THE USE OF *SHORT STORY* TO INCREASE STUDENTS' VOCABULARY

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Abstract: A short story is a story that is written shorter than a novel and longer than a fable. Short stories focus on larger or smaller issues and focus on building strong feelings from the readers. A short story tells about one aspect of a character's life. This aspect of life can be an event, a picture of a feeling, or a simple action in the life of a character. Short stories can also influence or even inspire readers. Because it is no longer a taboo if short stories are widely used in the English learning process. One of the important aspects in learning English is Vocabulary. Teaching this aspect is neither easy nor difficult. There are many things that teachers can use to improve vocabulary, because vocabulary in the learning process needs to use appropriate techniques/methods, one of which can use short stories. Therefore, this study wanted to find out how the effect of short stories on increasing students' vocabulary. In the process, this research uses a quantitative approach with a pre-experimental design. In this design, the model is one group pre-test and post-test. 20 students of class VIII A were taken as samples in this study, to calculate the results of the student test, the researcher used the mean score formula to analyze the data. As the results, the short story in the form of a storyline has a lot of vocabulary, so that the students' vocabulary is increasing, this is proven by the significant difference between the students' pre-test and post-test.

Keywords: *Vocabulary, Short Story, EFL, Increasing*

INTRODUCTION

Human life depends heavily on language. According to Liando, (2009), Language is a system of arbitrary sound symbols used by members of a social group to work together, communicate, and identify themselves. The main function of language is as a means of

communication between humans. Language as an intermediary tool between community members in a group and a means of interaction individually or in groups (Liando & Tatipang, 2022). In short, language is a means of communication. It indicates that language is used for social interaction or purposes such as teaching and learning, getting to know one another, and other similar activities.

English's status as a global language is increasing in importance in the modern world (Liando et al., 2022). Indonesia is one of the many nations in the globe where English is widely spoken. English language skills based on basic competency standards at the junior high school level are aimed at supporting the mastery and development of 4 English skills, namely: listening, speaking, reading, and writing (Tatipang et al., 2022). Among these skills, linguistic elements such as structure or grammar, vocabulary, pronunciation, and vocabulary are simultaneously intended for students to acquire comprehensive English skills (Lengkoan et al., 2019).

In addition, English as an international language is very important to master in this era of globalization. Good English skills will certainly be one of the assets to face global competition. Realizing the importance of mastering English, English learning must be given and applied as early as possible in both formal and non-formal education institutions (Andries et al., 2019). The following language-related skills must be taught in an integrated manner without disregarding them: grammar, phonology, pronunciation, and vocabulary.

A crucial component of learning and teaching any foreign language is vocabulary instruction (Marianca et al., 2022). This is so because a foreign language learner's level is determined by their vocabulary knowledge. English skills can be mastered if there is more interaction by listening, reading, speaking, and writing and one of the important is vocabulary (Liando et al., 2021). A learner of a foreign language can become a competent speaker, listener, reader, and writer by mastering the necessary vocabulary. On the other hand, In fact, time in learning

English at school is very short and it is often not effective for students, so students must study independently at home (Mozes & Liando, 2020). However, students usually become bored and even bored if they have to study at home which only relies on textbooks.

Vocabulary, according to Mozes & Liando, (2020) consists of all the terms that a person is familiar with or employs while speaking about a certain topic in a specific language. People need a basic knowledge of vocabulary in order to perform any task in their daily lives (Putri Dilago et al., 2022).

One of the various instructional strategies for acquiring English vocabulary is the use of short stories. A short tale, according to (Dawamuddin, 2021), is a concise piece of written narrative. This indicates that a short story is a concise literary narrative that is typically easy to read quickly. Since it can be read unlike a novel in a single sitting without interruption, the short story gives the sense of being cohesive, according to (Sariana et al., 2022) A short story's narrative must be extremely selective due to its length limitations, with a unique temporal dimension that centers on a single key moment of action. A short story is a piece of literature with a shorter length than a novel (Solikhah & Sari, 2022). It implies that the short story differs from the book in that it has a single concentration during the crucial moment of action without interruption. Teachers will benefit from teaching vocabulary through context by incorporating short stories into their lessons.

Prior to conducting the research, the author conducted some quick observations at SMP Negeri 3 Amurang and discovered that the kids lacked vocabulary. They frequently lack the vocabulary necessary to comprehend the lessons and the teacher's instructions. Some of them also seem to have little interest in the subject matter.

Based on the justification provided, the author concluded that the students are having problem with their vocabulary and it is affected to their English performance, so the author is interested in analyzing and

enhancing the students' vocabulary using short stories to make learning more enjoyable.

RESEARCH METHODOLOGY

Research Design

This type of research is experimental research, namely the method of this research is used to find the effect of certain treatments on others under controlled conditions. Experimental research is the only research method that can correctly test hypotheses regarding the relationship causal (cause and effect). The design of this study is a pre-experimental research design type One-Group Pretest-Posttest Design. In this study the results of the treatment can be known more accurately, because it can compare with the situation before being given treatment (treatment).This means that in order to determine whether or not the hypothesis can be verified, mathematical calculations will be performed in this investigation. (Tatipang et al., 2021) add that the quantitative approach necessitates the employment of a statistical or mathematical technique in the study's data processing.

The research design used in this study is "One" Groups Pretest-Posttest Design", namely a research design that has a pretest before being treated and a posttest after being treated. Thus it can be known more accurately, because it can be compared with being held before being given treatment (Creswell, 2014). The purpose of the test is to evaluate the students' vocabulary while utilizing short stories to teach English.

Pre-Test	Treatment	Post-Test
T1	X	T2

Data Collection

After completing the research procedures, the author determined the variations from the pre-test and post-test' means score. Twenty students from VIII A of SMP 3 Amurang participated in this study during the school year 2021–2022. To ensure sure the information provided to the pupils is accurate, the researcher first looked through the school's syllabus. The researcher then made her teaching preparations, including lesson plans, materials, etc.

After making the necessary preparations, the author began conducting research at the school. In the first meeting, the author made an effort to investigate the data in light of the interactions amongst the students throughout class. The author gave a brief explanation of the goal of her study in regards to teaching via short stories. The writer administered a pre-test to gauge the students' aptitude, and she used the results as her initial student data. The author discovered that the pre-mean test's score was 47.5. The author administered the pre-test before starting the treatment.

The data analysis in this research is with measurement tests. The test instrument used for the initial measurement (pretest) and final measurement (posttest) using test. Therefore, in this research mean score formula used to analysed the data.

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

(Sukardi, 2003)

Note:

$\bar{x}$ as mean score

$\sum x$ as total score

N as number of students

The data presented in frequency distribution table computation of mean score formula ($\bar{x}$).

FINDINGS AND DISCUSSION

In this stage, all the findings in the study are described. This starts from the presentation of the score for each student, both from the pre-test and post-test. This presentation is presented in a table to facilitate the classification of each student's data. In the process, all data from the students' pre-test and post-test were analyzed using a predetermined formula and compared in the mean score formula.

Table 1. Pre-Test and Post-Test scores

Number of Sample	T1	T2
1	50	90
2	30	80
3	70	90
4	40	60
5	30	60
6	30	70
7	50	80
8	60	70
9	40	50
10	40	70
11	30	60
12	50	80
13	60	70
14	60	70
15	40	70
16	50	90
17	70	80
18	60	80
19	60	80
20	50	70

According to the statistics shown, in T1 (Pre-test), two students had the maximum score of 70, while four students received the lowest score of 30, in T1 (Pre-test) (30). Meanwhile, in post-test (T2) one (1) student had the lowest score of 50, and three (3) students received the highest score of ninety (90). (50). The post-test data was more comprehensively gathered than the data from pre-test, with a mean score of 73.5 as the post-test score compared to 48.5 for the pre-test, according

to the results. It indicates that the pupils' learning of vocabulary through the use of short stories has improved.

Table 2. Frequency Matrix pre-test

Scores	Tally	Frequency	Frequency in %
70	II	2	10%
60	IIII	5	25%
50	IIII	5	25%
40	IIII	4	20%
30	IIII	4	20%
TOTAL	IIII IIII IIII IIII	20	100%

The statistics shown above revealed that 20 students took the T1 (Pre-Test). 2 students got the highest score which was 70 (or 10%), followed by five (5) students who received 60 (or 25%), five (5) students who received 50 (or 25%), four (4) students who received 40 (or 20%), and four (4) students who received 30 (or 20%). Figure 1 shows the frequency distribution of T1 (Pre-test) score ranges.
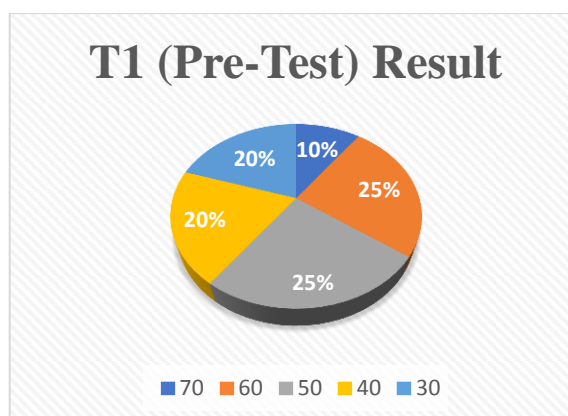

Figure 1. Pre-Test Percentage

After getting the results of the analysis from the Pre-Test, the researcher then analyzed the results from the students' post-test, this can be seen below:

Table 3. Frequency Matrix Post-Test Distribution

Scores	T	Frequency	Frequency in %
90	III	3	15%
80	IIIII I	6	30%
70	IIIII II	7	35%
60	III	3	15%
50	I	1	5%
TOTAL	IIII IIII IIII IIII	20	100%

The result T2 or Post-Test provided in table above, showed 20 students took the test. The highest score was ninety (90) that achieved by three (3) students or (15%), six (6) students with eighty (80) or (30%), seven (7) students who got seventy (70) or (35%), three (3) students got sixty (60) or (15%), and one (1) student got fifty (50) or (5%). The frequency distribution of T2 presented in figure 2.
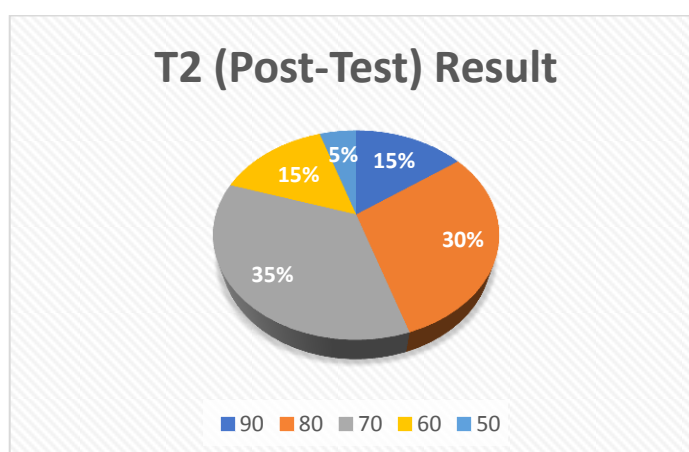

Figure 2. Post-Test Percentage

Based on the data above, the writer summarized the results of pre-test and post-test to compare clearly. The data presented in table 4.

Table 4. Data Recapitulation of T1 and T2

SCORE	T1	T2
SUM	970	1470
MODE	50, 60	70
MAXIMUM	70	90
MINIMUM	30	50
MEAN	48.5	73.5

The mean score for T1 (Pre-Test) was 48.5 according to the above data. The students had a total score of 970, with the highest scores coming from five (5) kids who received 50 and five (5) students who received 60. The maximum score was 70, attained by 2 students, and the lowest score students got was 30, attained by four students. The mean score on T2 (Post-Test), meanwhile, was 73.5. The students received a total score of 1470, with seven (7) pupils receiving the highest score of 70. Three (3) students received the maximum score of 90, while one (1) student received the lowest score of 50. As final result, post-test with (73.5) as the mean score were higher than the pre-test (48.5) as the mean score.

The data gathered indicated that the mean score was 48.5. The author discovered that the kids had learning issues after analyzing the pre-test. According to the data, the majority of pupils had low results, which indicates that they lacked the vocabulary necessary to comprehend the test words. Given that (Manser, 1995) defined vocabulary as the total amount of words in a language, vocabulary is the crucial component of a language that aids in language comprehension. They are unable to respond to the remaining questions if they are unable to comprehend the meaning of a term. Because of this, the author utilized a short novel to aid

pupils in their learning so that they would like and comprehend the subject matter.

The post-test results revealed a mean score of 73.5. The majority of pupils scored seventy (70) or (35%) on the post-test in terms of overall achievement. After the author used a short tale in the teaching process, the mean score increased from the pre-test to the post-test, showing a difference between the two tests' means. Short stories are therefore thought to be able to benefit pupils who struggled with learning English vocabulary at SMP Negeri 3 Amurang by expanding their vocabulary.

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