

# The use of English short story to enrich students' vocabulary achievement at third grade students in SMPN 7 Metro

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## ABSTRACT

This research was about short story to enrich students' vocabulary achievement in third grade of SMPN 7 Metro. The statement of problem are: 1. Is short story effective to enrich students' vocabulary achievement? 2. Which aspect of vocabulary improves the most after the implementation of short story? The objective of the research are to see whether the use of short story is effective to enrich students' vocabulary achievement and to see which aspect of vocabulary improves the most after the implementation of short story. The sample of this research was class of III D in SMPN 7 Metro. The instrument of this research is test (pre and post test). The result of the study demonstrated a significant improvement in vocabulary achievement following the use of short story in the classroom. The mean result of pre-test is 53.28 while the mean result of post-test is 63.28. For the aspect of vocabulary that most improve after the implementation of short story is meaning with experienced the highest increase with an increase in score of 3.75. Based on the result of study, it can be concluded that short story is effective to enrich students' vocabulary achievement.

**Keywords:** Vocabulary, Short Story, Teaching Vocabulary

## I. INTRODUCTION

Vocabulary is one of the language components. In English skills, there are 4 skills that must be mastered; listening, reading, speaking, and writing. Edwards (1997) stated that, "Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system". Wilkins (1972) said, "without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed". While, the English component that must be mastered they are: structure, vocabulary, and pronunciation. It means that listening, speaking, reading and writing need wide vocabulary acquisition. The acquisition of vocabulary becomes the most important part in learning foreign language. Nowadays, there are so many ways to learn the English vocabulary. One of them are using short story to enrich students' vocabulary. But, in fact, the students still lack of willingness to learn it. In SMPN 7 Metro, during PLP, the writer did a short observation and found that the students just read the content word in the reading text and they do not know what the meaning that they read. Besides, the student is also hard to memorize the new vocabulary in reading text. So, there are many ways or methods to overcome of vocabulary lacks. One of the methods to teach vocabulary is by using short story. Why short story? Because in short story, the students can entertain themselves by searching what is the most they like in reading. With short story, students are expected to learn vocabulary with fun and also not feel under pressure. Besides, short story can improve their list of vocabulary so they can understand the meaning of those short stories. There are some examples in the previous study about the use of short stories. Irma (2016) stated that based on the investigation in MTs At-Taqwa Tangerang, the writer found that the use of the short story was more effective towards students' reading comprehension of narrative text than without using shot story. So, based on Irma's research, she used CLT method with short story as the media focused on narrative text to teach them in the school. Another research conducted by Sulaeha,

et al (2020) found that the use of short story in the 11<sup>th</sup> grade of SMAN 2 Bulukumba was more effective in improving students' verbal in vocabulary mastery. It revealed that the means core of experimental group is higher than the means of control group. Based on the previous studies, there is only "narrative text" as the media to teach vocabulary achievement. There is no "short story" as the media for teaching vocabulary, so the "short story" actually has not been done in many schools during vocabulary learning. It can be concluded that the use of short story gave a good effect in students' vocabulary achievement because the students never had done experience in "short story" reading. The issue that has been presented in the background, so the researcher specified the following research question: 1) is short story effective to enrich students' vocabulary achievement? 2) which aspect of vocabulary improves the most after being the implementation of short story?

The study covers the vocabulary skills using short story which focused on narrative text. This research will be administered in the third grade of SMPN 7 Metro since the narrative text is included in syllabus at SMPN 7 Metro. For conducting the treatment, it will take 3 weeks long. The students have opportunity to enrich their vocabulary and also develop themselves in vocabulary through short story. In the end, this study is expected to investigate whether the short story will enrich students' vocabulary achievement and also their ability to answer the question for testing their vocabulary achievement and see which aspect of vocabulary improves the most after the implementation of short story.

#### 1) Vocabulary

Vocabulary is an essential aspect to know a foreign language. Moreover, vocabulary is included in language component that needs to be learned because vocabulary is crucial things when we want to communicate in target language. Edwards (1997) stated that, "Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system". Other expert, Linse (2005) stated that vocabulary is the collection of words that an individual knows. Besides, Burns and Broman (1975) stated that vocabulary is the bunch of words used by a person, class or professional, all having much in common, yet each distinctly different, where vocabulary is used by one to do in language skill.

#### 2) Types of Vocabulary

According to Barnhart (1968), there are 4 types of vocabulary, they are:

##### a. Reading vocabulary

A literate person's vocabulary is all the words they can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading.

##### b. Listening vocabulary

A person's listening vocabulary is all the words they can recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tone, gestures, the topic of discussion, and the social context of the conversation.

##### c. Speaking vocabulary

A person's speaking vocabulary is all the words they use in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused by facial expressions and tone of voice.

##### d. Writing vocabulary

Words are used in various forms of writing from formal essays to social media feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating.

### 3) Aspect of Vocabulary

Nation, 2001:

- a. Meaning  
Divided into three; Form and Meaning, Concept and Referents, and Association.
- b. Form  
Divided into three; Spoken Form, Written Form, and Word Parts
- c. Use  
Divided into three; Grammatical function, Collocation, and Constraint on use

### 4) Short Story

The short story is one of the oldest types of literature and has existed in the form of legends, mythic tales, folk tales, fairy tales, fables, and anecdotes in various ancient communities across the world. According to Klarer, (1998) "A crucial feature commonly identified with the short story is its impression of unity since it can be read-in contrast to the novel-in one sitting without interruption.

### 5) Characteristics of Short Story

Tarigan (1985):

- a. The characteristics of short story are brevity, unity, and intensity
- b. The main elements of short story are scene, character, and action.
- c. Language that is used in short story must be incisive, suggestive, and alert.
- d. Short Story must consist of a writer interpretation about his concept, about life, either direct or indirect.
- e. Short Story must cause a feeling in reading that train of story implicates feeling first than opinion.
- f. Short Story consist of details and incident, which can cause question in reader opinion.
- g. Short Story consists of an incident that leads to understand the train story.
- h. Short story provides emotions

### 6) Element of Short Story

Klarer (1998):

- a. Plot  
Klarer (1998) stated that plot is the logical interaction of the various thematic elements of a text which leads to a change of the original situation as presented at the outset of the narrative.
- b. Character  
According to Klarer (1998), typed character in literature is dominated by one specific trait and is referred to as a flat character, and term round character usually denotes a person with more complex and differentiated features.
- c. Narrative Perspective  
Klarer (1998) stated that "narrative perspective or point of view characterizes the ways in which a text presents persons, events, and settings.
- d. Settings  
The setting of place physically is a place where events in a story occurred. According to Nurgiyantoro (2000) in action of interpretation, setting can be distinguished into setting of place, time and culture.

### 7) Teaching Vocabulary in Reading

Scott (2003):

- a. Definitional methods

The student might be given a list of words and have to look them up in a dictionary, or the teacher may simply give an oral definition for new vocabulary words, without discussing the meaning of the definition.

b. Contextual methods

Contextual methods of vocabulary instruction ask students to create a meaning for a word based on the rest of the sentence or paragraph.

c. Organizational or semantic framework

Students learn relationships between and among similar words. This type of instruction includes the use of concept maps, semantic maps, and other graphic organizers.

d. Mnemonic instructional

Mnemonic instructional methods make use of visual images as a way to help students learn and remember new terminology.

e. Structural methods of vocabulary

Structural methods of vocabulary instruction show students how to look at the parts of the word for clues about what the word means.

8) The Use of Short Story

According to Collie & Slater (1991) short story is an ideal way of introducing students to literature in a foreign language classroom. Short story itself is a result of literature. With the content of a story that is not too long, it gives easiness not only for students but also for the teacher. Collie & Slater (1991) state that literature is an authentic material. In the process of reading and comprehending the literature, a reader can discover their thoughts, feelings, customs, and possessions.

9) Procedures of Teaching Vocabulary through Short Story

a. Pre-activities

- 1) The teacher greets the students and asks about their condition. For example: "good morning students, how are you today?"
- 2) The teacher introduces the topic for being taught by giving some questions. For example: "do you know the story of Little Red Riding Hood."

b. While-activities

- 1) The teacher sends some pictures about the short story explanation through WhatsApp.
- 2) The teacher asks the students to find the meaning of the vocabulary that they have not known before.
- 3) The teacher gives evaluations about the meaning of the vocabulary also noun, verb, and preposition of the short story that have been asked before.
- 4) The teacher gives explanation and meaning about the vocabulary that students have listed.
- 5) The teacher gives the students exercise in the worksheet.

c. Post-activities

- 1) The teacher gives feedback about the students' worksheet.
- 2) The teacher asks the students whether there are any difficulties in this topic.
- 3) The teacher gives review about the difficulties where the students have been faced.
- 4) The teacher closes the meeting.

10) The Advantages of Using Short Story for Teaching Vocabulary

According to Collie & Slater (1991), the use of literature in language training is theoretically highly helpful since it provides four benefits: authentic material, cultural enrichment, language advancement,

and personal improvement. First of all, literary texts offer real-world situations for processing new language, which can be more helpful in promoting acquisition than instructional materials. Second, the literary texts increase learners' knowledge of the range of the target language and develop their proficiency in all language abilities because they provide actual examples of grammar structures and vocabulary items (Povey, 1967). Third, incorporating literature into language instruction has the benefit of introducing target language culture.

#### 11) Theoretical Assumption

Considering the theories described above, the writer assumes that vocabulary mastery has an important of four language skills; listening, reading, speaking, and writing, in order to reach the goal of communication language. One of the skills that vocabulary play important is in the reading texts. Short story is one of the texts that included in the narrative text which plays as entertaining purposes also can be one of the media to teach vocabulary achievement.

Based on the assumption above, the writer thinks by mastering vocabulary, the students will know the meaning of the text and also understand the whole of the text that they have read. So, the writer assumes that short story is one of the media that can make students fun in learning vocabulary for junior high school students.

#### 12) Hypothesis

H<sub>0</sub>:

- There is no effectiveness to enrich students' vocabulary achievement in the third grader students at SMPN 7 Metro after being taught with short story.
- There is no aspect of vocabulary improves the most after implementation of short story in the third grader students at SMPN 7 Metro.

H<sub>1</sub>:

- There is an effectiveness to enrich students' vocabulary achievement in the third grader students at SMPN 7 Metro after being taught with short story.
- There is an aspect of vocabulary improves the most after implementation of short story in the third grader students at SMPN 7 Metro.

## II. METHODS

### 1) Research Design

In this research, the writer wants to find out the use of short story in enriching students' vocabulary achievement. The writer uses quantitative design for do the research.

According to Hatch and Fahradly (1982) the research design was illustrated below:

T1 X T2

Which:

T1: pre-test

X: treatments (short story)

T2: post-test

## 2) Population and Sample

The population of this research is the third students of SMPN 7 Metro in the academic year 2021/2022. The sample was selected by using random sampling. The procedure of taking the sample as follows:

1. The writer prepared the list of the class to be selected as an experimental class.
2. The writer did a discussion with the headmaster of SMPN 7 Metro especially English teacher to select the experimental class.
3. The writer found that 9 D was the experimental class.

## 3) Research Instrument

The instrument of this research is a test (pre-test and post-test). To know the students' vocabulary achievement before and after they were given the treatment, the writer used multiple choices for the test to know if there was any improvement in students' vocabulary mastery through short story.

## 4) Validity and Reliability

### a. Validity

#### 1. Content Validity

According to Heaton (1991) the validity of the test is the extent to which it measures what it is supposed to measure and nothing else. Content validity refers to the coverage of materials (material in the syllabus) which must be included in the test.

#### 2. Construct Validity

According to Nurweni (2018) construct validity refers to test validity in term of whether test items have been written based on the theory of what is being tested. In this research, writer wants to teach vocabulary, so the writer must know the theory of vocabulary.

### b. Reliability

Reliability is one of characteristic of good assessment instrument. Reliability comes from the word reliable, that means can be trusted as there is no significant change (Nurweni, 2018).

The formula of test-retest method was known as Product Moment. The formula is as follow:

$$r_{xy} = \frac{n \cdot \Delta xy - (\Delta x)(\Delta y)}{\sqrt{\{n \cdot \Delta x^2 - (\Delta x)^2\} \{n \cdot \Delta y^2 - (\Delta y)^2\}}}$$

Which:

$r$  = reliability

$x$  = score in pre-test

$y$  = score in post-test

$n$  = number of samples

$\Delta x$  = the sum of result of score in pre-test

$\Delta y$  = the sum of result of score in post-test

## 5) Scoring

The scores of pre-test and post-test according to Arikunto's formula (1989) was calculated by using the following formula:

$$s = \frac{r}{n} 100$$

$s$  = the score of the test

$r$  = the total of right answer

$n$  = the total of items

#### 6) Data collection

##### 1. Pre-test

The pre-test was administered before the treatments. The pre-test was to see the basic quality of students' vocabulary achievement before being given treatments. The test consisted 30 items with multiple choices. The pre-test conducted in 30 minutes.

##### 2. Post-test

The post-test was administered to the students after the writer conducted the treatments. It was used to find out the improvement of students' vocabulary after they were given the treatments. The test consisted 30 items with multiple choices. The pre-test conducted in 30 minutes.

#### 7) Research Procedures

This research was conducted in SMPN 7 Metro on April 4<sup>th</sup> until 22<sup>nd</sup> 2022. The population of 9D class is 35 students. The writer used the test items to know the answer from students. The time allocation was 30 minutes.

Here are the research procedure as follows:

1. Determining the research problem
2. Determining the research design
3. Determining the population and sample
4. Administering the pre-test
5. Conducting the treatment for teaching in the class
6. Giving post-test for students
7. Analyzing the data or score of pre-test and post-test
8. Analyzing and comparing pre-test and post-test based on the aspects of vocabulary to determine which aspect that have the most vocabulary improve
9. Reporting and discussing the result

#### 8) Data Analysis

After administering pre-test and post-test, the writer analyzed the score of the students. The writer examines the students' score by using the following steps:

1. Scoring the pre-test and post-test

2. Arranging the score from pretest and posttest
3. Analyzing descriptive statistic average score of pre-test and post-test
4. The hypothesis test using T-test

### III. RESULT AND DISUCUSSION

#### 1) Result of The Research

##### 1.1) Result of Vocabulary Test in Try Out

##### a. Normality

		Test	Retest
N		32	32
Normal Parameters <sup>a,b</sup>	Mean	53.2813	63.2813
	Std. Deviation	7.36265	7.99288
Most Extreme Differences	Absolute	.235	.159
	Positive	.235	.159
	Negative	-.130	-.143
Kolmogorov-Smirnov Z		1.327	.901
Asymp. Sig. (2-tailed)		.059	.391

From the table above, we can learn that the significant result from the test is 0.059 and re-test is 0.391. It can be concluded that, because the resulting value is more than 0.05, the test is normally distributed.

##### b. Linearity

		Sum of Squares	df	Mean Square	F	Sig.
Retest * Test	(Combin ed)	1524.844	5	304.969	17.403	.000
	Lineari ty	1439.767	1	1439.767	82.160	.000
	Deviati on from Lineari ty	85.077	4	21.269	1.214	.329
	Within Groups	455.625	26	17.524		

Total	1980.469	$\frac{3}{1}$
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There is a linear relationship between the use of short stories and vocabulary mastery as seen from the significant value of 0.329 which is more than 0.05.

c. Reliability

		Test	Retest
Test	Pearson Correlation	1	.853**
	Sig. (2-tailed)		.000
	N	32	32
Retest	Pearson Correlation	.853**	1
	Sig. (2-tailed)	.000	
	N	32	32

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the table above, it can be seen that the significance value obtained is 0.00 which is less than 0.05. In addition, the Pearson correlation value obtained a value of 0.853 which shows a very strong relationship. Based on the results, it can be concluded that the research instrument used has met the reliability requirements and is feasible to use.

1.2) Result of Pre-test

**Distribution of Students' score in Pretest**

Interval Score	Number of Students	Percentage	Mean
45-49	8	25%	<b>53.28125</b>
50-54	10	31%	
55-59	5	16%	
60-64	4	13%	
65-69	4	13%	
70-74	1	3%	
75-79	0	-	
80-84	0	-	
85-89	0	-	
90-95	0	-	
	<b>32</b>	<b>100%</b>	

As it can be seen in the table 4.4, it can be stated that 53.28 is the mean of students' score in pre-test. The table also shows the interval score of students. Most of students gained score in range 45-49 with 25% of percentage.

1.3) Result of Post-Test

**Distribution of Students' score in Posttest**

Interval Score	Number of Students	Percentage	Mean
45-49	0	-	<b>63.28125</b>
50-54	3	9 %	
55-59	5	16 %	
60-64	8	25 %	
65-69	5	16 %	
70-74	7	22 %	
75-79	3	9 %	
80-84	1	3 %	
85-89	0	-	
90-95	0	-	
	<b>32</b>	<b>100 %</b>	

As it can be seen in the table 4.5, it can be stated that 63.28 is the mean of students' score in post-test. The table also shows the interval score of students. Most of students gained score in range 70-74 with 22% of percentage.

1.4) Result of The Use of Short Story to Enrich Students' Vocabulary Achievement

**Paired Samples Test**

		Paired Differences				t	d	Sig.
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference			
				Lower	Upper			
Pair 1	Posttest - Pretest	10.0000	4.21212	.74460	8.48137	11.51863	13.4301	.000

The table above shows the significance value of the pre-test and post-test is 0.000 which is lower than 0.05. It is proves that there is a significant effect of the application of short stories on students' vocabulary mastery.

#### 1.5) Result of Aspect of Vocabulary That Improves The Most After The Implementation of Short Story

Result					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	574.023	3	191.341	8.903	.000
Within Groups	2664.844	124	21.491		
Total	3238.867	127			

Based on the results of the analysis above, it is known that the significant value is  $0.000 < 0.05$ . So, it can be said that the average value of these aspects is significantly different.

#### Mean Difference of Vocabulary Aspects in Pre-test and Post-test

Aspects	Maximum Score	Mean Pretest	Mean Posttest	Mean Difference (Post-Pre)
Meaning	25	15	18.75	3.75
Spelling	25	15	15.46875	0.46875
Word Class	25	9.84375	12.8125	2.96875
Word Use	25	13.4375	16.25	2.8125
<b>TOTAL SCORE</b>	<b>100</b>	<b>53.28125</b>	<b>63.28125</b>	<b>10</b>

#### 1.6) Hypothesis Testing

$H_1$ : there is an enrichment of students' vocabulary achievement before and after being taught with short story.

$H_0$ : there is no enrichment of students' vocabulary achievement before and after being taught with short story.

To answer the hypothesis testing, the writer compared the t-value and t-table. The t-value obtained by the writer was 13.430 and the t-table was 2.039. It was found that t-value was higher than t-table. In result, the null ( $H_0$ ) hypothesis was rejected; thus, the alternate hypothesis ( $H_1$ ) was accepted. It means, there is an enrichment of students' vocabulary achievement in the third grader students after being taught with short story.

## 2) Discussion and Research Findings

### 1. Students' Vocabulary Enrichment by Using Short Story

As presented earlier, the writer successfully conducted this research through *WhatsApp* group chat in three meetings treatment and two meetings of test. The Pre-Test and Post-Test were given to the students in the beginning and at the end of meeting to investigate whether there is a vocabulary enrichment by using short story. The mean score of students' vocabulary in pre-test was considered lower than post-test.

After the data was collected and analyzed, the comparison between students' mean score in post-test (63.28) showed higher points compared to pre-test (53.28). Similarly, the calculation of significant difference using Paired Sample T-Test showed that t-value obtained 13.430 which were higher than t-table which showed 2.03951. That is why, all of the calculation analysis proved that there is an enrichment of vocabulary achievement after taught by using short story.

### 2. Meaning as The Most Improve Aspect by Using Short Story

After pre-test and post-test were administered, the results of pre-test were compared with the result of post-test in order to analyze which aspect of vocabulary that improves the most after used short story to enrich students' vocabulary achievement.

The mean pre-test of meaning is 15, spelling is 15, word class is 9.84, and word use is 13.43 while the mean post-test of meaning is 18.75, spelling is 15.46, word class is 12.81, and word use is 16.25. From the data that already explained, the aspect which improve the most is meaning with mean difference (post and pre-test) is 3.75.

## IV. CONCLUSION AND SUGGESTION

### 1) Conclusion

After conducted the research and analyze the data at the ninth grade of SMPN 7 Metro, the writer draws conclusions as follows:

1. Regarding to the first research question, it can be concluded that the use of English short story can enrich students' vocabulary achievement. This research was supported by teaching and learning process that has been done successfully without any obstacle. Hence, the use of short story can enrich students' vocabulary significantly.

2. For the second research question, it is concluded that the use of short story has an improvement in a certain aspect. The students have the highest score in meaning aspect because they want to

learn more about the short story. In addition, students felt enjoy and excitement while learning vocabulary using short story.

2) Suggestion

a. Suggestion for English Teacher

1. After conducting the research the use of short story to enrich students' vocabulary achievement, the writer found that short story can enrich students' vocabulary achievement. Therefore, the research can be advisable for English teacher to apply short story in teaching vocabulary.

2. The teacher should actively encourage students to practice the vocabulary in classroom and make the students feel enjoy to learn vocabulary.

b. Suggestion for Further Research

1. This research was conducted in the third grade of SMPN 7 Metro with short story as the media to teach. The short story can be one of the best materials to conduct research for further writer. Short story can also be taught in other level of education.

2. Other writers who are interested for any further study related to this research, they should explore the use of short story to another skills in order to understand the use of short story to enrich students' vocabulary achievement.

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