THE USE OF SHORT STORIES TO IMPROVE STUDENTS’ VOCABULARY MASTERY

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ABSTRACT
This research aimed to find out whether or not the use of Short Stories can improve vocabulary mastery. The researcher used a pre-experimental one group with pretest and post-test design. The instrument used to collect data of this research is a test. The researcher used a vocabulary translating test that consisted of 10 questions and a vocabulary matching test that consisted of 10 questions. There were 20 questions for pre-test and 20 questions for post-test. The research findings show that the students' vocabulary mastery improved by using short Stories. It was shown on the mean score of pre-test 44.82 while the mean score of post-test 76.42 which means higher than pre-test. The conclusion is drawn based on the results obtained from the paired-sample T-test. The significant sig. (2-tailed) of pre-test and post-test 0.000. There was an improvement in vocabulary mastery and it was concluded that the use of Short Stories can improve vocabulary mastery.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Cerita Pendek dapat meningkatkan penguasaan kosakata. Peneliti menggunakan pre-eksperimental one group dengan desain pre-test dan post-test. Instrumen yang digunakan untuk mengumpulkan data penelitian adalah tes. Peneliti menggunakan tes penerjemahan kosakata yang terdiri dari 10 pertanyaan dan tes pencocokan kosakata yang terdiri dari 10 pertanyaan. Terdapat 20 soal untuk pre-test dan 20 soal untuk post-test. Temuan penelitian menunjukkan bahwa penguasaan kosakata siswa meningkat dengan menggunakan cerita pendek. Hal ini terlihat dari nilai rata-rata pre-test 44,82 dan nilai rata-rata post-test 76,42 yang berarti lebih tinggi dari pre-test. Berdasarkan hasil menggunakan uji T sampel berpasang. Tanda penting, (2-tailed) pre-test dan post-test 0,000. Tanda itu, (2-tailed) sebesar 0,000 < 0,05 yang berarti pre-test dan post-test mempunyai sig < a dan dapat disimpulkan hipotesis alternatif (Ha) diterima dan hipotesis nol (H0) ditolak. Dari temuan tersebut terdapat peningkatan penguasaan kosakata dan disimpulkan bahwa penggunaan Cerpen dapat meningkatkan penguasaan kosakata.
INTRODUCTION

Vocabulary is an essential part of learning English because it is the primary tool for communication. It is challenging for students to communicate with each other if they lack vocabulary. Listening, speaking, reading, and writing are the methods used to practice this communication skill. These four abilities are utilized to respond in social interactions between people from different cultures as well as within the same culture (Syarifudin & Rahmat, 2021). The majority of any language instruction is vocabulary-based. Having a sufficient vocabulary will enable students to read, listen, and write (Widyasari, 2023). In order to learn English, vocabulary is crucial. Every educational level now offers English as a foreign language instruction, which is one of the initiatives made to develop human resources that are better prepared to address global concerns. One of the aims of learning English is to comprehend it (Yemima et al., 2019). Most of the students have a limited command of the English language, making it difficult for them to read or carry on a discussion. Some are pre-service and in-service teachers who have taken English courses and are fluent in the language when speaking (Muhsinin, 2022). One of the elements of creating effective reading and communication abilities is vocabulary learning. Students can employ vocabulary while speaking, writing, reading and listening (Salawazo et al., 2020). Given the significance of vocabulary in both communication and language learning, it is essential for any language teaching programme to assist students in expanding their vocabulary. According to Panjaitan et al., (2021), learning vocabulary is seen as a challenging endeavor for language learners. Vocabulary instruction ought to be included with language instruction. Most EFL students experience vocabulary problems and get frustrated when they don't have enough words to communicate what they are thinking or when they do not understand the meaning of important words. It is important for students to have the bravery to speak in front of an audience because doing so can offer them experience expressing their opinions in front of large crowds. They can get a taste of dealing with real-world situations in daily life (Nariswari & Listyani, 2020). As a result, they quickly stop up on speaking, writing, or reading comprehension tasks because they find them to be so tiresome, challenging, or dull. Finding techniques to increase their vocabulary is crucial if you want to help students learn things more happily and avoid being easily discouraged (Nazara, 2019).

One of the key elements in creating a good impression during classroom activities is the teacher's obligation to provide engaging content. A teacher should be able to provide materials that are easy for the students to understand and understand how to boost the students' attention and performance during the lessons (Saputra, 2017). The majority of students struggle to read and converse in English because of their low level of proficiency. Some are pre-service and in-service teachers, while others have taken English courses and are proficient in the language's reading, writing, and conversational use. To help their pupils' vocabulary grow, teachers must be able to select effective methods. If students have a big vocabulary, it would be simple for them to communicate anything that is on their minds (Astriana et al., 2020). One of the most effective methods of helping students learn new vocabulary is short Stories (Sulaeha et al., 2020). Short Stories is one of the modern forms of prose that can be used in the classroom. Students may find reading and discussing short stories in the classroom to be entertaining. The purpose of a short story is to entertain and improve the mind. In the Stories, the author expresses his or her reflections on the role that imagination plays in
human life. Additionally, short stories encourage pupils to think about moral, social, and philosophical issues. As a result, the short Stories is excellent for teaching students to improve their verbal vocabulary mastery. Due to its association with the action, the Stories' vocabulary can rapidly get ingrained in learners' memories. Students won't ever forget the action, which makes it easier for them to recall the words if they forget the words (Mansoor et al., 2023).

Even though there are different types of literature, short stories are more common to use in EL classes. Short stories found their way to EFL classes as appropriate tasks and activities designed for language classes. Short stories have been widely acknowledged as an invaluable teaching strategy (Mohammed, 2022). It has various advantages that can be highlighted. First, Short stories are useful because they may be fully discussed in one or two class periods. Second, short stories are easy for students to work independently. Third, there are many options for short Stories to suit various interests and tastes. Finally, short stories can be used with students of various ages, levels and classrooms beginning to advance (Korompot et al., 2022). If a text is intended for students at a level below intermediate, it is recommended to avoid writing short stories that employ archaic, slang, foreign, or obscure terms, allusions, or lines that mimic the speech of a certain legality or ignorant person. In a similar vein, lengthy sentences are challenging for kids to comprehend. These sentences and words are difficult for students to understand which makes students bored and most likely to read the assignment. To identify which words are unfamiliar, teachers should preview their reading material then these words should be defined and discussed (Bakhodirovna, 2015). The teachers should explain the meaning of the words to the class and discuss it. This allows the learners to develop an understanding of the words meaning and connotation. Also, discussion provides the teacher with feedback about how well the student understands the word.

There is numerous research about using short Stories in improving vocabulary mastery. Around the world, short stories are becoming increasingly popular. The core of teaching a language and fundamental for language learners is vocabulary development, which is an essential part of learning a foreign language (Bhatti et al., 2022). To successfully use short stories for developing the vocabulary of students. The English teachers must apply the above criteria in carrying out learning (Syafrazal & Syamsun, 2022). Vocabulary is a basic tool that is owned by someone who will learn a language because vocabulary functions to form sentences, express the contents of thoughts, and follow up on ideas. Learning vocabulary through short stories also helps the teachers create different contexts where students should use the language to communicate, exchange information, and express their ideas (Beno, 2019). Nasria et al., (2022) claimed that making students more independent is another benefit of using short stories. Students can read and attempt to comprehend the context's meaning. Students may also develop independent learning using this method.

**RESEARCH METHOD**

The researcher used a quantitative approach in this research. The quantitative method relies on measuring variables using a numerical system. According to Donatus, (2016) Quantitative approach means an approach that is to add or collect. The numbers meant in this case are not just mathematics, but the intention is to examine problems that can be measured by numbers. This quantitative approach is used to examine a
sample that aims to prove a hypothesis set in the research. The data obtained is in the form of numbers and the data analysis used is statistical. The design of this research is experimental research that includes one experimental group to be observed. Experimental research is a research activity that aims to determine the effect of an educational action on student behavior, or test a hypothesis about whether or not there is an effect of a treatment or action when compared with other actions. Actions in experimental research are called treatments (Akbar et al., 2022). The population of this research is the eleventh grade students of language and culture class in SMAN 1 Gangga that consisted of 28 students in 1 class. The instrument in this research is a test that is divided into pre-test and post-test. The researcher used a written test to measure what the students learned. The researcher used vocabulary matching and translating tests. This test is intended to find out using short Stories to improve vocabulary mastery. The overall test consisted of 20 questions divided into 2 parts with a vocabulary matching test that consisted of 10 questions and vocabulary translating test that consisted of 10 questions as well.

RESULT FINDINGS AND DISCUSSION

In this part, the researcher showed the result findings and discussion in this research that started with the mean score of the students in pre-test and post-test.

<table>
<thead>
<tr>
<th>Table 1. Mean Score of Pre-test and Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Pre-test</td>
</tr>
<tr>
<td>Post-test</td>
</tr>
</tbody>
</table>

Table 1 indicates that the students' mean score improved after the post-test. There were 28 students in both the pre- and post-tests. It was proved by looking at the table, which shows that the mean student score on the pretest was 44.82, but it was 76.42 on the post-test. After giving the treatment using a short Stories, 70% of students' vocabulary scores improved from their previous assessments.

There was an improvement in the students' vocabulary master, as shown in figure 1 above from the mean score of pre-test is 44.82 to the mean score of post-test is 76.42. The improvement after using short Stories in this research was 70%.
Data Analysis

The data analysis technique involves some steps elaborated as follows:

a. Normality Test

One procedure used in statistical research to determine if the population's data are normally distributed or not is the normality test. By using Saphiro-Wilk's normality test with a significance level of $a = 0.05$ (5%), the normality test was used in this study to assess if the distribution data was normal or not. According to Saphiro-Wilk, the data cannot be claimed to be normally distributed if the result was less than 0.05, and they were normally distributed if the significant result was more than 0.05.

<table>
<thead>
<tr>
<th>Table 2. Tests of Normality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>hasil pretest</td>
</tr>
<tr>
<td>hasil posttest</td>
</tr>
</tbody>
</table>

Based on the results of the normality test shown in the table above, it was determined that the pre-test and post-test both had significance values of 0.191 and 0.196, respectively. This indicates that the pre-test and post-test data were both normally distributed because the significance values of both tests exceeded that of alpha ($a = 0.05$), namely $0.191 > 0.05$ at the pre-test and $0.196 > 0.05$ at the post-test.

b. Homogeneity Test

To determine whether several population variants are similar to one another, or homogeneous, a homogeneity test is utilized. Prior to using the T-test, this test was conducted. By comparing two variances, the two variance similarity test determines whether or not the distribution of the data is homogeneous. If the data group is distributed normally, a homogeneity test can be performed. The homogeneity test is used to display the variations found in parametric statistical tests. There are several formulas that can be used to test the homogeneity of variance including Harley’s test, Cohran’s test, Levene’s test and Bartlett’s test. The researcher used Levene’s test in this research. The data distribution is homogenous if the Sig value is higher > 0.05. The data distribution is not homogenous if the Sig value is less < 0.05.

<table>
<thead>
<tr>
<th>Table 3. Test of Homogeneity of Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>hasil belajar Based on Mean</td>
</tr>
<tr>
<td>Based on Median</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
</tr>
</tbody>
</table>

Based on the table of homogeneity test above, the result showed that the significance is 0.299 which means $0.299 > 0.05$ and the data is homogeneous because the significance is higher than the significance of alpha ($a = 0.05$).

c. Test of Hypothesis

After the normality and homogeneity test, hypothesis testing was done to assess the data. IBM SPSS 26 was used to test the hypotheses. The significance of the variations between the students' mean pre- and post-test scores was ascertained using a paired sample test. The degree of freedom (df) utilized in the T-test analysis was $N - 1$, 

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where N was the number of respondents (28 students), and alpha was set at 0.05 to indicate significance.

The hypothesis are follows:
- Ha is accepted if sig < a = 0.05
- H0 is accepted if sig > a = 0.05

<table>
<thead>
<tr>
<th>Pair</th>
<th>PRETEST</th>
<th>POSTTEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>df</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
</tr>
<tr>
<td>Lower</td>
<td>Upper</td>
<td></td>
</tr>
<tr>
<td>PR</td>
<td>ET</td>
<td>-31.60714</td>
</tr>
</tbody>
</table>

Table 4. Paired Samples Test

Based on the table 4 above using IBM SPSS Statistics 26, the paired samples t-test showed that the significant sig. (2-tailed) of pre-test and post-test is 0.000. The sig. (2-tailed) is 0.000 < 0.05 which means that pre-test and post-test has sig < a or alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. From these findings, it can be assumed that there are significant differences of the students’ score on vocabulary mastery before and after giving the treatment using short Stories.

d. The Frequency and Percentage of Students’ scores

The frequency of student scores and their percentage in each category are displayed in the frequency score of students’ answers to terms in short Stories learning.

Table 5. Frequency and Percentage of pre-test and post-test

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Category</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
</tr>
<tr>
<td>1.</td>
<td>80-100</td>
<td>Very Good</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>70-79</td>
<td>Good</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>60-69</td>
<td>Enough</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>4.</td>
<td>50-59</td>
<td>Less</td>
<td>9</td>
<td>33%</td>
</tr>
<tr>
<td>5.</td>
<td>0-49</td>
<td>Failed</td>
<td>17</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>28</td>
<td>100%</td>
<td>28</td>
</tr>
</tbody>
</table>

Table 5 shows that none of the students who took the pretest were classified as having very good or good vocabulary, while 2 students, or 7% of the total, were classified as having enough vocabulary, 9 students, or 33%, were classified as having less vocabulary, and 17 students, or 60%, were classified as having failed the pre-test. However, there was an improvement on the post-test, with 11 students, or 39%, being categorized as very good, 10 students or 35% that classified into good category, 6 students or 21% classified into enough category, 1 student classified into less category while none of the students classified into failed category in the post-test which mean there is an improvement.

This research is pre-experimental research with one group. The researcher used short Stories to improve the eleventh grade students’ vocabulary mastery of language and culture class at SMAN 1 Gangga. The result of this research is that short stories can improve the students' vocabulary mastery at the eleventh grade level. The success of this research can be seen from the improvement of the learning outcomes of the eleventh grade students at the pre-test and post-test with the mean score of pre-test is 44.82 while the mean score of post-test is 76.42 which mean the mean score of post-test
is higher than pre-test. The success of this research can be seen from the improvement of the learning outcomes of the eleventh grade students at the pre-test and post-test with the mean score of pre-test is 44.82 while the mean score of post-test is 76.42 which mean the mean score of post-test is higher than pre-test.

There are some weaknesses that the researcher observes. Some of the students were undisciplined and underestimated the set study time, lack of interest in the learning process but almost all of the students in the class are interested in learning using short Stories and most of the students’ vocabulary mastery improved after the treatment.

The result found in this research is in line with the research that had been done by several scholars (Puspitasari, 2020; Tarina, 2021; Rahman, 2020) who also found the use of short Stories is effective in improving students’ vocabulary mastery. Those researchers examined the use of short Stories in various aspects. In conclusion, those researches are still considered to support this research. Thus, the researcher proved that the use of short Stories can improve students’ vocabulary mastery.

After meticulously examining the findings and engaging in a comprehensive discussion within the scope of this research, the researcher arrives at the conclusive inference that the integration of short stories proves to be a potent catalyst in enhancing students’ mastery of vocabulary. The antecedent condition witnessed a notable challenge where students grappled with vocabulary acquisition, primarily stemming from a pronounced lack of interest in the learning process. In response to this identified obstacle, the researcher conscientiously implemented various interventions aimed at ameliorating the students’ vocabulary proficiency. Among these interventions, the strategic utilization of short stories emerged as a pivotal method. The empirical results of these interventions underscore a noteworthy improvement in students' performance, revealing a discernible increase in scores subsequent to the implementation of short stories, as compared to the baseline scores obtained prior to the commencement of the treatment.

The results of the paired samples t-test using IBM SPSS Statistics 26 revealed that the significant sig. (2-tailed) value for the pre-test and post-test is 0.000. The pretest and posttest have sig an or alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected since the sig. (2-tailed) is 0.000 < 0.05. These results suggest that there are substantial variations between the students' vocabulary mastery scores before and after receiving the short Stories-based intervention. The researcher therefore established that the usage of short stories can enhance students' vocabulary mastery.

CONCLUSION

The success of this research proved by the result of the p-value Sig. (2-tailed) was 0.000 which is less than $a = 0.05$, that means Ha was accepted and H0 was rejected. The students' mean scores was 44.82 on the pre-test and the mean score of the post-test was 76.42. The category for mean score in the pre-test can be concluded as failed while the category for mean score in the post-test can be concluded as good. It means there is an improvement in the post-test.

Based on the findings and discussion of this research, the researcher concluded that the use of short Stories can improve students’ vocabulary mastery. Previously, the students had difficulties in mastering vocabulary due to a lack of interest in learning and the researcher had conducted several treatments on the students using short stories.
which showed that students’ scores increased compared to the scores before giving the treatment.

Based on the aforementioned conclusion, the researcher suggests that teachers utilize short stories as a method for teaching vocabulary to enhance students’ vocabulary mastery. This approach is easily comprehensible for students and adds an interesting dimension to the teaching and learning process. For students, using short stories is an enjoyable and straightforward way to learn and improve vocabulary mastery. The process is fun, allowing students to choose the types or genres of short stories they prefer to read. Consequently, their vocabulary is significantly expanded through the stories they engage with. Additionally, the researcher hopes that this study can serve as a valuable reference for future research related to short stories or vocabulary. It is anticipated that this research will be beneficial for other researchers in completing their studies.

REFERENCES


The Use of Short Stories To Improve Students’ Vocabulary Mastery


