

USING SHORT STORY AS A MEDIA IN ENRICHING STUDENTS ENGLISH VOCABULARY FOR 8TH STUDENTS AT SMP NEGERI 2 TONDANO

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Abstract: This study highlights a challenge that arises in SMP Negeri 2 Tondano, specifically the obstacles faced by students in acquiring English language skills, particularly in the area of vocabulary proficiency. Regarding certain pupils who continue to struggle with comprehension, reading, and articulating their thoughts in English as a result of inadequate vocabulary proficiency. This study was conducted to investigate eighth-grade pupils at SMP Negeri 2 Tondano. This study seeks to assess whether students who are instructed using the Short Story method exhibit greater mastery of vocabulary compared to those who are taught without employing the Short Story method. The study employed a one-group pretest-posttest design. The research design employed a one-group pre-test and post-test design, where the pre-test was conducted prior to administering the therapy, and the post-test was conducted after the treatment was administered. A test is conducted using the instrument. The questions are presented in a multiple-choice format. The study included a population of 18 students from class VIII SMP Negeri 2 Tondano.

Keywords: *Short Story, Vocabulary, Master, Students*

INTRODUCTION

The acquisition of vocabulary is of utmost significance in the instruction of foreign languages to young students. Hence, the instruction of English vocabulary plays a crucial role in equipping Indonesian students with the necessary skills to become proficient in English as a second language. Indeed, the acquisition of English vocabulary has become a formidable task for the majority of Indonesian pupils. Insufficient vocabulary hinders effective communication with one's environment. As stated by Richards and Rodgers (2014), vocabulary is a crucial component of language ability, serving as the foundation for learners' speaking, writing, listening, and reading abilities.

Vocabulary instruction and acquisition were frequently neglected in previous second language programs. Insufficient vocabulary knowledge can deter learners from utilizing the language in their regular activities, such as watching English programs, listening to the radio, reading English books, and so on. By recognizing the need of possessing a sufficient lexicon for acquiring unfamiliar languages or dialects Expanding one's English vocabulary requires significant effort from students both inside and outside the classroom. According to Burns and Broman (1975), vocabulary refers to the collection of terms utilized by an individual, group, or occupation. Vocabulary is fundamental in language as it enables effective communication and the expression of ideas, both orally and in writing.

In contemporary times, particularly in the context of Indonesian education, a prevalent issue arises wherein numerous students struggle to achieve satisfactory scores in English. Typically, teachers assign a multitude of terms to students and instruct them to consult their dictionaries to ascertain the meanings of those phrases. However, regrettably, the students often fail to retain this newly acquired knowledge. Indeed, the pupils experience confusion and tedium during the learning process. (Source: Liando, 2015) "The actions teachers engage in during classroom instruction have a significant impact on students." Based on the aforementioned argument, the writer acknowledges the necessity for English teachers and prospective teachers to assist pupils in enhancing their vocabulary. In this study, the author employed the technique of narrating concise stories to address the current issue and enhance students' vocabulary.

Generally, school curricula have a tendency to focus on the past rather than the future. As a result, schools often respond to changes that have already happened or occurred long ago, rather than predicting future events and encouraging students to explore different ways of adapting to their environment in order to achieve optimal learning. Students desire an English teacher that possesses the ability to comprehend and employ suitable teaching methodologies for the subject. Furthermore, it does not detract from the meaningfulness of the teaching and learning process in the classroom. The teacher should promptly identify a more efficient method for accomplishing this task. Furthermore, it is evident that education aimed at cultivating intellectual abilities and expertise will become increasingly significant. In this

situation, possessing advanced literary skills becomes highly valuable as it is via the medium of verbal linguistics that the process of reflection occurs.

English is among the foreign languages taught in Indonesia. The language has been instructed from Junior High School to University. English has a crucial part in various aspects of life, such as education, commerce, and politics. The writer assumed that it could help students of Junior High School in enrich their vocabulary. To find out whether telling short stories can enrich students vocabulary. The researches limits learning English for 8 grade students of SMP Negeri 2 Tondano and only 1 class, because in this school just have 1 class. that takes part in this study, totaling 18 students.

RESEARCH METHOD

The writer, acting as a researcher or teacher, will employ quantitative research methods in this study. Specifically, a Pre-Experimental design with a one-group pretest and posttest design will be utilized. In this instance, the writer employed a solitary class. A pretest was administered prior to the treatment, followed by a posttest following the treatment, utilizing the technique of narrating a concise story. (Hatch, E. and Farhady, 1982) proposed a research strategy that involves a single group being tested both before and after an intervention, akin to a one-shot case study. A pretest is administered before to the commencement of instruction or therapy. There are two tests. T1 refers to the pretest, whereas T2 refers to the posttest. The symbol X represents the treatment in the subsequent depiction of the design.

Tabel 1 Rumus desain one group pretest dan posttest

Pretest	Treatment	Posttest
T1	X	T2

The writer/researcher as a teacher will follow some steps in carrying out his research, those are:

1. Planning

Researcher prepared the teaching strategy and preparing media.

- a. Action

After the researcher has planned in preparing the teaching strategy, furthermore, the design plan will be implemented in teaching learning process.

- b. Test
 - Administer pretest
 - Experimental treatment
 - Teacher giving explanation about the short story telling
2. Administer posttest
3. The experimental group, the students will be taught as follow steps below
 - The teacher/writer will teach the students with the material which is in the Basic outline.
 - Before the writer cover all the material of English given. He will tell the short story which is related to the lesson. In this case the short story consists of new vocabulary/words, but still based on the material.
 - The new words will be showed or pronouncing them clearly. The new words will be showed/sticked on the blackboard while the teacher is saying or pronouncing them clearly.
 - The writer as a storyteller, in giving the technique make the lively/vivid story.
 - If the students look confuse or do not know the words the writer will explains them by mimic or synonym or example given.
4. The writer then will organize the data tabulation.
5. Here the writer will analyze the data got and make conclusions.
6. All of the research and conclusions taken, the writer finally will make the report for coming script.

The population under investigation consists of individuals in the 8th grade. There are a total of 18 students that are in the A grade at SMP N 2 Tondano. The research use quantitative data analysis as a primary method of data analysis. This is a methodology employed to examine and quantify the data. The research employed the Normality Test and paired sample T test, as specified by SPSS v.25, to analyze the data and conduct hypothesis testing.

1. Normality Test

To assess the data in both classes had a normal distribution, the normality test was performed. The normalcy test uses SPSS 25. To determine the normality of data, use the following formula:

If the number of sample > 50 = Kolmogorov-Smirnov

If the number of sample < 50 = Shapiro-Wilk

The researcher utilized Shapiro - Wilk to evaluate normalcy data since the sample size was $18 < 50$.

2. Hypothesis test using paired sample T-test by using SPSS 25

Hypothesis testing is a component of inferential statistics that is employed to statistically evaluate the validity of a statement and make determinations regarding whether to accept or reject the assertion.

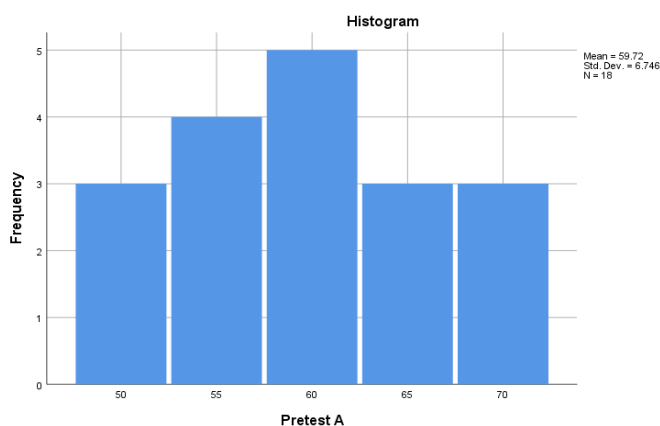
Hypothesis testing aims to provide a foundation for gathering empirical evidence in order to evaluate the validity of claims or assumptions. This is done by analyzing data and deciding whether to reject or accept the hypotheses.

FINDINGS AND DISCUSSION

This chapter presents the researcher's description of the data regarding the English vocabulary proficiency of the students before and after being taught utilizing Short Story. The provided information comprises data presentation, research findings, and commentary.

This section will provide a comprehensive analysis of the data gathered on the students' level of proficiency in English vocabulary prior to and during their instruction using the Short Story. The provided information includes the frequency distribution, mean, median, and mode of the students' scores, as well as the standard deviation and standard error.

1. The Outcome of Pretest Score



Pretest score of Students English Vocabulary

Figure 1 The Pretest Score

According to the provided bar chart, the pretest scores are categorized into different frequency distributions. A total of twelve pupils obtained scores ranging from 50 to 60, suggesting a deficiency in their English language proficiency. Six students had a score between 65 and 70, indicating that they had a satisfactory level of knowledge in English vocabulary.

Based on the provided data, the mean pre-test scores for students' proficiency in English vocabulary were between 50 and 60. It was concluded that the students' proficiency in English vocabulary needed improvement.

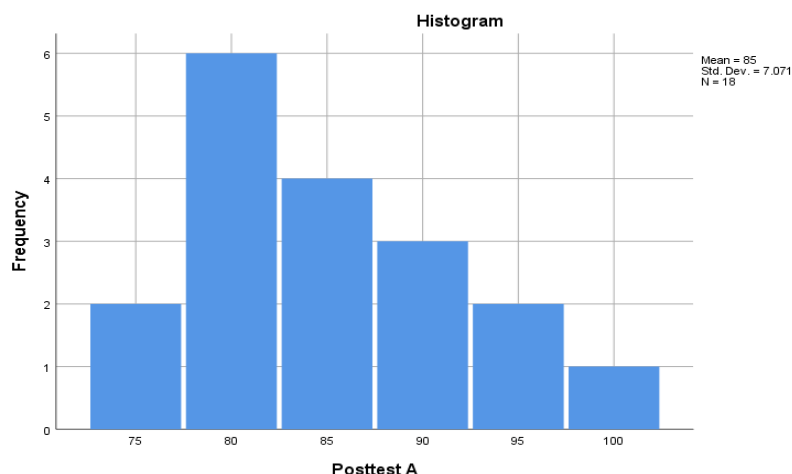
The subsequent procedures outline the outcomes of the mean, median, and mode of the students' scores, along with the computation of the standard deviation and standard error using the SPSS 25 software.

Table 1 The Calculation of the Mean of the Students' Score, Standard Deviation, and Standard Error of Using SPSS 25

Statistics		
Pretest A		
N	Valid	18
	Missing	2
Mean		59.72
Median		60.00
Mode		60
Std. Deviation		6.746
Kurtosis		-.998
Std. Error of Kurtosis		1.038
Minimum		50
Maximum		70

According to the given statistics, the lowest recorded score was 50, and the highest score attained was 70. The pre-test scores were computed utilizing SPSS 25. The average score was 59.72, the middle score was 60.00, the most frequently occurring score was 60, the measure of variability was 6.746, and the measure of the precision of the average score was 1.038.

1. The Result of Posttest Score



Posttest score of Students English Vocabulary

Figure 2 The Pretest Score

Based on the provided bar chart, the post-test scores are distributed as follows: Eight pupils achieved scores ranging from 75 to 80, demonstrating their adequate grasp of English language. Seven pupils achieved scores ranging from 85 to 90, demonstrating their proficient grasp of English language. Two students achieved a score of 95, indicating a very high level of English vocabulary knowledge, while one student achieved a score of 100, indicating an exceptional level of English vocabulary mastery. The mean score of the students' proficiency in English vocabulary in the post-test was 85. The students' English vocabulary was found to have improved.

Subsequently, SPSS 25 was employed to calculate the mean, standard deviation, and standard error of the students' scores.

Table 2 The Calculation of the Mean of the Students' Score, Standard Deviation, and Standard Error of Using SPSS 25

Statistics		
Posttest A		
N	Valid	18
	Missing	2
Mean		85.00
Median		85.00
Mode		80
Std. Deviation		7.071
Kurtosis		-.385
Std. Error of Kurtosis		1.038
Minimum		75
Maximum		100

Based on the provided data, the minimum score recorded was 75, while the maximum score achieved was 100. The average post-test score was 85.00. The calculated statistics using SPSS 25 are as follows: the median is 85.00, the mode is 80, the standard deviation is 7.071, and the standard error of the mean is 1.038.

1. Testing of Data Normality

The researcher next looked at the data's normalcy using the following formula:

Table 3 Normality test of Pretest and Posttest by Using SPSS 25

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest A	.150	18	.200*	.915	18	.107
Posttest A	.205	18	.045	.924	18	.153

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The pretest score had a significance value of 0.0170, while the posttest had a significance value of 0.0153, both based on the provided data. Since the p-value for both the pretest and posttest is more than 0.005, it was concluded that the data follows a normal distribution.

2. Hypothesis test using paired sample T-test by using SPSS 25

The result of data analysis is from student's score of pre-test and post-test as in the following table:

Table 4 Descriptive Statistics by Using SPSS 2

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest A	59.72	18	6.746	1.590
	Posttest A	85.00	18	7.071	1.667

The data provided represents the performance scores of a particular cohort of students, which were gathered as a sample, both prior to and during the implementation of Short Story as an intervention. The mean score of the Pretest is 59.72. The mean score of the Posttest is 85.00. The combined number of students in

both the pre-test and post-test is 18. The pre-test has a standard deviation of 6.746 and a mean error of 1.590. The posttest has a standard deviation of 7.071 and a mean error of 1.667. Based on the mean values, it can be deduced that the average score of the Pretest is different from the average score of the Posttest. Thus, it can be deduced that there is a rise in the average score of the post-test compared to the pre-test.

Table 4 Paired Sample Correlations by Using SPSS 25

		N	Correlation	Sig.
Pair 1	Pretest A & Posttest A	18	.617	.006

The table 4 above displays the correlation between the pretest and posttest scores. It indicates that the correlation coefficient between the pretest and posttest scores is 0.617, with a significance level of 0.006. To interpret a decision based on the outcome of a probability achievement:

If the significance level is greater than 0.05, it indicates that the alternative hypothesis (H_a) is accepted. If the significance level is less than 0.05, it indicates that the null hypothesis (H_0) is rejected. The fact that sig 0.006 is less than 0.05 indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, it may be inferred that there is a substantial correlation between the pretest and posttest scores.

Table 5 Paired Sample Test by Using SPSS 25

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pretest A - Posttest A	-25.278	6.057	1.428	-28.290	-22.266	-17.707	17	.000

To determine if the null hypothesis may be rejected, one must compare the p-value with the predetermined significance level of 0.05. The criterion for rejecting the null hypothesis is when the p-value of the collected statistics is below 0.05 (Caputi, P., & Balnaves, 2001).

According to Table 5, the p-value is statistically significant at a level of 0.05 ($p < 0.05$). Hence, there was sufficient data to support the rejection of the null hypothesis, leading to the conclusion that the utilization of Short Story had a positive impact on students' academic performance in enhancing their vocabulary proficiency.

Discussion

As mentioned in the study's backdrop, students' proficiency in language remains insufficient. The utilization of short stories in this study served as a means to address the issue and provide teachers with a valuable resource to enhance students' proficiency in vocabulary. Following a thorough process of data analysis, the results of this study align with earlier research, indicating that Short Stories can enhance learning. Analysis of data at SMP Negeri 8 Tondano 8th A grade indicated that students who were taught using Short Stories demonstrated superior vocabulary proficiency compared to students who were not taught using Short Stories.

The aim of this study was to enhance the vocabulary proficiency of eighth-grade students. Subsequently, the findings of this study revealed a considerable disparity between the post-test results following the implementation of the Short Stories treatment and the pre-test results prior to the treatment. The findings indicated that the students' proficiency in vocabulary was enhanced by utilizing Short Stories.

According to the research findings, the Paired Samples Statistics show that the average of the pre-test and post-test data rose from 59.72 to 85.00. The standard deviation is a statistical metric that measures the degree to which the dispersion of a sample's values differs from its average. The pre-test exhibits a standard deviation of 6.746 and a range of 59.72. The post-test has a standard deviation of 7.071 and a range of 85.00. If the standard deviation is greater than the mean, it suggests a lack of uniformity in the mean. In contrast, when the standard deviation is smaller than the mean, it indicates uniformity in the mean. Thus, it may be deduced that the standard deviation of the pre-test and post-test was uniform, suggesting that the sample in this study had almost equal means.

Utilizing the results obtained from the Normality test The p-value for the pretest score was 0.0170, whereas the p-value for the posttest was 0.0153. Given that the

p-value for both the pretest and posttest is more than 0.005, it may be inferred that the data adheres to a normal distribution.

Table 4 displays the paired sample correlations between the pretest and posttest scores. The correlation coefficient for the pretest and posttest is 0.617, with a significance level of 0.006. To interpret a decision based on the outcome of a probability achievement: If the significance level (sig) is greater than 0.05, it indicates that the alternative hypothesis (Ha) is accepted. If the significance level is less than 0.05, it indicates that the null hypothesis (Ho) is rejected. The significance threshold of 0.006 being lower than 0.05 implies that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Therefore, it may be argued that there is a high correlation between the pretest and posttest results. According to the data reported in Table 5 (paired sample test), the p-value is less than 0.05 ($0.000 < 0.05$). Therefore, there was adequate evidence to justify rejecting the null hypothesis, leading to the conclusion that the utilization of Short Stories had a favorable impact on the academic performance of 8thA students at SMP Negeri 2 Tondano, notably in boosting their vocabulary competency.

And this is the result of the pretest and posttest scores in detail

Table 6 the result of pretest and posttest

No	Nama	Pretest	posttest
1.	JR	60	80
2.	JS	65	85
3.	LP	50	80
4.	SGK	70	90
5.	JW	55	75
6.	SYK	60	100
7.	ML	50	80
8.	ES	70	95
9.	QP	60	85
10.	SNK	55	90
11.	DW	65	95
12.	GW	60	85
13.	AL	55	80
14.	DM	50	80
15.	QW	70	90
16.	OG	60	80
17.	JG	55	75
18.	CS	65	85

As we can see in the table 6, after using Short Stories application, the scores from the given vocabulary test showed an increase. And this can prove that using Short Stories can improve students vocabulary.

Conclusion

The problem of the study as stated in chapter I is "Do the students taught using Short Stories techniques give higher vocabulary mastery than those who taught without using Short Stories techniques at 8thA student at SMP Negeri 2 Tondano? According to the findings of the data analysis, employing short stories resulted in greater vocabulary mastering in the 8thA students at SMP Negeri 2 Tondano. The English vocabulary mastery exam score it has been proven that students' posttest scores are greater than their pretest scores. As a result, Short Stories was proven to be effective.

Based on the findings there is significant different between the result of pre-test and post-test. Mean of pre-test is 59.72 and post-test is 85.00, and the t-count was higher than t-table ($17.707 > 1.734$). It was confirmed that Short Stories has a significant effect on the students' achievement to improve vocabulary Mastery of 8thA students at SMP Negeri 2 Tondano.

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