language might use.[8] Besides that Ur adds that Vocabulary can be defined as the words that the teachers teach in the foreign Language.[9]

According to Hornby, vocabulary is the number of words which kinds of rules for combining them to make up a sentence. It contains in every book and text.[10] Vocabulary is a range of words known to or used by a person in a trade, profession etc.

Many ways have been used to teach vocabulary, but it is always important to think about the principles on which vocabulary building is based. Some teachers think that vocabulary building means knowing the meaning of words; giving the same meaning, opposite meaning, or translating the words into their native language.

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[8]Evelyn Hatch and Cheryl Brown, *Vocabulary, semantic, and langiage education* (Cambridge University press, 1995), p. 1

[9]Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1998), p. 60

[10]V. E. Wakefield Hornby, *Advanced Learner's Dictionary of Current English* (Oxford University Press, 1963), p. 1120

In some literature, we found the meaning of vocabulary. There are some definitions of vocabulary. According to Webster's Ninth Collegiate Dictionary, Vocabulary is:

1. A list or collection of words and phrase usually alphabetically arranged and explained or defined.

2. A sum or stock of words employed by a language group individual or work or in a field of knowledge.

3. A list or collection of terms or codes available for use.

There are some experts who give definition of vocabulary Hatch and Brown define vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use.

2.2.1.2 The Types of Vocabulary

Nation has divided vocabulary in the specific reference, such a word.

1. Receptive Vocabulary: Knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it seen (What does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right.

2. Productive Vocabulary: Knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to

stand for the meaning it represents and being to think of suitable for the word if there any.[11]

Jo Ann Aeborsold and Mary Lee Field Classified Vocabulary into two terms there are:

1. Active Vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

2. Passive Vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and also called as receptive Vocabulary. Passive Vocabulary or comprehension consists of the words comprehended by the people, when they read and listen. From the explaining above, we know that every experts in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and deas. It means that vocabulary is of two kinds function and content words.[12]

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[11]I.S.P Nation, *Teaching And Learning Language* (New York: New Burry House, 1990), p. 29

[12]Jo Ann Aeborsold and Mary Lee Field, *From reader to reading teacher* (Cambridge: Cambridge University Press, 1977), p. 139

2.2.1.3 Vocabulary Development

According to Harmer, there are four things that students need in vocabulary development, namely:

1. Meaning

   The first thing to realize about vocabulary items is that they frequently have more than one meaning. Students need to know about meaning in context and they need to know about sense relation.

2. Word Use

   Student need to recognize metaphorical language use and them to know how word collocate. They also need to understand what stylistic and topical context word and expression occur in.

3. Word information

   Students need to know words are split and how the sound. Indeed the way words are stashed can the way that stress can change when their grammatical function is different as with nouns and verbs. Part of learning of words are learning it's written and spoken from.

4. Word Grammar

   Student need how to make a distinction between countable and uncountable nouns and there are many others of grammatical behavior that students need to know about: what are phrasal verbs and how to they behave? How are adjectives ordered? What position can adverb in are used in? Without their knowledge can really say that student know vocabulary items.[13]

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[13]Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching* (Longman: Essex, 1991), p.156-158

2.2.1.4 The Importance of Vocabulary Teaching

Since the English now has been focused more on communicative, the one of the units every teacher of English should teach vocabulary. 'This has been staled earlier in this chapter by quoting some statements indicating the importance of vocabulary teaching. Even in English curriculum for SMP students, English teaching activities are emphasized and focused on students' communicative ability by providing a number of vocabularies. Nevertheless, the writer still needs to represent some proofs of the importance of vocabulary. In communication oriented teaching, most pressing concern for the learning is the need to master an adequate foreign language vocabulary; learning syntax comparatively less important in developing the ability to a successful interact ion the target language. This statement shows that learning a foreign language vocabulary is more important than learning syntactical patterns in achieving the goal of communication. Oriented teaching as one of the final goals is to make students able to interact, no matter who she is by using the target language which might also strengthen the importance of vocabulary teaching, states another statement. She states three features as in the following:

1. The ability to understand the target language greatly depends on the one's master vocabulary.

2. Vocabulary aspect acquisition is an important aspect of four skills.

3. The ability to write a foreign language presupposes knowledge of the lexical units of the foreign language.

2.2.1.5 The Difficulties in Teaching English Vocabulary

Indonesian and English Language are so different, so are in the words, the differences make learners hard to learn the language, Scott Thornbury mentioned some factors causing second or foreign language learners feel some words more difficult, those are:

a. Pronunciation

"Words that are more difficult to pronounce are usually more difficult to learn. Potentially, difficult words will be typically those that contain sounds that are unfamiliar for some groups of learners". For example, Sundanese speakers who are hard to distinguish between 'p' and 'f', such in the word paper, some of them pronounce it 'fafer', 'faper' or 'pafer', then 'flash' becomes 'ples', the difficult pronunciation can be caused some letters do not exist in the learners first language.

b. Spelling

Spelling usually becomes the problem for second or foreign language learners.

"Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling. Some words containing silent letters may become the problem: foreign, listen, climbing, honest, muscle, and so on"

c. Length and complexity

"The long words seem to be more difficult for learners, also variable stress, such as in the word families like: necessary, necessity, and necessarily, can add their difficulties".

d. Meaning

"When two words overlap in meaning, learners are likely to confuse them, such as in 'make' and 'do', like in sentences 'you make a breakfast' and 'you make an appointment', but 'you do the homework' and 'do a questionnaire'. Words with multiple meaning, such as 'since' and 'still', can also troublesome for learners."

e. Idiomaticity

"English contains so many idiomatic expression, they are generally more difficult than the words whose meaning is transparant". The writer has discussed about idiomatic expression in types of vocabulary subbab.

f. Grammar

"Also problematic is grammar associated with word, especially if this differs from L1 equivalent". Indonesian speakers know that adjective is following verb, such as in the phrase 'buku baru' that influences when the speakers are translating the English phrase, such as 'red balloon' most of them translate it becomes ' merah balon'.[14]

Another problem in grammar is using verb+ing, to+infinitive, or bareinfinitive, after some verbs, they usually confuse to decide, which one followed by verb+ing, to+infinitive, or bare infinitive.

2.2.1.6 The Way How to Improve Vocabulary Mastery

There are various ways to improve vocabulary mastery. The teachers may have some techniques to teach it. The technique here refers to the way of teaching. The success of teaching learning process depends on not only the teachers" and students" competence but also the technique of teaching.

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[14]Scott Tombury, *How to Teach Vocabulary* (Harlow: Pearson Longman, 2002), p. 27-28

Dealing with the technique of vocabulary teaching, there are so many techniques proposed by some experts. There are two techniques in improving vocabulary mastery. They are direct and indirect techniques. Direct technique is usually used through the language book, prose, poetry and games. Then indirect technique uses the other source of lesson like mathematic, social lesson, and science lesson.

There are some technique of teaching vocabulary. The techniques are the unplanned vocabulary teaching and planned vocabulary teaching and planned vocabulary teaching is extemporaneous teaching of vocabulary items that come up without planning in course of lesson, while planned vocabulary teaching where the teacher goes into classroom with an item or a set of vocabulary items that the teacher has decided before hand. The planned vocabulary teaching can be described as "the vocabulary lesson" since the primary objective of the teaching activities is the presentation and practice of the lexical item themselves.

While Lewis and Hill mention some ways to teach vocabulary. They are:

1. Demonstrate

Demonstration is the way of teaching vocabulary by doing physical demonstration together verbal explanation. The demonstration helps to make the meaning clearer and to fix the word in the students' minds. Beside that it also helps students to memorize both of visual and aural memories. For examples, *stagger, chuckle*, etc.

2. Use the real thing

In this way, the teachers present vocabulary items by bringing the real things into classroom. The objects of the real things can be in the class or probably through the window. Sometimes the explanation is no more complicated than pointing.

3. Draw or sketch

Teachers do not need to be artists to make simple sketches which illustrate meaning. For example the meaning of *bush* was explained by two very simple sketches.

4. Use the blackboard to show scales or grades

Words like cool, orange (color), or probably may be explained by presenting them with groups of related words:

Hot   *red*   *certainly / definitely*

Warm   *orange*   *probasbly / possibly*

Cool   *yellow*

cold

5. Antonyms

This is the way of teaching vocabulary by giving the opposites or antonyms of the word. Here, the learners have to be aware that a word may have different opposite in difficult context. It is worth that the explanations given here are not exact definitions of the word, the level of the explanation must be suitable to the students'

level of English at the time so that dictionary, like accuracy can often be counter-productive. For example:

light bag >< heavy bag   *poor >< rich*

light word >< strong word   *rough area >< quite area*

happy >< sad   *dirty >< clean*

rough texture >< smooth texture   *high >< low*

6. Synonyms

Synonyms are the way of teaching vocabulary by giving same meaning of two or more words. Though words may have similar denotation meaning, their connotation meanings often differ. Beside that, using the former phrase also helps to build up in the students' mind ides that language consists of choice, that words do not mean the same as each other.

7. The dictionary

This is the way of teaching vocabulary by using dictionary to know vocabulary items. One technique for explaining these which teachers too frequently overlook is asking the class whether anybody knows the word and, or not, asking one or more students to look the word up in a dictionary. A bilingual dictionary can be used at low levels and monolingual dictionary at the high levels.

8. Verbal explanation

Verbal explanation refers to the way of teaching vocabulary by explaining the meaning of vocabulary items in students'' own language.

9. Translation

It is a way of teaching vocabulary by translating some words or individual words from the target language into other language. It is seen as boring and traditional. In this technique, the teacher will find difficulty to translate the word(s) into all languages, if the class consists of different nationalities.[15]

Furthermore, Gairns says that there are some techniques used in presenting new vocabulary. They are:

1. Visual techniques

   a. Visual

   These include flashcards, photographs, blackboard drawings, wallcharts, and realia (i.e. objects themselves). They are extensively used for conveying meaning and particularly useful for teaching concrete items of vocabulary such as furniture, and certain areas of vocabulary such as places, professions, descriptions of people, actions, and activities.

   b. Mime and gesture

   These are often used to supplement other ways of conveying meaning. When teaching an item such as "to swerve", a teacher might build a situation to illustrate it, making use of blackboard and gesture to reinforce the concept.

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[15]Michael Lewis and Jimmie Hill, *Practical Techniques for Language Teaching* (London: Language Teaching Publications, 1992), p.102-103

2. Verbal Techniques

a. Use illustrative situation (oral or written)

This is most helpful when items become more abstract. To ensure that students understand, teachers often make use of more than one situation or context to check that students have grasped the concept.

b. Use of synonymy and definition

Definition here is the way of teaching vocabulary by defining or describing objects. Synonymy is also the way of teaching by giving more than one meaning for a word.

c. Contrast and opposites

Contrast and opposites are they way of teaching vocabulary by giving the opposites of the words. However, it is vital to illustrate the contexts in which this is true.

d. Scales

Once students have learnt two contrasting or related gradable items, this can be a useful way of revising and feeding in new items. This is the example of adverbs of frequency:

never	
hardly ever	go to cinema on Sundays
occasionally	
sometimes	

e. Examples of type

This is the way of teaching vocabulary by exemplifying things it self. The example of "furniture" is "table, chair, bed, sofa, etc". Some of these can of course also be dealt with through visual aids.

3. Translation

Translation can be very effective way of conveying meaning. It can save valuable time in teaching process but it seen as boring and traditional. The teacher will find difficulties if the students come from different nationalities.[16]

2.2.2 Story

2.2.2.1 Definition Of Story

Moeslichatoen says that story is a practical and powerful teaching tool especially for language learning. It is one of the methods which giving learning experience for children by bringing a story orally. When story is interesting for them, they can understand content of story, listen with great attention, and catch the message easily.[17] The teacher should know children's story and convey for them by applying pleasant technique. Before conducting the activity teaching vocabulary in classroom the teacher must read and mastery the story first.

Stories sometime encourages child to do bad things or to take a wrong decision. Teachers should avoid stories which can create fear from children. It should

[16]Ruth Gairns, *Principles in Learning and Teaching Vocabulary* (London: Language Teaching Publications, 1991), p. 73-75

[17]Moeslichatoen, *Metode Pengajaran* (Jakarta: PT. Rineka cipta,1999), p. 157

tell children how to live, tolerate, see the world with a different vision and deciding a problem. Story must mix between real life and some imaginations because imaginations can be used to improve students' creativity.

Be sure that story is suitable for a particular age, level, and considers individual differences. The teacher should be aware how to tell the story with good expression such as; diction, gesture, posture, mimic, etc. the teacher can try to select a story with only a few of speaking characters. If exact words are necessary quite often throughout the story, it probably should be read. In order to add variety, the teacher might want to use some of aids such as; flannel boards, puppets, or pictures.

2.2.3 Islamic Story

2.2.3.1 Definition of islamic story

Islamic story is media in composing narrative essay. A delightful way to read is by using Islamic story because it can save thousands of word. Islamic story are easy to find and to use, it can be used evenly level and it is interesting for student such us the story about "The Qur'an"

"The Qur'an is the final book sent by Allah, it is a great and noble book. It is was revealed in the Arabian language in a beautiful style. Its rhyme and rhythm are beautiful. The Qur'an is wonderful book guidance. It gives us agood feeling to read it. Its message is full of live. In other words, the Qur'an tells us how to serve and worship god. It also tells us how to live a life virtue. The Qur'an tells us how to be good and give up habits. It tells us to behave at home, how to behave our parents, brothers, sister friends, neighbors, and strangers. It tells us how to behave other people. It is a book for all men and women in all parts of the world and for all times.

It is the book of complete guidance. It is the true guidance for all mankind. Allah asked us to read the Qur,an and follow what is says. A muslim believes in the Qur'an, reads it daily, understands its meaning and tries to follow it in his life. We will be happy and successful if we obey Allah's command which are written in the Qur'an"[18]

Islamics story refers to understanding the vocabulary, it aims to monitor the students'understanding through questions that are common in text. Vocabulary development, it aims to students' understanding only question is more focus and sistematic in accordance with the type of discourse naration.

2.2.3.2 The use of Islamic Story

The use of islamic story have several reason, they are:

2.2.3.2.1 Most of the art and design programmed of the study is relevant to students with learning difficulties with modification. It can be provide stimulating and chellenging learning opportunities, the focus of teaching by using islamic story and the students are more pleased with the method of islamic learning.

2.2.3.2.2 It is conducted to bring a real life situation in the class, building up students' interest to learn english by using islamic story. It also will improve their ability to tell about islamic story in english.

2.2.3.2.3 Islamic story consists of many vocabularies that related to the real life situation and it very useful to building up the students' vocabulary that easy to be used in the conversation.

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[18]Jamaluddin Darwis, *Islamic for ISLAMIC students* (IAIN Walisongo Press, 2012), p. 43

2.2.3.2.4 The effectiveness of translation in teaching vocabulary by using islamic story is the students will know the meaning of the difficult vocabularies that they found in the reading text.

2.2.3.2.5 Reading text (islamic story) improve their knowladge, experience and develop new concept and broaden their horizon of thingking.

2.2.3.3 Discussing the Islamic Story

It is a good way to improve the vocabulary mastery by discussing the islamic story because it has some adventages:

1. Emphasis on Learning instead of Teaching

Discussion method emphasizes pupil-activity in the form of discussion, rather than simply telling and lecturing by the teacher. Thus, this method is more effective.

2. Participation by Everybody

In this method, everybody participates in the discussion, and therefore thinks and expresses himself. This is a sure way of learning.

3. Development of Democratic way of thinking

Everybody cooperates in the discussion, and the ideas and opinion of everybody are respected. Thus, there is a development of democratic way of thingking and arriving at decision.

4. Training is Reflective Thinking

Students, during the course of discussion, get training in reflective thinking, which leads to deeper understanding of the historical problem under discussion.

5. Training in Self-expression

During discussion, everybody is required to express his ideas and opinion in a clear and concise manner. This provide ample opportunities to the students for training in self-expression.

6. Spirit of Tolerance is inculcated

The students learn to discuss and differ with other members of the group. They learn to tolerate the views of others even if they are unpleasant and contradictory to each other's views. Thus, respect for the viewpoint of others is developed.

7. Learning is made Interesting

Story is considered to be a dry subject. The learning of islamic story is made interesting through learning process in classroom. More effective learning is possible when the students discuss, criticize and shere ideas on particular problem. Active participation by the students in the discussion makes learning full of interest for the students. This also ensures better and effective learning.[19]

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[19]http://www.preservearticles.com/2012010920361/what-are-the-adventages-of-discussion-method-of-teaching.html, *what are the adventages of discussion method of teaching,* download on november 2nd2017

Many ways have been used to teach vocabulary, in order to improve students' vocabulary mastery. Not only methods applied by teacher in order to improve students vocabulary mastery but also appropriate medium in language teaching such as; role play, picture, games, cards, etc. One of the methods in which closely related with children is applying islamic story in teaching vocabulary. Islamic Story can improve students' interest in learning and use their imagination to understand the story. Almost all students will need stories which give practice with everyday English.

2.3 Conseptual Framework

The main Focus Of the research is the use Islamic Story in Enriching the Students' vocabulary. The underlying of this research will give in the following diagram:

INPUT	PROCESS	OUTPUT
Islamic Vocabulary Mastery	Teaching Vocabulary Mastery Through Islamic Story	Enriching The Students' Vocabulary Mastery
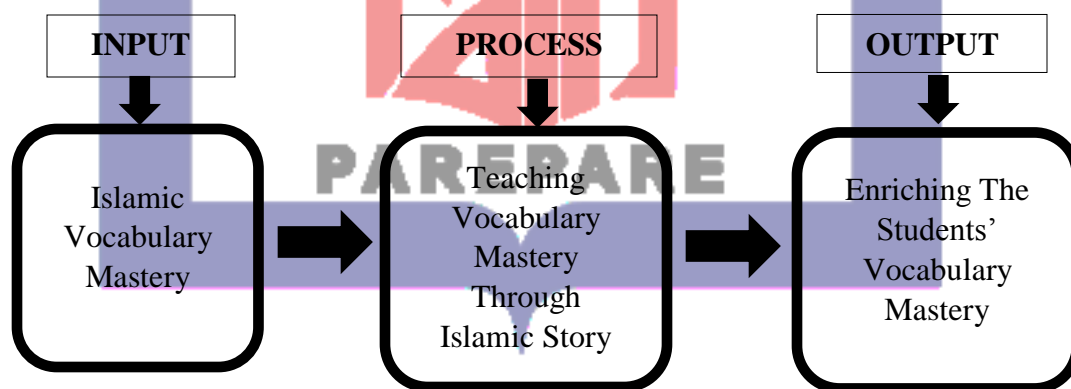
Figure 1

There are three main components are explained in the following, the first compenent is *input* explain it refers to apply some material by the researcher in

classroom to enriching the students' islamic vocabulary mastery namely Prophet Muhammad, Prophet Ayyub, Prophet Syu'ayb and prophet Nuh. The second component is a *process* it refers to the teaching vocabulary material through Islamic Story, there is aspect that the students found in the vocabulary mastery namely lack of vocabulary, in this step the researcher will give the students some material about islamic story and teach them to enriching the students' vocabulary mastery. The last component is *output* it refers to enriching the students' vocabulary mastery after they are learning the material through Islamic story .

2.4 Hypothesis

      Based on the theoritical framework, the researcher formulated the hypothesis, namely:

2.4.1 Null hypothesis (H0) = There is no significant enrichment of the students' vocabulary mastery after they taught through islamic story of the MTs. Al – Mustaqim Parepare.

2.4.2 Alternative hypothesis (H1) = There is significant enrichment of the students' vocabulary mastery after they taught through islamic story of the MTs. Al – Mustaqim Parepare.

2.5 Variable of the research and definition of variable

2.5.1 Variable of the research

      This research has two kinds of variable, they are independent variable and dependent variable.

2.5.1.1 Independent variable is the variable that the exprimenter expects to influence the other.[20] Independent variable of this research is Islamic Story.

2.5.1.2 Dependent variable is variable that measure the influence of independent variable. Dependent variable of this research is enriching vocabulary mastery.

2.5.2 Definition of variable

Definition of variable are the things that become the object of the research, which shows the variation, both quantitavely and qualitatively of the term "variable" that contained the meaning of "variation". Variable are also referred to by the term "custom" because it can be vary and capricious.[21]

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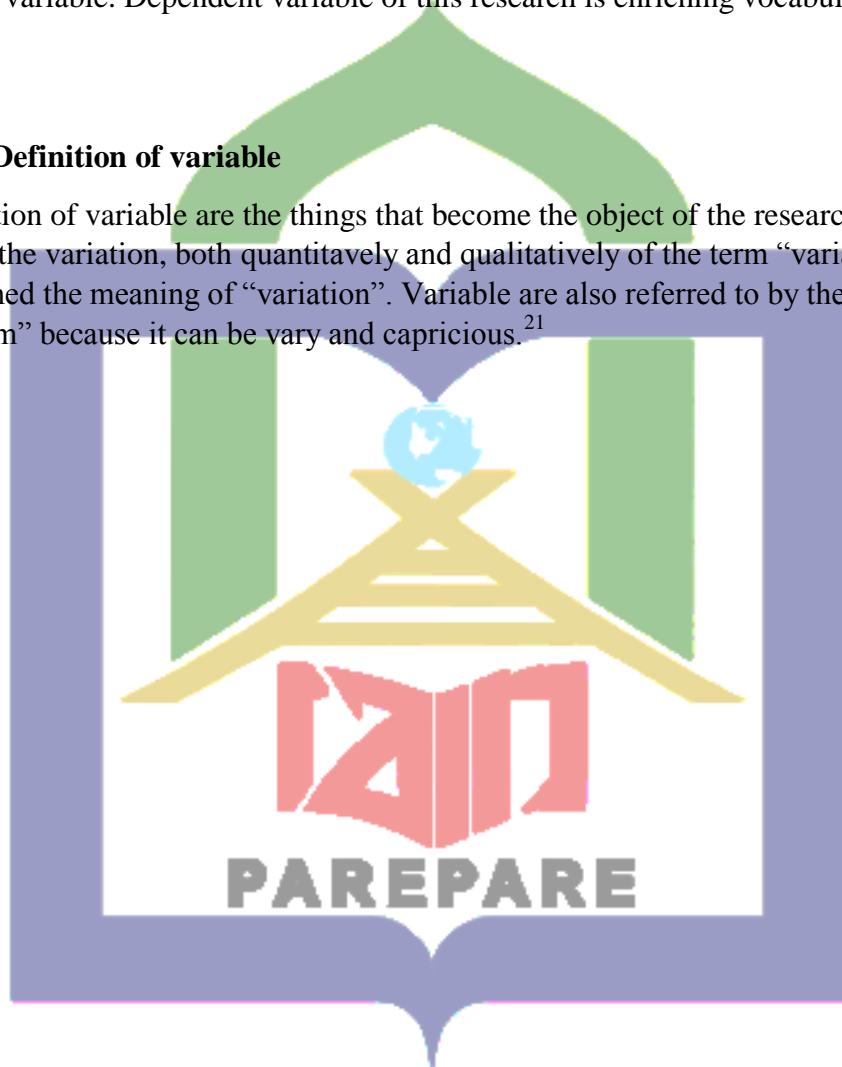
[20]David Nunan, *Research Method in Language Learning,* (Cambridge: Cambridge University Pres, 1992), p. 25

[21] Suharsimi Arikunto, Dasar-dasar Evaluasi Pendidikan, Edisi Revisi (Jakarta: Bumi Aksara, 2009),p.12

CHAPTER III

RESEARCH METHOD

This chapter clarifies research design, research setting, population and samples, variable of the research, instrument of the research, technique of the data collection. These parts discussed in turn as follows:

3.1 The Research Design

Considering data and the aims of research the researcher used quantitative method to conduct this study. The research design was apply Pre-Experimental method by using pre-test, treatment, and post-test. The design was present as follows:

$$E = O1 \ X \ O2$$

Where:

E : Experimental

O1 : Pre-test

X : Treatment

O2 : Post-test[22]

3.2 Location and Duration of the Research

The research has done at the MTs. Al – Mustaqim Parepare for English subject and the duration is 1 month.

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[22]Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R & D),* (Bandung: Alfabeta, 2014), p. 110-111

3.3 Population and Sample

3.3.1 Population

The population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable. The defined population has at least one charecteristic that differentiates it from other groups.[23]

The population of the research is the seventh year at MTs. Al − Mustaqim Parepare. There are three classes as the population in this research, and the number of all the class is 45. All the population is illustrated on the table below.

Table 3.1 The total population of MTs. Al − Mustaqim Parepare.

NO	CLASS	TOTAL
1.	VII. A	15
2.	VII. B	15
3.	VII. C	15
Total		45

(Source: Administration of Al-Mustaqim Parepare)

3.3.2 Sample

The researcher used purposive sampling technique which involve one class as class experimental the class that the researcher has choose VII. C. There several reasons to pick this class at the sample, the students have the same ability on vocabulary mastery might be the first reason. Beside, the result of early observation and an interview with the english teacher find out that this class in the most proper

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[23]Lorrie R. Gay, *Educational Research: Compotencies for Analysis & Application* (Colombus, Ohio: Charles E. Merrill Publishing, 2009), p. 86.

class to represent the all of population because of the varied of students' ability in english. Furthermore, it is recomendation of the english teacher. He stated that the students in the class have represented the population. The total of sample is 15 students.

3.4 Instrument of the research

The instruments that used in this research was objective test in from of multiple choice 10 numbers and match items 10 numbers. So, the total of this test is 20 numbers. The test that have been applied in pre-test and post-test. The test focused on mastering vocabulary. The pre-test has been used to measure the students' vocabulary mastery before giving treatment. While post-test has been used to measure the students' vocabulary mastery after giving treatment and known the effectiveness of Islamic Story in enriching the vocabulary .

3.5 Procedure of Collecting Data

The researcher conducted the research by giving the test twice, namely pre-test and post-test. The pre-test has been used to measure the students' vocabulary mastery before giving treatment. While post-test is used to measure the students' vocabulary mastery after giving treatment and known the effectiveness of Islamic Story in enriching the vocabulary .

The procedure presented in chronological order as follows:

3.5.1 Pre-test

Before conducting the treatment, pre-test gave to find out information and data about students' vocabulary mastery before giving islamic story. The procedure of pre-test:

3.5.1.1 The researcher gave greeting to the students to open the class

3.5.1.2 The researcher introduced herself in front of the students.

3.5.1.3 The researcher gave direction to the students what the students have to do

3.5.1.4 The researcher gave the students text and some question about it, in the question there are 20 questions.

3.5.1.5 The researcher collected the student's pre-test answer sheets.

3.5.1.6 The researcher gave greeting to the students to close the class.

3.5.2 Post-test

After giving the treatment, the researcher gave the students post-test to find out the students' improvement in mastering vocabulary. In this post-test, the researcher not gave treatment again.

3.6 Treatment

The treament was given four times, each meeting run for 60 minutes. The researcher gave some islamic reading material.

3.6.1 First Meeting

3.6.1.1 The researcher gave greeting to the students to open the class.

3.6.1.2 The researcher gave motivation to the students.

3.6.1.3 The researcher gave direction to the students what they have to do and explain the material.

3.6.1.4 The students have a moment to gave some quesstion about this lesson.

3.6.1.5 The researcher gave the students some questions about the material.

3.6.1.6 The students answered the questions.

3.6.1.7 The students collected their work to the resercher.

3.6.1.8 The researcher and the students repeated the lesson together.

3.6.1.9 The researcher gave greeting to the students to close the class.

3.6.2 Second Meeting

3.6.2.1 The researcher gave greeting to the students to open the class.

3.6.2.2 The researcher gave motivation to the students.

3.6.2.3 The researcher gave direction to the students what they have to do and explain
the material.

3.6.2.4 The students have a moment to gave some quesstion about this lesson.

3.6.2.5 The researcher gave the students some questions about the material.

3.6.2.6 The students answered the questions.

3.6.2.7 The students collected their work to the resercher.

3.6.2.8 The researcher and the students repeated the lesson together.

3.6.2.9 The researcher gave greeting to the students to close the class.

3.6.3 Third Meeting

3.6.3.1 The researcher gave greeting to the students to open the class.

3.6.3.2 The researcher gave motivation to the students.

3.6.3.3 The researcher gave direction to the students what they have to do and explain the material.

3.6.3.4 The students have a moment to gave some quesstion about this lesson.

3.6.3.5 The researcher gave the students some questions about the material.

3.6.3.6 The students answered the questions.

3.6.3.7 The students collected their work to the resercher.

3.6.3.8 The researcher and the students repeated the lesson together.

3.6.3.9 The researcher gave greeting to the students to close the class.

3.6.4 fourth Meeting

3.6.4.1 The researcher gave greeting to the students to open the class.

3.6.4.2 The researcher gave motivation to the students.

3.6.4.3 The researcher gave direction to the students what they have to do and explain the material.

3.6.4.4 The students have a moment to gave some question about this lesson.

3.6.4.5 The researcher gave the students some questions about the material.

3.6.4.6 The students answered the questions.

3.6.4.7 The students collected their work to the resercher.

3.6.4.8 The researcher and the students repeated the lesson together.

3.6.4.9 The researcher gave greeting to the students to close the class.

3.7 Technique of Data Analysis

The data was collected through pre- test and post- test, the following procedure is used:

3.7.1 Scoring the students' answer

$$Score = \frac{students\ correct\ answer}{The\ Total\ Number\ Of\ Item} X\ 100$$

3.7.2 Classifying the score five levels classification is as follow:

Konversi nilai akhir		Predikat (Pengetahuan dan Keterampilan)	Klasifikasi Sikap dan Ekstrakurikuler
Skala 0 – 100	Skala 1 - 4		
86 -100	4	A	SB
81- 85	3.66	A-	
76 – 80	3.33	B+	B
71-75	3.00	B	
66-70	2.66	B-	
61-65	2.33	C+	C
56-60	2	C	
51-55	1.66	C-	
46-50	1.33	D+	K[24]
0-45	1	D	

[24]Forum Guru Pendamping Guru Matematika SMP 2013, konversi nilai kurkulum 2013, http://forgupk2013.blogspot.co.id/2013/10/konversi-nilai-pada-kurikulum-2013.html, access on Wednesday, 1 November 2017

3.67.3 Calculating the rate percentage of the students score:

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

Where:

P   : Percentage

F   : Frequency

N   : total number of sample[25]

3.7.4 Finding out the mean score will use the following formula

$$X = \frac{\Sigma X}{N}$$

Where :

X   : Mean

Σ   : Total Score

N   : The total number of Students[26]

3.7.5 Finding Out the standard Deviation by using following formula:

$$SD = \sqrt{\frac{\Sigma x - \frac{(\Sigma x)^2}{n-1}}{N-1}}$$

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[25]Gay, L.R., *Educational Researching Competences for Analysis and Application.* Second Edition (Columbus: Charles E. Meril Publishing Company, 1981), p. 298.

[26] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara,2009), p.298.

Where:

SD   : Standard Deviation.

N   : The number of students

$\sum x$:of all square

$(\sum x)^{2:}$ The sum of the sum score.[27]

3.7.6 Finding the significance difference of the mean score between the pre-test and post- test by calculating the value of test, the formula is an follow:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n-1}}{N(N-1)}}}$$

Where :

t : Test of significance

D : the total score differences

$\sum D^2$: the sum of total differences

$(\sum D)^2$: the square of the sum score of differences

N : the total sample.[28]

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[27]Gay. L.R., *Educational Research Competences for analysis and application.* Second Edition. p.298.

[28]L.R. Gay, *EducationResearch Competencies For Analysis and Application,* p. 331

CHAPTER IV

FINDING AND DISCUSSION

This chapter particularly presents the findings, data analysis, and discussion. Result of the data was prasented in finding (description of research) and further explained in the data analysis technique and discussion.

4.1 Findings

4.1.1 Description of the research

4.1.1.1 The score of pre-test

There was the result of the students' pre-test of Enriching Students' Vocabulary Mastery Through Islamic Story:

Table 4.1 The Students' Vocabulary Score in Pre-test

No	Nama	Score of Pre-test	Predicate
1	HASMAWATI	40	D
2	OLIPIAH	45	D
3	RISMA DARVIANTI	60	C
4	RESKI	65	C+
5	NUR HALIMA	45	D
6	SABRIANTI	50	D+
7	NUN ATHIRAH SYAMIL	55	C-
8	CINDY EREKA	50	D+
9	AISYAH	65	C+
10	FADILLAH	50	D+
11	NHUERSHIYA SELOLONG	5	D
12	ADRIYANTI	55	C-
13	TIRA. A	20	D
14	HUSNUL HATIMA	35	D
15	NURSIAH	35	D
	TOTAL	675	

Source: The Students' score of MTs Al-Mustaqim Parepare

Table 4.2 The classification of the students' vocabulary test

Classification	Score	Predicate	Frequency	Percentage
Very Good	86 – 100	A	-	-
	81 – 85	A-	-	-
Good	76 – 80	B+	-	-
	71 – 75	B	-	-
	66 – 70	B-	-	-
Fair	61 – 65	C+	2	13.33
	56 – 60	C	1	6.67
	51 - 55	C-	2	13.33
Poor	46 - 50	D+	3	20
	0 - 45	D	7	46.67
	Total		15	100

The table above shows about the result of students' score in vocabulary test with 20 items of question. Based on the students' answer in complete the test, it could be seen that there are 5 students got fair, which are 2 students (13.33%) got C+, 1 student (6.67%) got C, 2 students (13.33%) got C-. There are 10 students got poor, which are 3 students (20%) got D+ and there are 7 students (46.67%) got D. It could be seen that most of the students poor, it means that students' vocabulary mastery is poor.

The mean score of the students' score in complete the test with vocabulary test would use formula below:

x= 675   N= 15

$$X = \frac{\sum x}{N}$$

$$= \frac{675}{15}$$

$$= 45$$

Table 4.3 The mean score of students' vocabulary test

Mean Score	Classify
45	Poor

The table above show that the mean score of vocabulary tes was 45. It means that the students' vocabulary mastery was in poor level.

4.1.1.2 The score of Post-test

There was the result of the students' post-test of Enriching Students' Vocabulary Mastery Through Islamic Story:

Table 4.4 The students' vocabulary score in post-test

No	Nama	Score of Post-test	Predicate
1	HASMAWATI	85	A-
2	OLIPIAH	85	A-
3	RISMA DARVIANTI	80	B+
4	RESKI	75	B
5	NUR HALIMA	70	B-
6	SABRIANTI	70	B-
7	NUN ATHIRAH SYAMIL	90	A
8	CINDY EREKA	70	B-
9	AISYAH	70	B-
10	FADILLAH	65	C+
11	NHUERSHIYA SELOLONG	45	D
12	ADRIYANTI	65	C+
13	TIRA. A	60	C
14	HUSNUL HATIMA	60	C
15	NURSIAH	80	B+
	TOTAL	1070	

Source: The Students' score of MTs Al-Mustaqim Parepare

Table 4.5 The classification of the students' vocabulary test

Classification	Score	Predicate	Frequency	Percentage
Very Good	86 - 100	A	1	6.67
	81 - 85	A-	2	13.33
Good	76 - 80	B+	2	13.33
	71 - 75	B	1	6.67
	66 - 70	B-	4	26.67
Fair	61 - 65	C+	2	13.33
	56 - 60	C	2	13.33
	51 - 55	C-	-	-
Poor	46 - 50	D+	1	6.67
	0 - 45	D	-	-
Total			15	100

The table above shows about the result of students' score in vocabulary test with 20 items of question. Based on the students' answer in complete the test, it could be seen that there are 3 students got very good, which is 1 student (6.67%) got A and there are 2 students (13.33) got A-. There are 7 students got good, which are 2 students (13.33%) got B+, there is 1 student (6.67%) got B and there are 4 students (26.67) got B-. There are 4 students got fair, which are 2 students (13.33%) got C+ and there are 2 students (13.33%) got C. There is 1 student got poor, which is 1 student (6.67%) got D+. It could be seen the most of the students got good score, it means the students' vocabulary mastery is good.

The mean score of the students' score in complete the test with vocabulary test would use formula below:

x= 1070   N= 15

$$X = \frac{\sum x}{N}$$

$$= \frac{1070}{15}$$

= 71.33

Table 4.6 The mean score of students' vocabulary test

Mean Score	Classify
71.33	Good

The table above show that the mean score of vocabulary tes was 71.33. It means that the students' vocabulary mastery was in good level.

4.1.2 Hypothesis Testing

4.1.2.1 The Standard Deviation of Pre-test and Post-test

The standard deviation of pre-test and post-test to find out the significant differences between the pre-test and the post-test, it is showed in the following table:

Table 4.7 Standard Deviation of Pre-test and Post-test

Test	Standard deviation
Pre-test	47.71
Post-test	75.92

Table 4.7 shows that the standard deviation of the students' pre-test was 47.71 and the standard deviation of the students' post-test was 75.92.

4.1.2.2 The T-test Analysis

Table 4.8 The Worksheet of calculated of the score pre-test and post-test of vocabulary mastery.

No	Nama	Pre-test	Post-test	D	D^2
1	HASMAWATI	40	85	45	2025
2	OLIPIAH	45	85	40	1600

3	RISMA DARVIANTI	60	80	20	400
4	RESKI	65	75	10	100
5	NUR HALIMA	45	70	25	625
6	SABRIANTI	50	70	20	400
7	NUN ATHIRAH SYAMIL	55	90	35	1225
8	CINDY EREKA	50	70	20	400
9	AISYAH	65	70	5	25
10	FADILLAH	50	65	15	225
11	NHUERSHIYA SELOLONG	5	45	40	1600
12	ADRIYANTI	55	65	10	100
13	TIRA. A	20	60	40	1600
14	HUSNUL HATIMA	35	60	25	625
15	NURSIAH	35	80	45	2025
	TOTAL			395	12975
				156025	

$$D = \frac{\sum D}{N}$$

$$= \frac{395}{15}$$

$$= 26,33$$

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{n-1}}{N(N-1)}}}$$

$$t = \frac{26.33}{\sqrt{\dfrac{12975 - \dfrac{(395)^2}{15-1}}{15(15-1)}}}$$

$$t = \frac{26.33}{\sqrt{\dfrac{12975 - \dfrac{(156025)}{14}}{15\,(14)}}}$$

$$t = \frac{26.33}{\sqrt{\dfrac{12975 - 11144.64}{210}}}$$

$$t = \frac{26.33}{\sqrt{\dfrac{1830.36}{210}}}$$

$$t = \frac{26.33}{\sqrt{8.176}}$$

$$t = \frac{26.33}{2.85}$$

t = 9.23

The table above shows that after calculated of the score pre-test and post-test of vocabulary mastery T- test was 9.23.

4.1.2.3 Test of Significance

In order to know whether the mean score of the pre-test and the mean score of the post-test is significantly different, the research use T-test. The result of T-test is t = 9.23. To find out the degree of freedom (*df*) the research use following formula:

df = N – 1

df = 15 -1

df = 14

For the level of significance **(p) = 0.05** and **df = 14**, then the value of the **t-table = 1.761**. Then the value of the t-test is greater than t-table **(9.23 > 1.761).** It means that there is significant difference between pre-test and post-test of the students in vocabulary mastery after presenting vocabulary materials through Islamic story. In other words, Islamic Story is effective in enriching the students' vocabulary mastery.

4.2 Discussion

To find out the answer of the research in the previous chapter, the researcher was called post-test. The test was a vocabulary test. Post-test was given after the treatments, which aims to know the answer of the problem statement: "Can Islamic Story enrich the Students' Vocabulary Mastery of the MTs Al- Mustaqim Parepare?."

After seeing the result of the score and the mean score of the seventh year at the MTs Al-Mustaqim Parepare in this part, discussion deals with the interpratation of findings derived from the result of statistical analysis and teacher notes during the classroom interaction.

The description of the data collected through islamic story test expected to enriching the students vocabulary mastery through islamic story, it was supported by the frequency and the rate of the result of the students' score of pre-test and post-test. Students score after presenting materials through islamic story in teaching was better than before the treatment.

In the pre-test there were 5 students got fair, which were 2 students (13.33%) got C+, 1 student (6.67%) got C, 2 students (13.33%) got C-. There were 10 students

got poor, which were 3 students (20%) got D+ and there were 7 students (46.67%) got D. The mean score of the pre-test was 45. It could be seen that most of the students poor, it means that students' vocabulary mastery was poor.

The treatment was given four times and there were four islamic story text were given. In the first meeting, the researcher explaind about islamic story, learned the story, after that the students were given on reading the story text, the title namely Prophet Muhammad Saw. Here, then showed their attention to the text. They tried to find the meaning from the vocabulary in the text, and then answer every question under the islamic story text.

In the second meeting, the researcher explaind about islamic story, learned the story, after that the students were given on reading the story text, the title namely Prophet Ayyub. Here, then showed their attention to the text. They tried to find the meaning from the vocabulary in the text, and then answer every question under the islamic story text.

In the third and four meeting, there were one islamic story text given for every each treatment with different titles. The researcher saw that the student's difficulties enough when they answer the text, because the students just learned in research class. But the students can answer every question although not perfect. As conclusion of the teaching process, the student's vocabulary mastery enriched from meeting to meeting.

The learning process conducted by the researcher in improving the vocabulary of students by providing students islamic stories in the form of a short story and interesting as well as mifah understood by students because it uses vocabulary most appropriate to the theme of learning, do different variations of teaching strategies that are fun for the students, evaluation of understanding vocabulary in a variety of tests,

and told the students to write vocabulary words they do not know in the reading and then look up the meaning of the vocabulary. So that students can be active in their learning and increase their vocabulary.

In the post-test there were 3 students got very good, which was 1 student (6.67%) got A and there were 2 students (13.33) got A-. There were 7 students got good, which were 2 students (13.33%) got B+, there was 1 student (6.67%) got B and there were 4 students (26.67) got B-. There were 4 students got fair, which were 2 students (13.33%) got C+ and there were 2 students (13.33%) got C. There was 1 student got poor, which was 1 student (6.67%) got D+. The mean score was 71.33. It could be seen the most of the students got good score, it means the students' vocabulary mastery was good.

The result of pre-test and post-test it can be concluded that the students' score in the post-test was higher than the rate percentage in the pre-test. Islmic story helped the students to answer the question and known the vocabulary in the text, enriching the students' vocabulary, the students' score improve after using the treatment. Before the treatment none of the students got highest score classification, and after apply islamic story in taught vocabulary there were 11 students got hihghest score classification. Thus the alternative hypothesis (H1) was accepted.

Based on the comparison of T-$_{table}$ and T-$_{test}$ declares T-$_{test}$ < T-$_{table}$ (9.23 < 1.761) for the degree of freedom is (0.5). Thus H1 was accepted and H0 was rejected. H1 mean there was significant enrichment of the students' vocabulary mastery after they taught through islamic story of the MTs. Al-Mustaqim Parepare. Based on the T-$_{table}$ and the result of mean score, researcher concluded that islamic story was more effective to enrich the students' vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and discussion in the previous chapter the conclusions are classified into the following statements.

The research of data analysis showed that there is significant difference between the students vocabulary mastery before and after learning vocabulary through islamic story. It was proved by the improvement of mean score from 45 on pre-test 71,33 on post-test, while the t-test vealue 9,23. The research of data analysis showed that the students of MTs. Al-Mustaqim parepare were interested in learning English Language through islamic story, the research finding showed that there was significan improvment that could be gained in teaching and learning process.

5.2 Suggestion

Considering the points of the conclusion above, the researchers furthur states some suggestions as follows:

5.2.1 It is suggested to the teacher to use islamic story in teaching vocabulary as one of the alternative in teaching English.

5.2.2 Teacher should be creative to manage strategy, media and method for teaching English especially in vocabualryclass

5.2.3 Since the use of islamic story, the researcher expects the teacher of English to apply this islamic story in their class.

49

5.2.4 Teacher of English should be more creative to manage the material for teaching vocabulary.

5.2.5 It is suggested that the teacher can apply islamic story as one of the alternative teaching vocabulary in teaching and learning process.

5.2.6 In order to make students understand the material better, the teacher can use islamic story in teaching English vocabulary and reading text, it can make the students to have more fun and active.

5.2.7 It is recomended that the readers of this writing use these islamic story in their vocabulary in order to enrich their comprehension about the content of the vocabulary mastery.
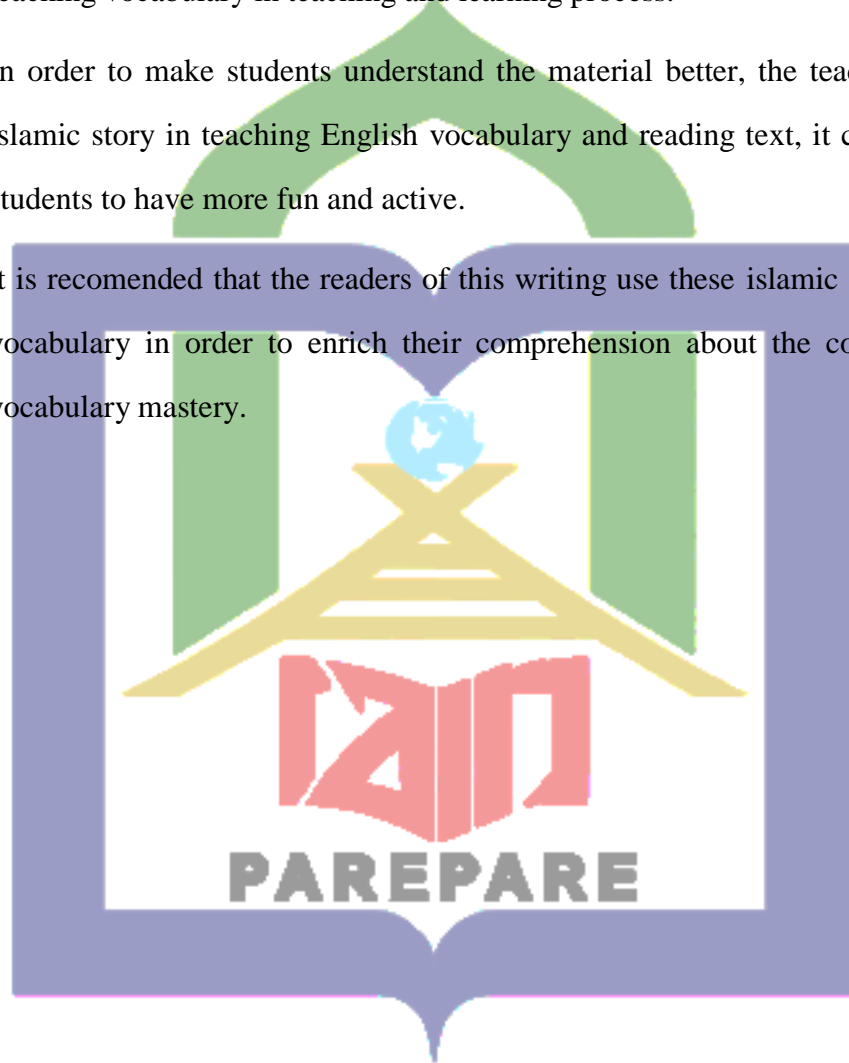
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APPENDICES

Pre-test

I. Choose the correct answer!

1. There are six pillar of ....

A. Islam   C. Believe

B. Faith   D. Succes

2. God created the .... From light.

A. Angel   C. Demon

B. Human   D.prophet

3. .... is the guide of human life.

A. Taurat   C. Sabur

B. Injil   D. Al-Qur'an

4. Prayer is the pillar of ....

A. Worship   C. Faith

B. Religion   D. Servant

5. .... is the third pillar of islam

A. Prayer   C. Give charity

B. Fasting   D. Say two sentences confession

6. .... is the first pillar of faith

A. Believe to Allah   C. Believe to his messenger

B. Believe to his Angels   D. Believe to Qada and Qadar

7. Answering greeting is ....

A. Obligatory   C. Obligation

B. Important   D. obligate

8.In the name of Allah the most gracious the most ....

A. Great   C. Merciful

B. Kind   D. Almighty

9. .... was created for those who believe

A. Hell

C. World

B. Heaven

D. Universe

10. Allah is .... and know everything

A. Eternal

C. Kind

B. Big

D. Great

II. Matching the words below!

No	A		B
1	To Create		Nabi
2	To Guide		Penolong
3	Merciful		Maha Kuasa
4	Kind		Abadi
5	Believe		Maha Pengasih
6	Universe		Terakhir
7	Eternal		Percaya
8	Prophet		Menciptakan
9	Almight		Alam Semesta
10	Last		Membimbing

Post-test

I. Choose the correct answer!

1. We have to always keeping our .... in Allah swt.

A. Faith

B. Truth

C. Tell   D. Believe

2. Our Prophet always teach us to .... with the rules of rules of Allah.

A. Obay   C. Run

B. Respect   D. Discharge

3. If we do kindness, we will get reward and if do evil, we will get ......

A. Sin   C. Gift

B. Punishment   D. Mercy

4. The Prophet Syu'ayb was ..... of the prophet Ibrahim.

A. Descendant   C. Friend

B. Cousin   D. Brother

5. What does MERCY mean?

A. Rahmat   C. Perhatian

B. Belas Kasihan   D. Pujian

6. Muhammad, the last .... was born in Mecca.

A. Order   C. Prophet

B. Man   D. Angel

7. Muhammad received the first .... from Allah when he was 40.

A. Ordert   C. Gift

B. Message   D. Revalation

8. Prophet is the ...... of God.

A. Servant   C. Cration

B. Messenger   D. Order

9. God sent the Prophet to .... Us.

A. Teach   C. Follow

B. Guide   D. Learn

10. What does TRUTH mean?

A. Kebenaran   C. Keindahan

B. Kebaikan   D. Keajaiban

II. Matching the words below!

No	A		B
1	Patient		Risalah/Pesan
2	Prophet		Pahala
3	Birth		Kejahatan
4	Revelation		Wahyu
5	First		Membinasakan
6	Reward		Kelahiran
7	Truth		Kebenaran
8	Destroy		Nabi
9	Evil		Pertama
10	Message		Sabar
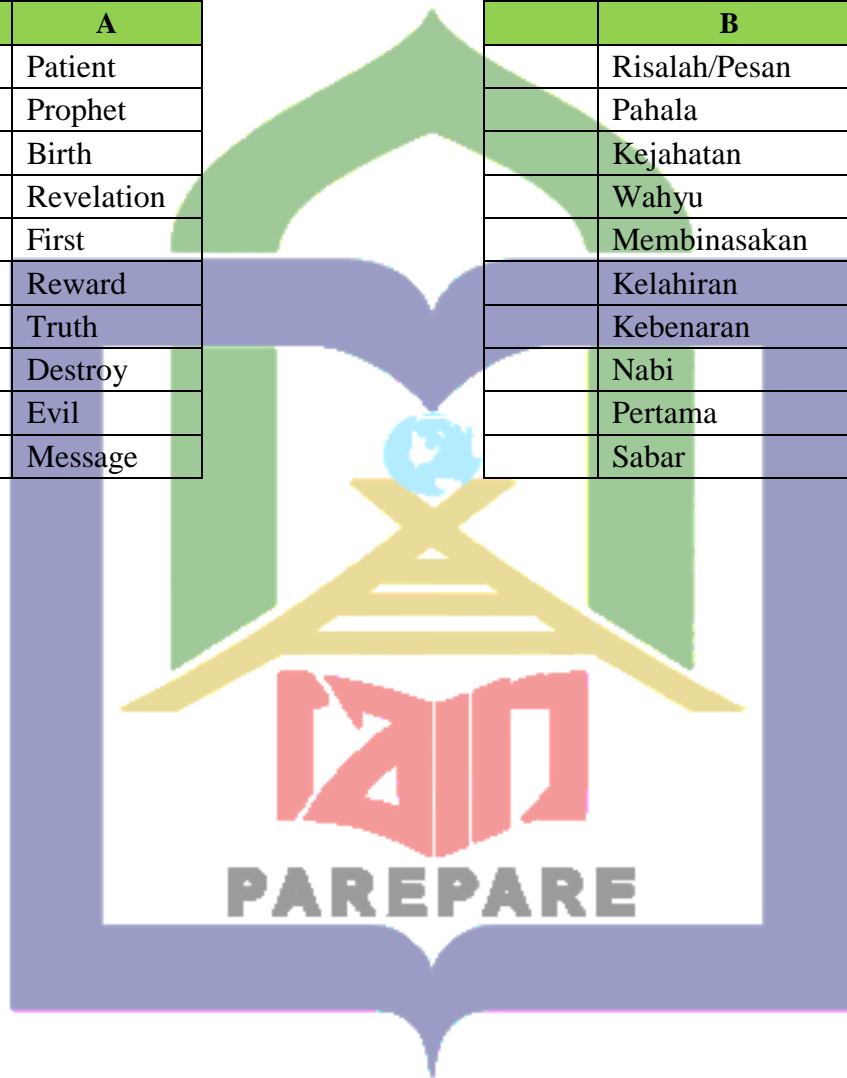
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Status Pendidikan   : **MTs Al-Mustaqim Parepare**

Mata Pelajaran   : **Bahasa Inggris**

Kelas /Semester   : **VII C/ Genap**

Alokasi Waktu   : **2 x 40 menit**

1. Kompetensi Inti :

1.1 Menghargai dan menghayati ajaran agama yang dianutnya.

1.2 Menghargai dan menghayati perilaku jujur, disiplin, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya.

1.3 Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tanpa mata.

1.4 Mencoba mengelola dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis,

membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

2. Kompetensi Dasar

1. Memahami makna dalam teks fungsional pendek dan monolog sederhana dalam bentuk sehari-hari.

3. Indikator

1. Siswa dapat mengidentifikasi *vocabulary* yang ada dalam cerita Islami

2. Siswa dapat melafalkan *vocabulary* yang ada dalam cerita Islami dengan tepat.

4. Materi Pembelajaran

1. Pengertian Vocabulary

Vocabulary Acording to *Oxford English Dictionary*, vocabulary is defined as "total number of words in a language, words known to a person, list of words and their meaning especially at the back of a book used for teaching a foreign language.

2. Types of Vocabulary

PROPHET MUHAMMAD Saw.

A great thing happened in the years 571 A.D. (the Christian Era). Muhammad, the last prophet, was born in Mecca 572 years after the prophet Jesus. His father was Abdullah, who died before his birth. He lost his mother, Aminah, when he was only 6 years old. He married Khadijah when he was only 25 years old. She was a noble lady of Mecca. He lived for 63 years. He received the first the revelation from Allah in 611 A.D. when he was 40. At the time the Arabic people were idol worshippers. For 25 years the preached the message of truth Muhammad invited the people to return to Islam.

5. Kegiatan Pembelajaran

5.1 Kegiatan Pendahuluan (10 menit)

5.1.1   Memberi salam, tegur sapa dan membaca doa

5.1.2   Guru mengecek kehadiran siswa dan menyiapkan buku pelajaran

5.1.3   Guru menjelaskan tujuan pembelajaran kompetensi dasar yang dicapai

5.2 Kegiatan Inti (60 menit)

5.2.1   Guru menggali pemahaman siswa tentang *Islamic vocabulary.*

5.2.2   Guru menyampaikan materi tentang pengertian Vocabulary dan memberikan teks cerita islami.

5.2.3 Siswa mengemukakan tentang vocabulary yang ada dalam cerita islami.

5.2.4 Guru memberi kesempatan kepada siswa untuk mengemukakan pertanyaan tentang materi yang belum dimengerti.

5.2.5 Siswa memberikan Pertanyaan yang berkaitan dengan materi yg diberikan.

5.2.6 Guru memberikan beberapa pertanyaan tentang materi yang diberikan

5.2.7 Siswa menjawab pertanyaan yang diberikan oleh guru.

5.2.8 Guru memberi kesempatan peserta didik untuk menjelaskan kembali materi yang dijelaskan oleh guru.

5.3 Kegiatan Penutup (10 menit)

5.3.1 Guru menanyakan kesulitan dalam proses pembelajaran.

5.3.2 Guru/peserta didik menyimpulkan hasil pembelajaan.

5.3.3 Guru memberikan tugas sekolah dan tugas rumah.

5.3.4 Guru menyampaikan materi di pertemuan berikutnya.

5.3.5 Guru bersama peserta didik menutup pembelajaran dengan membaca beberapa surah-surah pendek doa bersama.

6. Penilaian

6.1 Sikap : Observasi

6.2 Pengetahuan : Penugasan

6.3 Keterampilan : Performance, Unjuk Kerja

7. Instrument penilaian

Multiple Choicee and Matching Item

8. Rubric penilaian

Pedoman Penilaian

Untuk tiap nomor, tiap jawaban benar skor 1

Jumlah skor maksimal 20 x 1 = 20

Nilai maksimal = 20

$$Nilai = \frac{Jumlah\ skor}{score\ maximal} \times 100$$

9. Media/Alat/Bahan/Sumber belajar dan Metode Pembelajaran

9.1 Media : Laptop dan LCD

9.2 Sumber Pembelajaran

    9.2.1 Buku English for Islamic Students

9.3 Alat : Papan tulis, Spidol, Penghapus dan Laptop

9.4 Metode Pembelajaran : Ceramah dan Tanya jawab.

The Teacher   Mahasiswa

ANDI JABRIAH, S.Pd.   **Muhammad Ilham Syam**
NIP. 19651125 198903 2 001   NIM. 13.1300.118

Approved by

The Principal of MTs Al-Mustaqim

FATIMAH, S.Pd.I.
NIP.19700324 199103 2 002

Titik Persentase Distribusi t (dk = 1 – 40)

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615

17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005

36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

DOCUMENTATION

NAMA : oLifiah
KELAS VII

Pre-test

I. Choose the correct answer!

1. There are six pillar of _____
   - A. Islam
   - B. Faith
   - C. Believe
   - D. Succes   ✗

2. God created the _____ From light.
   - A. Angel
   - B. Human
   - C. Demon
   - D. prophet   ✗

3. _____ is the guide of human life.
   - A. Taurat
   - B. Injil
   - C. Sabur
   - D. Al-Qur'an   ✓

4. Prayer is the pillar of _____
   - A. Worship
   - B. Religion
   - C. Faith
   - D. Servant   ✗

5. _____ is the third pillar of islam
   - A. Prayer
   - B. Fasting
   - C. Give charity
   - D. Say two sentences confession   ✓

6. _____ is the first pillar of faith
   - A. Believe to Allah
   - B. Believe to his Angels
   - C. Believe to his messenger
   - D. Believe to Qada and Qadar   ✓

7. Answering greeting is _____
   - A. Obligatory
   - B. Important
   - C. Obligation
   - D. obligate   ✗

$\dfrac{9}{20} \times 100 = 45$

Nama: oupian
Klas VII°

8.In the name of Allah the most gracious the most _____

A. Great

C. Merciful

B. Kind

Ⓓ Almighty ✗

9. _____ was created for those who believe

A. Hell

Ⓒ World

B. Heaven

D. Universe ✗

10. Allah is _____ and know everything

A. Eternal

Ⓒ Kind

B. Big

D. Great ✗

II. Matching the words below!

No	A
1	To Create
2	To Guide
3	Merciful
4	Kind
5	Believe
6	Universe
7	Eternal
8	Prophet
9	Almight
10	Last

	B	
8	Nabi	✓
3	Penolong	✗
1	Maha Kuasa	✗
7	Abadi	✓
4	Maha Pengasih	✗
10	Terakhir	✓
5	Percaya	✓
9	Menciptakan	✗
6	Alam Semesta	✓
2	Membimbing	✓

KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE

Alamat : Jl. Amal Bhakti No. 58 Soreang Kota Parepare ☎ (0421)21307 📠 (0421) 24404
Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

Nomor : B /0 06 /Sti.06/PP.00.9/03/2018
Lampiran : -
H a l : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembangunan Daerah
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama : MUHAMMAD ILHAM SYAM
Tempat/Tgl. Lahir : MAKASSAR , 22 Juli 1994
NIM : 13.1300.118
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Alamat : JL. MACCINI BUSUNG NO.91 KOTA MAKASSAR

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka penyusunan skripsi yang berjudul :

"ENRICHING STUDENTS' VOCABULARY MASTERY THROUGH ISLAMIC STORY OF THE SEVENTH YEAR AT THE MTs. AL-MUSTAQIM PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan **Maret** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

2 2 Maret 2018
A.n Ketua
Wakil Ketua Bidang Akademik dan
Pengembangan Lembaga (APL)

Moh. Djunaidi

PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH
Jln. Jend. Sudirman Nomor 78, Telp. (0421) 29290, Fax (0421)29111; Kode Pos 91122
Email : bappeda@pareparekota.go.id; Website : www.bappeda.pareparekota.go.id
PAREPARE

Parepare, 26 Maret 2018

Kepada

Nomor	: 050 / 124 /Bappeda	Yth.	Kepala MTs Al-Mustaqim Parepare
Lampiran	: —		Di -
Perihal	: **Izin Penelitian**		**Parepare**

DASAR :
1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Ketua Bidang Akademik dan Pengembangan Lembaga (APL) STAIN Parepare, Nomor : B 1062/Sti.08/PP.00.9/03/2018 tanggal 22 Maret 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada perinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a	: MUHAMMAD ILHAM SYAM
Tempat/Tgl. Lahir	: Makassar/22 Juli 1994
Jenis Kelamin	: Laki-laki
Pekerjaan	: Mahasiswa
A l a m a t	: Jl. Maccini Busung, Kota Makassar

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"ENRICHING STUDENTS' VOCABULARY MASTERY THROUGH ISLAMIC STORY OF THE SEVENTH YEAR AT THE MTs. AL-MUSTAQIM PAREPARE"

| Selama | : Tmt. 31 Maret s.d 30 April 2018 |
| Pengikut/Peserta | : **Tidak Ada** |

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :
1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil **"Penelitian"** kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

An. KEPALA BAPPEDA
SEKRETARIS,

E.W. ARIYADI S, ST., MT
Pangkat, Pembina
NIP. 19691204 199703 1 002

TEMBUSAN : Kepada Yth.
1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Ketua Bidang Akademik dan Pengembangan Lembaga (APL) STAIN Parepare di Parepare
4. Saudara MUHAMMAD ILHAM SYAM
5. Arsip.

YAYASAN SHIRATHAL MUSTAQIM
MADRASAH TSANAWIYAH AL-MUSTAQIM

TASSISO KEL. GALUNG MALOANG KEC.BACUKIKI KOTA PAREPARE

Akte Notaris : Nomor 49 Tanggal 22 Juni 2006

Alamat : Jl. Perum Polwil II Tassiso Kel. Galung Maloang Kec. Bacukiki Parepare Kode Pos 91125

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor: 056/YYs/MTs.Am/IV/2018

Yang bertandatangan di bawah ini kepala Madrasah Tsanawiyah Al-Mustaqim,

Nama	:	Fatimah, S.Pd.I
Nip	:	19700324 199103 2 002
Pangkat	:	Penata Tk. I, III/d
Jabatan	:	Kepala Madrasah
Alamat	:	Jl. Perum Polwil II Tassiso Kel. Galung Maloang

Menerangkan:

Nama	:	Muhammad Ilham Syam
Tempat/Tgl. Lahir	:	Makassar/22 Juli 1994
Nim	:	13.1300.118
Fakultas	:	Tarbiyah
Program Studi	:	Pendidikan Bahasa Inggris
Judul	:	

"Enriching Students Vocabulary Mastery Through Islamic Story
Of the Seventh Year at the MTs. Al-Mustaqim Parepare"

Bahwa nama tersebut di atas telah melaksanakan penelitian di Madrasah Tsanawiyah Al-Mustaqim pada tanggal 31 Maret s/d 30 April 2018.

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya, atas kerjasamanya kami ucapkan terima kasih.

Parepare, 30 April 2018
Mengetahui
Kepala Madrasah Al-Mustaqim

Fatimah, S. Pd. I
NIP. 19700324 199103 2 002

CURRICULUM VITAE

MUHAMMAD ILHAM SYAM, the writer was born on July 22th, 1994 in Makassar South Sulawesi. He is the first children from Six children in his family. From the couple, Syamsuddin Sitaba and Muliana. He has five brothers

He began his study in Elementry School at SDN Bara-Barayya Makassar and graduate on 2007. In same year, He continued his study to Darul Huffadh Islamic Boarding School for six years. However, He continues his study at State Islamic Institute of Parepare on 2013. On 2018 He completed his skripsi in the title ''Enriching Students' Vocabulary Mastery Through Islamic Story Of The Seventh Year At The MTs. Al-Mustaqim Parepare.