

Improving Students' Vocabulary Mastery by Using Short Stories

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Abstract

Vocabulary is an important part of learning a foreign language. The research aim to find out the process of teaching vocabulary by using short stories to make students' interested and to find out whether short stories can be successful in improving students' vocabulary mastery or not of the fourth grade students' of MI Tarbiyatul Banin wal Banat Trucuk Bojonegoro. This research used mix method and quasi-experimental design. The instrument of the research was observation were observe the english teacher used fieldnote. The second instrument was employed a test used pre-test and post-test and then analyzed in SPSS program for windows. The sample of the research was the fourth grade students' of MI Tarbiyatul Banin wal Banat Bojonegoro. The sample was experimental group consist 20 students' and control group consist 207 students'. The result of the observation indicated that the process of teaching using storytelling was divided into 3 steps. To find out the whether short stories can be improving vocabulary mastery result were from the comparing the score between t-count and t-table. The result of the data indicated that alternative hypothesis (H_a) was accepted, it mean that using short stories had good effect to improvement the students' vocabulary mastery. Mean pre-test score of experimental group was 67.15 and mean post-test score of experimental group was 85.35. Mean pre-test score of control group was 67.75 and mean post-test score of control group was 78.35. The change of value from Experimental group was very significant. The result of t-count (11.384) was higher than t-table (0.4329). Based on the findings and discussion of the research, the researcher concluded that, Short stories can succesful in improving students' vocabulary masteryat the Fourth grade students' of MI Tarbiyatul Banin wal Banat Trucuk Bojonegoro.

Keywords: Short stories, Vocabulary

Abstrak

Kosa kata merupakan bagian penting dari pembelajaran bahasa asing. Penelitian ini bertujuan untuk mengetahui proses pengajaran kosakata dengan menggunakan cerita pendek untuk membuat siswa tertarik dan untuk mengetahui apakah cerita pendek dapat berhasil meningkatkan penguasaan kosakata siswa atau tidak pada siswa kelas empat MI Tarbiyatul Banin wal Banat Trucuk Bojonegoro. Penelitian ini menggunakan metode campuran dan desain eksperimen semu. Instrumen penelitiannya adalah observasi, kami mengamati guru bahasa Inggris menggunakan catatan lapangan. Instrumen kedua menggunakan tes yang menggunakan pre-test dan post-test yang kemudian dianalisis dalam program SPSS for Windows. Sampel penelitian ini adalah siswa kelas IV MI Tarbiyatul Banin wal Banat Bojonegoro. Sampelnya adalah kelompok eksperimen yang berjumlah 20 siswa dan kelompok kontrol yang berjumlah 207 siswa. Hasil dari 7 observasi menunjukkan bahwa 7 proses pengajaran dengan menggunakan 7 storytelling 7 dibagi menjadi 3 7 langkah. Untuk mengetahui apakah 7 cerita pendek dapat meningkatkan 7 penguasaan kosakata 7 diperoleh hasil dari 7 membandingkan 7 skor 7 antara t -hitung 7 dan 7 t -tabel. Hasil data menunjukkan bahwa hipotesis alternatif (H_a) diterima, artinya penggunaan cerita pendek mempunyai pengaruh yang baik terhadap peningkatan penguasaan kosakata siswa. Rerata skor pre-test 7 kelompok eksperimen 7 adalah 67,15 dan mean skor post-test 7 kelompok eksperimen 7 adalah 85,35. Rata-rata skor pra-tes 7 kelompok kontrol 7 adalah 67,75 dan skor rata-rata pasca-tes 7 kelompok kontrol 7 adalah 78,35. Perubahan nilai dari kelompok Eksperimen sangat signifikan. Hasil t -hitung (11,384) 8 lebih tinggi dari t -tabel (0,4329). Berdasarkan temuan 8 dan pembahasan penelitian, peneliti 8 menyimpulkan 8 bahwa, Cerita 8 Pendek dapat berhasil dalam meningkatkan 8 penguasaan kosakata 8 siswa pada siswa kelas 8 MI Tarbiyatul Banin wal Banat Trucuk Bojonegoro.

Kata Kunci: *Short stories, Vocabulary*

INTRODUCTION

Vocabulary is an important part of learning a foreign language. In order to communicate, interact, convey ideas and convey information to listeners, a language must have a significant vocabulary. Anyone can understand speaking, reading, listening and writing if they have a wide vocabulary. Students with a strong English vocabulary can more easily complete schoolwork and acquire English more effectively. The more vocabulary you have, the more control you must improve your English. Nothing is passed without a vocabulary check. If new students learn grammar without learning vocabulary, they will not be able to express their ideas and thoughts. English has a special role in the teaching of foreign languages in language education in schools.

It is the foundation of English taught from primary school to university. English is a compulsory subject of non-formal education, and the English content is offered according to the needs of the educational level and pedagogical character of the student during the learning process. Vocabulary acquisition is one of the learning materials of the English language. One of the most important parts of learning a foreign language is

vocabulary, which is the basis for students to master English language subjects. Dictionary control is affected. Dictionary control affects students' thinking and creativity during the learning process. As a result, word control can determine the quality of a student's language, the more vocabulary they have, the better their language skills.

Based on the research done in the fourth grade of MI Tarbiyatul Banin wal Banat, the researcher found problem dealing with their weak vocabulary mastery. Things that can cause students' vocabulary mastery to be weak, namely: the lack of students interest on the English subjects, so students are not interested in improving their vocabulary.

The short stories was chosen by researcher because stories have always played significant role in children growth stories not only help stimulating children imagination and understanding the world but also developing children language ability. By using short stories, students' can interested to learn new vocabulary.

One tool that can be used to increase students' interest in english subject is short stories. A short story is one of the literary works that can be used as a material for learning English. Short stories are also one of the most effective materials for teaching students about other cultures. Through the short story, students learn new words with real uses in different forms.

Having observed that situation, the researcher want to improve the speaking skill using storytelling to overcome the problems of students' speaking skills in the tenth grade of SMA MBS Al-Amin Bojonegoro.

The research question is : 1) How to teach vocabulary by using short stories to make students' interested?; 2) Can be short stories improve vocabulary mastery?

LITERATURE REVIEW

The purpose of language skills is for a person to be able to communicate with others. The value of vocabulary learning in terms of improving and developing students' language and communication. Vocabulary is a necessary skill to mastert he four language skills - listening, speaking, reading and writing. Vocabulary mastery can help students acquire four language skills that are expected to benefit students in the future.

To communicate well, students must have a wide vocabulary. As Thornbury (2002: 16) as cited in Wardani (2015) stated that, without grammar very little can be conveyed, without vocabulary nothing can be conveyed. As vocabulary is an important part of language, it can be seen in all language skills of listening, speaking, reading and writing. Vocabulary review is very important for students learning English as a foreign language. Therefore, all learners of English or a certain language should know the words. Vocabulary mastery can support them when they speak, when they interact with people, when they can write and translate the meanings of words, when they define the English language. If they do not know the meaning of the words, they cannot speak, write or translate anything in English. It can be said that students made progress in English, vocabulary check.

According to Burton (1985) as cited in Wardani (2015) says that vocabulary is one of the components of the English language, defined as the total number of words in the

language. Large vocabularies help us express our thoughts precisely, vividly and without repetition in the composition. According to Nation, P. (1990: 22) as cited in Wardani (2015) says that Vocabulary is very important for the success of understanding languages, speaking better or writing well; it is assumed that students need to increase their vocabulary by around 1000 words a year. Vocabulary is a very important thing, because it can list the words used in business, the vocabulary of the language user and the technical or symbolic system that works as a means of expression. Vocabulary also includes words that they know in some languages. Vocabulary usually grows and develops with age and is a useful and basic tool for communication and information provision. Learning vocabulary is one of the first steps in learning a second language, but the last step of vocabulary is never reached. Acquiring new vocabulary is a continuous process, whether in the mother tongue or in another language. Many methods can help to acquire new vocabulary. Therefore, teaching vocabulary plays an important role in successful English communication.

METHOD

In this research, the writer used mix method (Qualitative and Quantitative Method) in terms of gathering and evaluating data. The researcher apply quasi-experimental design. This design involves two classes of the same level. One class is taught by using short stories and another one was provided without using Short stories. The population of the research are the fourth grade students' of MI Tarbiyatul Banin wal Banat Bojonegoro. There are two classes and each class consist of 20 students'. So, the total numbers of the population are 40 students'. This research apply total sampling technique. Total sampling is a sampling technique where the number of samples is the same with population (Sugiyono, 2011). The researcher are chooses two classes as sample namely IV- A as Experimental group and IV- B as Control group. The total numbers of the sample are 40 students'. This research worked on two variable, namely Independent variable and Dependent variable. Short stories as Independent Variable. Vocabulary mastery as Dependent Variable.

The instrument of this research was employed observation and test. First instrument is Observation conducted by observing the teacher of process teaching vocabulary by using short stories. The writer's role in the observation was non-participant. Second instrument is Test, the researcher gave the test multiple choice in pre-test and post-test. Pre-test was given to the students' to measure their speaking skill before the treatment, while the post-test was given to the students' to measure their speaking skill after getting the treatment. Observation data collection is by using field notes. So the researcher observes the teacher and then makes field notes during the teacher teaching vocabulary using short stories in the class. The two groups were given a different treatment. Experimental group, the teacher taught the students about vocabulary of students' activity and definition, type, structured of short stories. So the students' can interested with short stories.. Control group, the teacher taught about vocabulary without explaine about definition, type, structured of short stories.

The researcher formulates the Hypothesis are :

Ha : Short stories significantly improve students' vocabulary mastery

Ho : Short stories can not improve students' vocabulary mastery.

Technique of Data analysis :

- a. Qualitative : Researchers was conducted observation how to teach vocabulary by using short stories to make students' interested. Then the researcher make field notes
- b. Quantitative : There is some step to analysis quntitative
 - 1. Tabulating the scores of the students' will be classify into seven levels as follows:

Table 1
Scoring rubric

Score	Classification
96-100	Excellent
86-95	Very good
76-85	Good
66-75	Fairly good
56-65	Fair
36-55	Poor
0-35	Very Poor

2. Calculating the seven components of students' vocabulary mastery using short stories by using SPSS 16.

3. Classifying the score of the students pretest and posttest.

The data then classified by referring to the scoring system based on the guided provided by ESL. Composition profile which propose by Depdikbud in Mardin, 2007, as follows:

Table 2
Scoring rubric

Score	Classification
96-100	Excellent
86-95	Very good
76-85	Good
66-75	Fairly good
56-65	Fair
36-55	Poor
0-35	Very Poor

4. Computing the frequency and the rate percentage of the students score byusing SPSS 16.

5. Calculating the mean score of the students score by using SPSS 16.

6. Calculating the standard deviation of students pretest and posttest both of experimental and control group by using SPSS 16.

FINDINGS AND DISCUSSION

FINDINGS

1. *Observation results*

Observation was conducted into third meeting of the Treatment to the IV-A as experimental group. Observation was conducted into first observation, second observation and third observation. Observation by using fieldnote. This observation aims to observe how the process of teaching vocabulary by using short stories in the classroom. The subject observed was an English teacher.

On Tuesday, January 24th, 2023, researcher was conducted first observation in class IV-A as an Experimental group. This observation aims to observe how the process of teaching students' vocabulary by using short stories in the classroom. The subject observed was an English teacher. First, the teacher gives text about daily activity to students. The teacher ask students to read and examine the text. The teacher gives assignments to students to translate the vocabulary that has been underlined in the short story text. The teacher asks the meaning of the underlined vocabulary. Then the teacher and students together learn the meaning of the underlined vocabulary.

On Wednesday January 25th, 2023 Researcher was conducted the second observation. At this meeting, the teacher explaine material about definition of vocabulary and short stories such as definitions, characteristics, intrinsic elements, extrinsic elements, and types of short stories. Then the teacher gives homework to students to make short stories about daily activities, then the teacher asks students to present these short stories at the next meeting.

On Thursday January 26th, 2023 Researcher was conducted third observation. At this meeting, The teacher observes the short stories text that has been made assignment by the students in the previous meeting. Then the teacher asked students to present forward individually for reading the story in front of the class about students' daily activity stories that have been made by students. Next, the students' were asked appear individually doing present short stories text about students' daily activity in front of the class. And finally the teacher reviewing the story and give feedback to each student's performance.

2. *Students' score in pre-test and post-test score*

The data were collected from the pre-test and post-test. The pre-test was given before the treatment and post-test after the treatment. Based on the scoring system, the frequency and the rate of percentage of the students score was presented below:

a. *Pre-test Score*

Table 3
Students' score of pre-test

Classification	Score	Pre-test			
		Experimental Group		Control Group	
		Frequency (F)	Percentage (%)	Frequency (F)	Percentage (%)
Excellent	96-100	0	0%	0	0%
Very good	86-95	0	0%	0	0%
Good	76-85	2	10.0%	2	10.0%

Fairly good	66-75	8	40.0%	9	45.0%
Fair	56-65	9	45.0%	8	40.0%
Poor	36-55	1	5.0%	1	5.0%
Very poor	0-35	0	0%	0	0%
Total		20	100.0	20	100.0

Based on the table 3 above, the researcher was able to see the students' score from the result of pre-test. In the pre-test of experimental group there were 2 (10.0%) students' got Good, 8 (40.0%) students' got Fairly good, 9 (45.0%) students' got Fair, 1 (5.0%) students' got poor. And on the pre-test of control group there were 2 (10.0%) students' got Good, 9 (45.0%) students' got Fairly good, 8 (40.0%) students' got Fair, 1 (5.0%) students got Poor. Therefore, it was able to concluded that students score in the pre-test was low.

b. Post-test score

Table 4
Students' score of post-test

Classification	Score	Post-test			
		Experimental Group		Control Group	
		Frequency (F)	Percentage (%)	Frequency (F)	Percentage (%)
Excellent	96-100	0	0%	0	0%
Very good	86-95	9	45.0%	1	5.0%
Good	76-85	11	55.0%	13	65.0%
Fairly good	66-75	0	0%	6	30.0%
Fair	56-65	0	0%	0	0%
Poor	36-55	0	0%	0	0%
Very poor	0-35	0	0%	0	0%
Total		20	100.0	20	100.0

The table 4 above, the researcher could see the students score from the result of post-test. In the post-test of experimental group there were 9 (45.0%) students got Very good, 11 (55.0%) students got Good. And on the post-test of control group there was 1 (5.0%) student got very good, 13 (65.0%) students got Good, 6 (30.0%) students got Fairly good. Therefore, it was able to be concluded that students score of experimental group in post- test was higher than their scores in the pre-test. It meant that their vocabulary by using short stories was improved.

3. Students' mean score and standard deviation

After calculating the result of the students pre-test and post test, the mean score and Standard Deviation were presented in the following table:

Table 5
Students' mean score and standard deviation of pre-test and post-test

Type of Test	Experimental Group	Control Group
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	Mean	Standard Deviation	Mean	Standard Deviation
Pre-test	67.15	7.541	67.75	6.904
Post-test	85.35	3.200	78.35	5.184

The table 5 above in experimental group showed that the mean score obtained by the students in pre-test (67.15) and post-test (85.35). It meant that value of post-test (85.35) was the higher than the score obtained in the pre-test (67.15). Score of the pre-test and the post-test obtained by the students was different. The standard deviation obtained by the students in pre test (7.541) and standard deviation post-test (3.200).

The table above in control group showed that the mean score obtained by the students in pre-test (67.75) and post-test (78.35). It meant that value of post-test (78.35) was the higher than the score obtained in the pre-test (67.75). Score of the pre-test and the post-test obtained by the students was different. The standard deviation obtained by the students in pre test (6.904) and standard deviation post test (5184). Based on the table above two classes there were differences in value of pretest and post-test, but in the experimental group the change in value was very significant. Because the mean of value in experimental group pretest (67.15) < post-test (85.35). It meant there were differences in a learning between pretest and post-test in experimental group.

4. Hypothesis Testing

In hypothesis testing were calculating t-test and t-table. After calculating the result of the mean score and standard deviation students in the pretest and posttest. Then to prove whether the difference was really significant or not, the table below presented "Paired Sample t-test result of Experimental Group" was found in the output table.

Table 6
Paired sample correlations

		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	20	.331	.153

The output above showed the result of the correlation test or the relationship between the two data were pretest and posttest variables. Based on the table presented the value of N was 20, it meant that total of students in the experimental class were 20. The value of correlation (0.331) and Sig. (0.153). Because the value of Sig. (0.153) > probability (0.05), it meant that there was no relation between variable of pre-test and post-test.

After calculating the result of paired sample correlations, the paired sample test were presented in the following table:

Table 7
Interpretation the output table Paired sample test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE TEST - POST TEST	-18.200	7.150	1.599	-21.546	-14.854	-11.384	19	.000

Based on the output table “Paired Sample Test” the value of Sig. (2 tailed) (0.000) < 0.05, it meant that H₀ was rejected and H_a was accepted. It was able to be concluded that there were differences between the value of pretest and posttest of experimental group. So there was effect of using the short stories to improve students vocabulary mastery.

The output table paired sample test was found mean paired differences (18.200) . This value showed the differences between pretest and posttest (67.15 –85.35 = - 18.200 and difference between -21.546 to -14.854 (95% confidence interval of the difference lower and upper). It was known that the value of t count was negative (-11.384). t count was negative because the value of pretest was lower than the value of posttest. The value of t table, based on df (degree of freedom) and Sig. (2 tailed) at a significance level of 0.05. From the output above the value of df was 19. This value was used as the basic of reference in finding the value of t-table in the value of statistical table. Based on the table statistic df 19 was 0.4329. It was able to concluded t-count -11.384 > t-table 0.4329, H₀ hypothesis was rejected and it meant H_a was the alternative hypothesis was accepted.

DISCUSSION

The aims of this research were to find out the process of teaching vocabulary by using short stories and find out whether short stories can be successful in improving students’ vocabulary mastery or not of the fourth grade students’.

Based on the findings of the pre-test students’ score between experimental group and control group and post-test students’ score between experimental group and control group, it meant short stories was able to improve the students’ vocabulary mastery. My finding was in line to the previous studies by Nasria *et al* (2022), Sulaeha *et al* (2020), and Sulfikar *et al* (2020).

Nasria *et al* (2022) found that there is a significant improving in students' vocabulary mastery after using short stories as learning materials. This study used Quantitative

Experimental design One-group pre-test post-test. The mean score of the students' pre-test is 48.33, while the average score of the post-test is 74.00. Then the data were analyzed using the t-test formula. The result of data analysis shows that t-count was greater than t-table, t-count = 6.282 and t-table = 1.771 at a significance level of 0.05. It can be concluded that there is a significant improving in students' vocabulary mastery after using short stories as learning materials on the eleventh grade students' of SMA Negeri 6 Palu.

Sulaeha *et al* (2020) found that short story was more effective in improving students' verbal vocabulary mastery. This research was Quantitative with Quasi-Experiment design. This is proved by figure of means group, the standard deviation and value of t-test which revealed that the mean score of experimental group is higher than the mean score of control group. The result in t-test of experimental class is higher than t-table. It showed that $t\text{-table } 1, 25 > t\text{-table}$ at significance level 2,0 and $12,89 > 2.045$ t-table at 0,05 (98%).

It means that using short story was more effective in improving students' verbal vocabulary mastery at the second grade students of SMAN 2 Bulukumba.

Sulfikar *et al* (2020) found that short story could improve the students' vocabulary in learning process. This study using Classroom Action research (CAR). The research findings indicate that the use of short story improve students' vocabulary item of form, function and meaning. It is proved by the mean score of cycle I is 63 then improved to be 80 in cycle II. They are higher than the mean score of diagnostic test is 49.66. And the standard KKM (75), that could be achieved after conducting cycle II. From these findings, the researcher made a conclusion that by using short story could improve the students' vocabulary in learning process on the Eight grade students' of MTs Negeri 1 Makassar.

By looked at the findings in this research and also in the previous researchers, the researcher showed that using short stories have significant effect to improve students' vocabulary. By using short stories, the speaking class became joyful and make students' more interested on the English subject because short stories can stimulating imagination of students' so it becomes enjoyable for students'. The result of this study showed that short stories had significant effect to improve students' vocabulary mastery. The differences from the previous study and this research was not only whether short stories succesful improve students' vocabulary or not, but also knowing how the process teaching vocabulary by using short stories. Short stories were interesting materials to use to develop vocabulary. Short stories are recommended to use to develop students' vocabulary. In conclusion, short stories can successful to improve students' vocabulary mastery

CONCLUSION

Based on Observation result, the process of teaching short stories was divided into 3 step. The result of the process of teaching by using short stories is First the teacher gives the text short stories to the students' and then asked the students' to translate the vocabulary. Second teacher were taught and explained about short stories and give homework to students' to make short stories about daily activity. Third teacher were asked students' to present individually reading short stories in front class and teacher reviewing the story and

give feedback to each student's performance.

The mean score of pre-test control group was 67.75, and the mean score of post-test control group was 78.35. The mean score of pre-test experimental group was 67.15, and the mean score of post-test experimental group was 85.35.

Based on the data analysis, the researcher concludes that the result of data analysis indicated that the research hypothesis was accepted. It was proven by comparing the score between the t-count and t-table. Where the result of t-count (11.384) was higher than t-table (0.4329). The experimental group has been given treatment this method can facilitate applying vocabulary mastery.

It means that using short stories had good effect to improvement the students' vocabulary mastery. Short stories is effective to be applied in teaching vocabulary. It can be concluded that short stories can be successful in improving students' vocabulary mastery at the fourth grade students of MI Tarbiyatul Banin wal Banat Trucuk Bojonegoro.

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