

**THE EFFECTIVENESS OF USING NARRATIVE TEXTS TO IMPROVE
STUDENTS' VOCABULARY: AN EXPERIMENTAL STUDY AT SEVEN
GRADE STUDENTS OF MTs AZ-ZUHRIYAH TANJUNG TEROS,
ACADEMIC YEAR 2016/2017**



A JOURNAL

**Submitted as Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) at English Education Program**

By

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2017



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS MATARAM
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN BAHASA DAN SENI



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RATIFICATION

A journal entitled “**The Effectiveness of Using Narrative Texts to Improve Students’ Vocabulary: An Experimental Study at Seven Grade Students of MTs Az-Zuhriyah Tanjung Teros, Academic Year 2016/2017**” by Baiq. Rahmi Aulia Az-Zahra (E1D112023) has been accepted by the board of examiners as the requirement to achieve *Sarjana Pendidikan* (S.Pd.) Degree in English Education Program Faculty of Teacher Training and Education Mataram University on September 2017.

Mataram, September 2017

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ABSTRACT

Az-Zahra, Baiq. Rahmi A. A. 2017. The Effectiveness of Using Narrative Texts to Improve Students' Vocabulary (An Experimental Study at Seven Grade Students of MTs Az-Zuhriyah Tanjung Teros, Academic year 2016/2017). Final Project. English Department, Faculty of Teacher Training and Education, Mataram University. First Advisor: Drs.Sahuddin, MA, Second Advisor: Ni Wayan Mira Susanti, MA.

This study was about the effectiveness of using narrative texts to improve students' vocabulary at seven grade students of MTs Az-Zuhriyah Tanjung Teros in academic year 2016/2017. The objective of this study is to find out whether there are significant differences between students who are taught by narrative texts and those who taught without narrative texts. The population of this study was the seven grade student at MTs.Az-Zuhriyah Tanjung Teros, in Academic Year 2016/2017. There were 70 students that came from 2 classes; those classes/groups which consisted of 35 students' population as the sample. This is an experimental research. The research designed used pre-test – treatment – post test design. Two classes were taken, one was an experimental group and the other was a control group that consisted of 35 students each. In analyzing the data, statistical analysis with t-test formula was used. The result of this study showed that the students in the experimental group got better achievement in the average scores than those in the control group in post-test. It was supported by the significant difference between t-value and the critical value, that the t-value was higher than the critical value. The critical value of t-table at significance level of 0.05 (95%) was 2.00 and 2.65 at the level of significance 0.01 (99%). Hence, since the *t-test* was 4.17 and it was higher than the t-table at both levels of significance level 95% (2.00) and 99% (2.65), it can be concluded that there was significant effect of the post test result between the experimental group and the control group. It can be argued that the Null Hypothesis (Ho) which stated that if the $t\text{-test} \geq t\text{-table}$ at the confidence level of 0.05 (95%) and 0.01 (99%) “There is no effect of using narrative texts to improve students' vocabulary” was rejected. The Alternate Hypothesis (Ha) which was stated that “there is significant effect of using narrative texts to improve students' vocabulary” was accepted. Based on this finding, it is suggested that narrative texts can be used by the teachers to improve students' vocabulary.

Keywords: Narrative texts, Improve, Vocabulary, Junior High School, Experimental Research

ABSTRACT

Az-Zahra, Baiq. Rahmi A. A. 2017. Efektifitas Penggunaan Teks Naratif untuk Meningkatkan Kosakata Siswa (Studi Eksperimen pada Siswa Kelas Tujuh MTs Az-Zuhriyah Tanjung Teros, Tahun Ajaran 2016/2017). Proyek Akhir. Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Mataram. Pembimbing pertama: Drs.Sahuddin, MA, Pembimbing kedua: Ni Wayan Mira Susanti, MA.

Penelitian ini membahas tentang efektifitas penggunaan teks naratif untuk meningkatkan kosakata siswa pada siswa kelas tujuh MTs Az-Zuhriyah Tanjung Teros pada tahun akademik 2016/2017. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara siswa yang diajar oleh teks naratif dan mereka yang mengajar tanpa teks naratif. Populasi penelitian ini adalah siswa kelas tujuh MTs Az-Zuhriyah Tanjung Teros, pada Tahun Akademik 2016/2017. Ada 70 siswa yang berasal dari 2 kelas; kelas / kelompok yang terdiri dari 35 populasi siswa sebagai sampel. Ini adalah penelitian eksperimental. Penelitian ini dirancang menggunakan desain pre-test - treatment - post test. Dua kelas diambil, satu adalah kelompok eksperimen dan yang lainnya adalah kelompok kontrol yang masing-masing terdiri dari 35 siswa. Dalam menganalisa data, analisis statistik dengan menggunakan rumus t-test. Hasil penelitian ini menunjukkan bahwa siswa dalam kelompok eksperimen mendapatkan prestasi yang lebih baik dalam nilai rata-rata dibandingkan dengan kelompok kontrol pada post-test. Hal ini didukung oleh perbedaan yang signifikan antara nilai t dan nilai kritis, bahwa nilai t lebih tinggi dari nilai kritis. Nilai kritis t tabel pada tingkat signifikansi 0,05 (95%) adalah 2,00 dan 2,65 pada tingkat signifikansi 0,01 (99%). Oleh karena itu, karena uji t adalah 4,17 dan lebih tinggi dari t tabel pada tingkat signifikansi 95% (2,00) dan 99% (2,65), dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari hasil post test antara kelompok eksperimen dan kelompok kontrol. Dapat dikatakan bahwa Hipotesis Null (H_0) yang menyatakan bahwa jika $t\text{-test} \geq t\text{-table}$ pada tingkat kepercayaan 0,05 (95%) dan 0,01 (99%) "Tidak ada efek menggunakan teks naratif untuk memperbaiki kosakata siswa" ditolak. Hipotesis Alternatif (H_a) yang menyatakan bahwa "ada pengaruh signifikan penggunaan teks naratif untuk memperbaiki kosakata siswa" diterima. Berdasarkan temuan ini, disarankan agar teks naratif dapat digunakan oleh guru untuk memperbaiki kosakata siswa.

Kata kunci: Teks naratif, Meningkatkan, Kosakata, Sekolah Menengah Pertama, Penelitian Eksperimental

I. INTRODUCTION

Language is a system of sound and symbol used by human to communicate thought and feeling (Horby 1995). Language is something that is very difficult to learn because when we learn about language we have to learn about the culture of the language, more than anything else, when we learn foreign language, we have to know their culture besides we have to converse to use the language.

Talking about learning English as foreign language, there are four skills needed to be mastered, they are: speaking, listening, writing and reading. Those four language skills are dealing with vocabulary. According to Hiebert and Kamil (2005) vocabulary is the knowledge of meanings of words. Mastering vocabulary is very important for students who learn English as a foreign language. That is why everybody who learns English as a certain language has to know the words. The mastery of vocabulary can support them in speaking when they communicate with people. They can also write to people effectively and do translation when they have good knowledge of vocabulary. If they do not know the meaning of words, they will not be able to speak, write, and translate anything in English. The students can be said to gain progress in learning English if they know about vocabulary.

Referring to the previous paragraph, it seems that vocabulary has very significant role in mastering a language. Widdowson (1978) stated that native speakers can better understand ungrammatical utterances with accurate vocabulary than utterances with accurate grammar but inaccurate vocabulary. Thus vocabulary is one of the important things in learning English especially in speaking and writing skills. Therefore the English teachers should be able to apply certain way or strategy to enrich their students' vocabularies.

In this study, researcher intends to investigate the language learning strategies used by teachers of English as a foreign language, aiming to find out the effectiveness of using narrative texts in learning vocabulary of English at the seven grade students of MTs.Az-Zuhriyah Tanjung Teros, in Academic Year 2016/2017.

1.1 Statement of Problem

Based on the background above, the researcher proposes research question in order to conduct this research: "Is there any significant effect of using narrative texts to improve students' vocabulary at the seven grade students of MTs.Az-Zuhriyah Tanjung Teros, in Academic Year 2016/2017?"

The questions will be answered after conducting some experimental studies in the classroom as the method of data collection at seven grade students of MTs.Az-Zuhriyah Tanjung Teros in academic year 2016/2017.

1.2 Purpose of study

The purpose of this study is to find out the significant effect of using narrative texts to improve students' vocabulary at seven grade students of MTs.Az-Zuhriyah Tanjung Teros in academic year 2016/2017.

II. REVIEW OF RELATED LITERATURE

2.1 Vocabulary in Learning English as Foreign Language

Vocabulary is one of the components of language. It is very important in communication because people will not be able to communicate if they do not understand the words, phrases, or utterances that are spoken by speakers. As Steven Stahl (2005) states vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world. It also becomes an important element in a language learning because it is something that expands and deepens over the course of a lifetime and involves far more than looking up words in a dictionary and using the words in a sentence.

2.2 Concept of Vocabulary

As Stahl and Gutlohn (2006: 3) points out, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world". Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific word and word-learning strategies.

2.3 Technique and Strategies in Teaching Vocabulary

Beck and Mc Keown (in Ruddell 1995) state that the key to successful vocabulary instruction in the classroom is to get students actively involved in the vocabulary learning process. It means that the teacher should involves the students in teaching learning process in the classroom, the teacher should be able to attract their students' attention because it will make the students focus and concentrate in their study.

III. RESEARCH METHOD

3.3 Research design

The research design in this study was an experimental research. According to Arikunto (1985; 257), "Experimental research is a study to know whether there is an effect or not to the subject that is given a treatment". This

study was implemented the mix group which consisted of experimental group and control group. The implementation of using narrative texts was used in the experimental group, while in the control group was used recount text as media to teach students. By using the mix group, it was identified how much narrative texts improve students' vocabulary. This research was applied in MTs.Az-Zuhriyah Tanjung Teros. The subject of this research was the seven grade students of MTs.Az-Zuhriyah Tanjung Teros, in Academic Year 2016/2017.

3.1 Population and Sample

3.2.1 Population

Population is a number of people or individual that has at least similar characteristic (Sutrisno Hadi, 1984). The population of this study was the seven grade student at MTs.Az-Zuhriyah Tanjung Teros, in Academic Year 2016/2017. There were 70 students that came from 2 classes; each class consisted of 35 students.

3.2.2 Sample

As Yusra (2006) stated that sample is smaller group or subset of population. Another definition of sample according to Arikunto (1992) is a half of population which is expertise, so the sample represents population. Since the limitation of the time, energy and finance, at MTs.Az-Zuhriyah Tanjung Teros there were only 2 classes which consisted of 70 students. Then the researcher used those classes/groups which consisted of 35 students' population as the sample for determining the measurement which was taken from population. If the population is less than 100 students, it was better to take the whole students as the sample and then if the population is more than 100 students, they can be taken 10 to 15% or 20 to 25% or more (Arikunto, 1992).

3.3 Method of Collecting Data

To obtain the data needed for this research, the researcher used test; pre-test and post-test. According to Arikunto (1998), test is the list of the question or exercise that person has. The kinds of test that are usually used in education are; personality test, ability test, intelligence test, achievement test, etc.

There are some steps which will be applied in collecting data:

1. Pre-test

The first step to gather the data, the writer gave the students pre-test, because the researcher would like to know the students' ability about English Vocabulary. In this test, the researcher has prepared 25 questions with multiple choices and each correct answer was scored 4 and each wrong answer was scored 0. Both experimental and control groups were given the same type of vocabulary test.

2. Treatment

The treatment refers to treat the sample with reading narrative texts. In this step the researcher gave different treatment to both groups. The researcher taught English vocabulary using reading narrative texts to the students in experimental group, while to the control group the researcher taught English vocabulary with recount texts. Folktales and Fable were the kind of narrative texts that the researcher used in experimental group. In this treatment, the researcher used preparing and monitoring vocabulary list and context clue. In the beginning, the researcher gave the background information about the story, and built students interest by encouraging the learners to predict the vocabulary in that text. The researcher also gave the opportunities to the students to list, guess, and ask them to find out difficult words' meaning in the story. It helped he students to improve their vocabularies and understand the text easily. Then, the researcher gave some questions based on vocabulary that they find out in the text to check their understanding and encourage their active response. For examples: *What is the meaning of the word..., What is the synonym of the word..., What is the antonym of the word...*

In the last, the researcher checked the students if they could explain the meaning of the vocabulary in the story by using their own words. The treatment was conducted 6 times for both groups.

3. Post-test

In case of looking for the significant result of using narrative texts, this test was given after the treatment. In this step the researcher gave both groups with the same test as the test given in the pre-test. Both of groups were given vocabulary test with multiple choice test form which consists of 25 items of question. The aim of this test is to know whether narrative texts have positive effect or not after giving the treatment.

IV. FINDINGS AND DISCUSSIONS

4.1 Findings

4.1.1 Data Description

This chapter presented the analysis of data related to the effectiveness of using narrative texts to improve students' vocabulary at the seven grade students of MTs Az-Zuhriyah Tanjung Teros in academic year 2016/2017.

At MTs Az-Zuhriyah Tanjung Teros' grade seven consisted of 70 students and it was divided into two classes, VII A and VII B. The researcher

took VII A as the experimental group and VII B as the control group. Each class consists of 35 students.

4.1.2 Data Distribution

In this section, the researcher computed the result of the pre-test and post-test of both groups. Both pre-test and post-test consisted of 25 questions in which those questions were multiple choices. Those two kinds of item have 4 points if the answer is correct. Here is the formula to compute the final score of the respondents in the pre-test and the post-test:

$$\text{Final value} = \frac{\text{Score achievement}}{\text{Maximum Score}} \times 100$$

4.1.3 Data Computation

From the data distribution of pre-test and post-test scores of both groups, the researcher computed the deviation score obtained from raw scores of the experimental and the control group in the following tables:

Tabulation of deviation and square deviation the pre-test and the post-test score of Experimental group:

	Pre-Test (X₁)	Post-Test (X₂)	D	D²
Total	2044	2698	654	13940
Mean	58.4	77.1	-	-
Maximal scores	76	92	-	-
Minimal scores	40	60	-	-

Tabulation of deviation and square deviation the pre-test and the post-test score of Control Group

	Pre-Test (Y₁)	Post-Test (Y₂)	D	D²
Total	2100	2600	500	7952
Mean	60	74.3	-	-
Maximal scores	80	92	-	-
Minimal scores	48	60	-	-

4.2 Discussion

From the statistical analysis of the data obtained above, the researcher continued to discuss the result. In accordance with the result above, it is found

that the *t-test* value was 4.17 and the researcher should consult the *t-test* value with the critical value in the t-table to identify the significance of Narrative texts in improving students' vocabulary.

In this study, the researcher has taken two tailed test in order to know whether or not narrative text gives the significant effect in improving students' vocabulary. The *t-test* value and t-table value was compared from two significance level of 0.05 (95%) and 0.01 (99%).

The following table presents the comparison between the *t-test* and t-table value.

Table 4.4
The comparison between the *t-test* and t-table

<i>t-test</i>	t- table		
	Df	.05	.01
4.17	68	2.00	2.65

The table above shows the comparison between the t-test and t-table value in which the degree of freedom (df) was 68. Based on the table, it can be seen that the critical value of t-table at significance level of 0.05 (95%) was 2.00 and 2.65 at the level of significance 0.01 (99%). Hence, since the *t-test* was 4.17 and it is higher than the t-table at both levels of significance level 95% (2.00) and 99% (2.65), it can be conclude that there was significant effect of the post test result between the experimental group and the control group. It can be calculated that, narrative texts have a positive effect in improving students' vocabulary.

Therefore, it can be argued that the Null Hypothesis (Ho) which stated that if the $t\text{-test} \geq t\text{-table}$ at the confidence level of 0.05 (95%) and 0.01 (99%) "There is no effect of using narrative texts to improve students' vocabulary" was rejected. The Alternate Hypothesis (Ha) which was stated that "there is significant effect of using narrative texts to improve students' vocabulary" was accepted. It means that there is significant effect between students who was being taught by using Narrative texts and those who are not using it in the improvement of their vocabulary. Finally, the result of this experiment leads the researcher to the conclusion that using narrative texts in teaching and learning activity was effective to improve students' vocabulary at seven grade students of MTs Az-Zuhriyah Tanjung Teros in academic year 2016/2017.

V. CONCLUSION AND SUGGESTION

5.3 Conclusions

In relation to the findings and discussion, it can be concluded:

1. The result of this study showed that the students in experimental group which is treated by using narrative texts got better improvement in vocabulary achievement differ from control group which is treated with non-Narrative texts (recount text). The difference in students' achievement between the group is shown on the improvement of mean score (post test). The group that used narrative texts as a medium in improving vocabulary got better improvement in mean score of post test score (77.1) than those without narrative texts (74.3). Thus, the results proved that narrative texts can improve students' vocabulary.
2. The value of *t-test* was higher than *t-table* value at .05 (95%) and .01 (99%) level significance. In this case, the *t-test* value was 4.17 while the *t-table* value in significance level .05 (95%) was 2.00 and 2.65 in the .01 (99%) level of significance. Thus, Alternate Hypothesis (H_a) which stated "there is a significant effect of using narrative texts to improve students' vocabulary" was accepted while the Null Hypothesis (H_o) which stated "there is no significant effect of using narrative texts to improve students' vocabulary" was rejected. In view of that, the researcher concluded that narrative texts can be used to improve students' vocabulary and therefore using narrative texts are effective to improve students' vocabulary for seven grade students of MTs Az-Zuhriyah Tanjung Teros in academic year 2016/2017.

5.2 Suggestions

Based on the conclusion above, the researcher would like to offer some suggestions for teacher, students, and next researchers.

1. For teachers
 - As a facilitator, a motivator, and also an administrator, an English teacher should be active in teaching learning process.
 - As a professional, teachers must master the material that will be presented to the student.
 - A teacher should master the method and technique of presentation. So the students can understand the concept easily.
 - A teacher should apply narrative texts in classroom especially in teaching vocabulary because it can attract students' motivation in learning English and also improve students' vocabulary.
2. For students

- The researcher hopes the students' participation more actively in teaching learning process in the classroom.
 - In order to be able to improve students' vocabulary, the researcher hopes the students use every word that they have learnt as often as they can in reading, writing, listening, and speaking.
 - The researcher suggests that every student should have an English dictionary in order to help them to find out the meaning of difficult words.
3. For next researcher
- The researcher offered the suggestion that such activity should be conducted in other classes of other school to get the wider generalization of the results of the study. Moreover, in this study, the researcher only focuses the research on improvement of students' vocabulary so that the other researchers may investigate whether this media is appropriate in students' reading comprehension.
 - The researcher hopes there will be many researchers that explore the effectiveness of using narrative texts in teaching learning process. The researcher hopes that narrative texts give valuable contribution in teaching English as a foreign language.

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