**THE EFFECTIVENESS OF USING SHORT STORY IN IMPROVING**

**STUDENTS’ VERBAL VOCABULARY MASTERY**

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**ABSTRACT**

The researcher aims to find out the effectiveness of using short story to in improving students’ verbal vocabulary mastery. The subject of the research was the second grade students of SMAN 2 Bulukumba. In collecting the data, this research used pre-test and post-test as the data collection procedure especially used test. The type of this research was quantitative with quasi-experimental design. It was applied with two group’s pre-test and post-test design. The population of this study is 215 students from the second grade students of SMAN 2 Bulukumba. This study is quantitative research with quasi experimental design by using control class design the writer took 27 students, 30 students in experimental class.This proved by figure of means group, the standard deviation and value of t-test is seen that the mean score of experimental group is higher than the mean score of control group. It is proved by the t-test and compared with t-table, therefore the result in t-test of experimental class t-table is higher between t-test and control class t-test is higher between t-table. Using t-test showed that t-table 1, 25>t-table at confidence level 2,0 and 12,89> 2.045 t-table at confidence level 0,05 (98%). It means the alternative hypothesis (Ha) is definitely accepted. Based on the result of analysis, the researcher concluded that using short story was more effective in improving students’ verbal vocabulary mastery at the second grade students of SMAN 2 Bulukumba.

**Keywords:** The efectiveness, Short story, Verbal vocabulary.

**INTRODUCTION**

Vocabulary is one of the most important in teaching English for students. Therefore, the teaching of English vocabulary has a very essential role in enabling Indonesia students to master English as their foreign language. In Indonesia especially in senior high school, many students find the problems and need more attention in mastering English. One of the basic problems is lack of vocabulary especially verbal.

The writer has done preliminary research at SMA Negeri 2 Bulukumba whose students still need more attention to their English especially their vocabulary and focuses on verbal or verbs, the students cannot distinguish the verb and its division like the verb one until verb three.

The writer sees the problem when give simple materials that are still easy to understand, but the students are still having difficulties to understand the word. For example, the writer has given a simple question about what is the English of “*berjalan*?” in English meaning is “*Walked*”, many students does not know the meaning of the word and only a small number of students know it. Then, the students are also still confused in all three part of the verbal and what the difference about that.

Based on the problem, the writer is interested in improve students’ knowledge about verbal with using short story. Therefore, if students do not have a sufficient number of vocabulary, they will not be able to communicate with their punctuation vocabulary is one of the important elements of Language proficiency. This became the basic of how well learners speak, write, listen and read.

Learners might be able to improve their vocabulary especially verbal in making use of language learning change around them such as watching English program, listening to the radio, reading some kinds of English test.

Jawariah (2005: 03) stated that teaching English vocabulary as element of language is considered the most important factor in improving mastery of those skills can be mastered if student are still lacking vocabulary as mentioned that because of lacking of vocabulary, the student cannot grasp someone ideas that are transmitted to them. Therefore, the teacher should give strong motivation to the student in learning English as a foreign language, because without give motivation it would be impossible for the student to be able to learn well. Therefore, the teacher should have good technique or method in teaching and learning process in the classroom especially teaching English verbal vocabulary.

Teacher of English as a second language have to know very well how the important vocabulary and it is not less important than grammar. Therefore, In teaching vocabulary the writer teaching vocabulary especially about verbal. Therefore, when a teacher teaching vocabulary in the classroom should be gradually so that students more easily to understand an remember it, and more fun in learning English.

Teacher’s role in applying interesting subject and create is one of the important factors in making a good impression in the classroom activities. A Teacher should know how to improve the students’ interest and student’s achievement during the class and know how to design materials which are easy to be understood by the students. Teachers should be able to developed any kind of material so that learning vocabulary especially verbal vocabulary not become such a boring and monotonous thing. The teacher can enrich the students’ verbal vocabulary through the short story.

Klarer in Novitasari (2011: 13) stated that 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. In short story the plot to be highly selective.

The Short story is one of the modern prose forms to teach in the classroom. Using short story in teaching story can be interesting for students to read and talk. The function of the story is to entertain and to enrich the mental experience. The story is talking about writer expression to anything about life experience concerning with human imagination in their life. And the short stories encourage the students to think about moral, social and philosophical. Therefore, the short story is very good to teach the students to enhance verbal vocabulary mastery, because in short story can easily to find verbal vocabulary in the content (Djamila Lasaiba, 2015: 255).

According to Macfadyen (2007: 5) stated that verbs have a role to express actions or activities that subject of a sentence has. Verbal vocabulary is related to the activities we do, then we must recognize and improve knowledge of verbal vocabulary through the short story. The benefits of mastering and examining verbal vocabulary especially in a story because verbal vocabulary which plays a role in it and must often in stories and movies.

There are many techniques can be implemented in class to meet students' learning objectives, and the writer choosen one of them by used short stories as a kind of literature. Stories could help students in learning and it could be more fun, and the teacher to teach the students about language especially in teaching verbal vocabulary in English. By using the story, both basic language skills can be developed such as vocabulary. It can allow students to be creative and imaginative and also give students a sense of achievement (Djamila Lasaiba, 2015: 259). When the teacher using the short story in teaching English vocabulary especially verbal vocabulary the students can be interested and more fun when they read the short story.

A short story is a fictional work of prose that is shorter in length than a novel. Edgar Allan Poe, in his essay "The Philosophy of Composition," said that a short story should be read in one sitting, anywhere from a half hour to two hours. In contemporary fiction, a short story can range from 1,000 to 20,000 words. Because of the shorter length, a short story usually focuses on one plot, one main character (with a few additional minor characters), and one central theme, whereas a novel can tackle multiple plots and themes, with a variety of prominent characters.

Short stories are the most suitable literary genre to use in English teaching due to its shortness, is supported by Collie and Slater in Novitasari (2015: 13) when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with on their own. Third, short stories have a variety of choice for different interests and tastes. Finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes.

According to Eka Rini in Novitasari Threre fifth the steregh of Short story are, the fisrt motivated the students to learn vocabulary because trough their abilities to increase their vocabularies. Were very curious about the words that they could not guess so they motivated their selves and group to learn vocabularies. The second, Short story is easy to understand especially by the children. Because a short story is simple and easy to use. When the students read a short story they felt enjoy because it was easy to understand. The third, Short story kept the students interested and made the students active in answering the questions. The fourth, Short story improved the students’ vocabularies because they will get new word when they read and memorize the meaning of the word in their mind. Finally,The Short story helps instruction to teach literacy. Cultural and higher order thinking aspects. Literature can help students to expand their linguistic and cognitive skill, cultural knowledge.

Lydia Amalia (2017: 14) concludes that vocabulary is a basic knowledge and useful material in the form of words which are always used by learners in learning a certain language. In the context of learning a foreign language, vocabulary is a part of language components including content words such as noun, verb, adjectives, and adverb. If the learners have already mastered a large amount of vocabulary and can use effectively, it is believed that it easier for them to conduct effective communication with others. According to Hernawati (2015: 5) vocabulary is one of the language elements that are needed in learning and communication.

Vocabulary is the key to student understanding what is listened and read in school and to communicate successfully with other people. Vocabulary is a very important means to express our thoughts and feeling, either in spoken or written form. Indeed, neither literature nor language exists without vocabulary rightly says that words are the bricks with which the poetry and the literature of the world have been built. It is mainly through using words that we compose and express our thoughts to others Lydia Amalia (2017: 10).

Verbal in this research means that term of the verbs. According to Suherman (2013:9) said that verb is a word that indicates an activity (be it behavior, acts, deeds or moves of freedom), and also a word that indicates a state/ condition. When associated with a story will not be complete without the verb. According to Macfadyen (2007: 6), verbs have a role to express actions or activities that subject of a sentence has.

In a story, there must be activated or activities or called a verb, because in the activity there must be subject and verb in it. Verbs in different constructions are critical for understanding how their developing grammars operate (journal of child language: 2013). In the same way that a story needs active, dynamic verbs to keep the plot moving, academic essays too will benefit from the correct use of verbs to help the students present your ideas stated from Dr. Elaine Khoo (2005: 4).

According to Karin Kipper (2007:1) said that verbs which share the meaning component of ‘manner of motion’ (such as travel, run, walk) walk), behave similarly also in terms of sub categorization (I traveled/ran/walked, I traveled /ran/ walked to London, I traveled/ran/walked five miles) and usually have zero-related nominal (a run, a walk). According to Kridalaksana in Alintia Sikome (2015: 8) said that a verb is a word that denotes a class of action, existence, experience or a more dynamic understanding and this of the word is usually a predicate in sentence or phrase.

The purpose of this research is to know whether the short Story is effective in improving the students’ vocabulary mastery at Second grade students of SMA Negeri 2 Bulukumba. The writer focuses on the effectiveness of short story in improving verbal vocabulary mastery. The research focuses on at the second grade students of SMA Negeri 2 Bulukumba.

**METHOD**

The writer used quasi-experimental research. Two classes is given pre-test and post-test to find out the difference between experiment class and control class. This design conducts pre-test, treatment, and post-test. This kind of research is commonly conducted by the instructors or teachers who want to know is the strategy effective or not by conducting some treatments. The writer gives instruction to two groups. Group A treated by used reading short story while group B taught without a short story.

**Population**

The population in this research was all of the students at the Second grade of SMA Negeri 2 Bulukumba. SMA Negeri 2 Bulukumba located on Jl. Kemakmuran No. 27 A Tanete, Bulukumpa, district Bulukumba, South Sulawesi Province. Total number Class XI IPA 1 consisted of 30 students , class XI IPA 1I consists of 27 students. The population of this research was all students of SMA Negeri 2 Bulukumba. The number of population was 215 students spread in three grades.

**Sample**

The writer took all of the students at the second grade students of SMA Negeri 2 Bulukumba. The total numbers of the sample were 57 students.

**Research Variables**

This research consisted of two variables those were independent and dependent variable. The independent variable of this research was Short Story and the dependent variable of this research was students’ Vocabulary Mastery.

**Instrument**

Instrument is a tool to measure ability of students’ knowledge. An instrument in this research was aims to measure students’ verbal vocabulary mastery. The Writer used essay test, the test consisted of pre-test and post-test. The essay test consisted of 5 items that gave to students in experimental class and control class.

**Procedure**

In gathering the data, the writer gave pre-test, treatment, and post-test to the students :

**`**In the beginning, the writer gave the same pre-test to both groups. Pre-test aims to measure the students’ ability in verbal vocabulary. In this test, the writer used some short stories with titles “Bawang Putih Bawang Merah” and “Cinderella” because those stories have same idea or topic and the writer prepares 5 questions with essay. Each correct answer was scored 4 and each wrong answer was scored 0.

**Pre-test**

In the beginning the writer gave the same pre-test to both groups. Pre-test aims to measure the extent of the verbal abilities of students’ vocabularies mastery. In this test, the writer used some short stories with titles “Bawang Putih Bawang Merah” and “Cinderella” because those stories have same idea or topic and the writer prepares 5 questions with essay test for 60 minutes. Each correct answer was scored 20 and each wrong answer was scored 0.

**Treatment**

After giving pre-test the writer applied short story as a treatment for the students. In the treatment there were 2 both treatments were experimental class and control class and refer to treat the samples with reading a short story. In this study, treatment carried out at least 8 times. In this step, the writer gave different treatment to both groups. The Writer used reading short story method to the students in the experimental group. In each meeting, the writer began the class by explaining the material to the experimental class and in the control group the writer used the conventional method.

**Post-test**

This test was given after the treatment. In this step, the writer gave both groups with the same test. In this test, the writer used some short stories with titles “Bawang Putih Bawang Merah” and “Cinderella” because those stories have same idea or topic. Both groups were given a Vocabulary test with a form of essay test which consisted of 5 items of the question for 60 minutes. The aim of this test was to know the short story had a positive effect or not in teaching the students’ vocabulary mastery. This test was needed in the computation of the t-test.

**FINDING AND DISCUSSION**

The result deals with the data analysis of the effectiveness of shorts story on verbal vocabulary mastery at the second grade students of SMA Negeri 2 Bulukumba in presenting the data analysis, the writer used experimental Class and control class research design in analysis the data.

To find the solution  of this problem, the writer intents to analyze the data obtained from the students ‘ test result instead of any other result of research the analysis of the data emphasized into intending to determine whether the short story has effect or not in helps students verbal vocabulary mastery.

1. **The Classification of Students’ Pre-test and Post-test Score in Experimental and Controlled Class**

Before giving the treatment, the researcher conducted pre-test to both of experiment and controlled class. The result of the pre-test was acquired to know the students’ in mastering the verbal vocabulary. After giving the pre-test, the students’ score was calculated and classified based on the Table 3.1. all the students score of the pre-test both of experimental and control class can be seen in the following table:

**Table 1 Classification of Students Pre-test Both of Experimental and Control Class**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NO | Classification | Score | Experimental Group | | Control Group | |
| **F** | **P (%)** | **F** | **P (%)** |
| 1. | Excellent | 96-100 | 0 | 0% | 0 | 0% |
| 2. | Very Good | 86-95 | 0 | 0% | 0 | 0% |
| 3. | Good | 76-85 | 0 | 0% | 0 | 0% |
| 4. | Fair Good | 66-75 | 0 | 0% | 0 | 0% |
| 5. | Fair | 56-65 | 1 | 3.3% | 3 | 10% |
| 6. | Poor | 36-55 | 22 | 73.4% | 12 | 40% |
| 7. | Very Poor | 0-35 | 7  **30** | 23.3%  **100%** | 15  **30** | 50%  **100%** |
| TOTAL | | |

Table 4.1 is the students’ pre-test score of both classes (experiment and control class). It shows that he average percentage of pre-test in both classes is under the good classification, they are only in fair good. In comparing Both of classes, it can be seen that the higest percentage in experimental class is in very poor classification (3.3%), while in the control class is in the very poor classification (8%) as well.

After teaching vocabulary to the experimental class by using Short Story , while in the control class was taught by using conventional method that their teacher used to do, both of the classes was given post-test to find out whether there is a differentiation after giving the treatment or not. The score of the students’ post-test in both of classes can be seen in the table 4.2:

**Table 2 Classification of Students Post-test Both of Experimental and Control Class**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NO | Classification | Score | Experimental Group | | Control Group | |
| **F** | **P (%)** | **F** | **P (%)** |
| 1. | Excellent | 96-100 | 0 | 0% | 0 | 0% |
| 2. | Very Good | 86-95 | 0 | 0% | 0 | 0% |
| 3. | Good | 76-85 | 3 | 12% | 1 | 4% |
| 4. | Fair Good | 66-75 | 4 | 16% | 3 | 12% |
| 5. | Fair | 56-65 | 7 | 28% | 6 | 24% |
| 6. | Poor | 36-55 | 10 | 40% | 10 | 40% |
| 7. | Very Poor | 0-35 | 1 | 4% | 5 | 20% |
| TOTAL | | | **25** | **100%** | **25** | **100%** |

Table 4.2 shows that there is a change in the distribution of scores in both classes compared to the distribution of scores in the pre-test. The grades of the students both in the experimental and control class have spread on the classification of very poor to good. At this post-test score, the percentage of good classification in the experimental class (40%) was higher than the control class (40%).

At the lowest classification, which is very poor, the percentage of the experimental class (40%) are lower than the control class (20%). In addition, in this classification, there is a change in the level of percentage of pre-test and post-test in the experimental class. Where, in the pre-test, the very poor classification is the highest percentage (see table 4.1). However, in the post-test, the very poor is the lowest percentage. It shows that there is a change in scores after applying the Treasure Hunt Game to the experimental class.

The presentation of the result intends to answer the problem of investigation appear or as formulate in previous chapter that “Does the used of short story effective in improving students’ verbal vocabulary Mastery at the Second grade of SMA Negeri 2 Bulukumba?”

To find the solution  of this problem, the writer intents to analyze the data obtained from the students ‘ test result instead of any other result of research The analysis of the data emphasized into intending to determine whether the short story has effective or not in verbal vocabulary mastery helps students to write better and effectively.

1. **The Mean Score and Standard Deviation of Students’ in Experimental and Controlled Class**

After calculating the result of students’ pre-test and post-test of experimental and control group by formula, the mean score and standard deviation can be presented in the table below:

**Table 4.3 Mean Score and Standard Deviation of Pre-test and Post-test**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** | **Mean Score** | | **Standard Deviation** | |
| **Pre-Test** | **Post-Test** | **Pre-Test** | **Post-Test** |
| Experimental | 42,37 | 87,43 | 9,38 | 84,28 |
| Control | 32,03 | 57,81 | 10,41 | 10,84 |

In table 4.3, it shows that there was an increase in the value of the students' vocabulary mastery seen in the mean score on the experimental class with disputes in the value of 87,43 between the post-test and pre-test. While the mean score in the controlled class only has a difference of 57,81.

The significance of the students’ score between the experimental and the control class in pre-test and post-test could be known by using t-test. The result of t-test can be seen in table as follows:

**Table 4.4 Distribution the Value of T-test and T-table in The Pre-test**

|  |  |  |
| --- | --- | --- |
| ***Variable*** | ***T-test Value*** | ***T-table Value*** |
| *Pre-test 1,25 2,045* | | |

That table shows, the result of the t-test of pre-test was 1,25 and the t-table was 2,045. By comparing the result of score in the both classes, it could be said that, when the result of the t-test was smaller than the t-table, it indicated that there was no significance among the students result of their prior ability toward vocabulary mastery and it was appropriate to continue the research. The table above showed that there was no significance between students’ score in the pre-test because the data analysis above showed that the t-test was smaller than the t-table (2.045<1.25), therefore the research could be continued.

After conducting the research, the post-test was be given to the students. Then, the T-test was determine in order to measure students’ improvement in mastering vocabulary, to find out whether the result of two classes scores were significant or not. The t-test and t-table analysis of the post-test were shown in the following table.

**Table 4.5 Distribution the Value of T-test and T-table in The Post-test**

|  |  |  |
| --- | --- | --- |
| ***Variable*** | ***T-test Value*** | ***T-table Value*** |
| *Post-test 12,89 2,045* | | |

After finding the T-test value, the T-test was compared with the T-test to see the significant difference between the experiment class and the control class, whether the experiment was effective or not.

The table above shows that, t-test value was higher than t-table. The result of the t-test shows that there was a significant difference between the t-test and the t-table (12.892.045). The researcher concluded that the t-test value was higher than t-table. The result of the t-test statistical analysis shows that there was a significant different between the experimental class and control class. The statement was proved by the t-test value (12.89) which higher than t-table value (2,045), and the degree of freedom (N1+N2) - 2 = (27+30) – 2 = 55. Therefore, Degree of freedom in this study is 55.

The result of this study shows that the students’ scores in the experimental class were higher than the contrroled class after the application of Short Story in the experimental class. The statistical analysis of the data obtained had been done, hence the discussion of the result of the analysis come. In this case, the mean scores and the value of *t-test* both groups had been interpreted. Interpreting the result of analysis, first it was found out that the mean score of Experimental Group has higher than the mean score of Control Class. It indicates the using of short story has significant effect of students’ verbal vocabulary mastery. The different changes of score for both groups because Experimental class has treated by using short story while control class did not using short story.

The alternative hypothesis of this research would be accepted if the t-test is higher than the t-table.If the t-test is smaller than the t-table, the alternative hypothesis is rejected. The result of the data analysis was the t-test was higher than the t-table value (see table 4.5). Based on the result, the was accepted. In other words, there is a differentiation after applying Short Story toward the students’ verbal vocabulary mastery.

This research, the writer calculates data with the four steps. The firsts step is looking for the classification of students’ scores from pre-test and post-test of the class of experimental class and controlled class present how to that is obtained using the formula. The second step is to find the mean score and standard deviation of the pre-test and post -test, the mean score was taken from results of the total number of students’ score in experimental class and controlled class, then the standard deviation is obtained from the multiple result of the post-test and pre-test of the experimental class and controlled class. The third step is after the getting result of the T-test and T-table of the experimental class and controlled class, where T-test value is take from the value of the difference of a particular group, while T-table value is taken by looking at the value of T-table that has been determined by matching the value of the T-test. The final step, the effectiveness of the test, namely how to comparative use of the short story method and conventional method. The usefulness of the four steps in this research is to see whether using the short story method is effective in improving students’ verbal vocabulary or not.

After collecting the data, the writer do the data based on the results of the research with the method used, hence the researcher displays the results ranging from the mean score Sempai result of the standard deviation. The first results were the result of a score for experimental class of pre-Test worth 42.37 and post-Test 87.43. Results obtained from the mean score for the controlled class of pre-Test as much as 32.03 and post-test results as much as 57.81

. The second results from the standard deviation for experimental class of pre-test results worth 9.38 and the post-test results worth 84.28. The results of pre-test are 10.41 and the post-test results are worth 10.84. From that value shows that the difference is very significant seen from the results of the experimental class of the pre-test value and post-test range of the increase was 106.35% while the controlled class of the value range pre-test and post – test The increase only ranges from 80.5%.

The T-test value of the experimental class was 1.25 with a T-table 2.045 whereas the T-test value of a controlled class was 12.89 with a T-table 2.045 t-table at confidence level 0,05 (98%). The effectiveness of the test can be said to be effective apart from the t-test can also be seen the value of the results of the classification of the test experimental class and controlled (table 4.1 dan 4.2) that students have reached a level of good that is between 76-85 scores resulting from the post-test results compared to the results of the pre -test that students only reach the poor level is 56-65. This proves that the use of the short story method is effective compared to conventional methods.

Then, the degree of freedom (df) that is used in this research have interpreted to compare the two critical values; *t-test* and *t-table*. The degree of freedom (df) of this research can get from formula: (Nx+Ny)-2, (27+30)-2=55. Therefore the degree of freedom (df) that the writer used is 55.

From the comparison above, it is clear that the *t-test* has higher than the *t-table*. According to (Sudijono,2015: 284-285) if t0 is equal to or greater than t1(t-table) then the hyphothesis is null that sates there is no difference in mean of two samples the result is rejected. If t0 is smaller than t1 (t-table), the hypothesis is zero which states that there is no difference in the mean of the two samples, the mean of two samples, then the result is agreed. Thus the writer would like to state that this research is relevant with in relation to the use of short story in teaching vocabulary.

Based on the analysis, it is clear that the Null hypothesis (H0) is rejected in testing hypothesis (chapter 3), H0: Short Story has no positive effect in teaching verbal vocabulary mastery” is rejected. As a result, the Alternative hypothesis (Ha) is accepted.

The result of this study indicates that Short Story is quite effective to facilitate the students to master English verbal vocabulary because of two factors. The First, Edgar Allan Poe’s definition short-story is the most suitable literary form to use in English classes lies in of short-story. He defines it “as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to ‘a certain unique or single effect,’ to which every detail is subordinate”. Short Story aims at giving a ‘single effect’, there is usually one plot, a few characters; there is no detailed description of setting. So, it is easy for the students to follow the story line of the work. The second factors, story of incident seems to be more appropriate to use in English classes because the students will be curious about the outcome of the events, curiosity will make them read and finish the work (Zerrin. Eren, 2004: 43).

Finally, the analysis and the interpretation of data eventually lead the writer to the conclusion that the use of Short story has positive effective in teaching vocabulary mastery for the second year students of SMA Negeri 2 Bulukumba in English subject. It can be provided by the result of Experimental class post-test which gets higher than the control class. In which, there was it is accurate the use of Short Story will improve students’ ability in mastering verbal vocabulary and make students’ interest in teaching learning process.

**CONLUSSION**

Based on result of the study, it could be concluded that the use of Short Story has an effective toward students’ vocabulary. Because the result of this research shows that by using of Short Story students became more active when they study. From this fact, it was clear that mean score of pre-test and post-test has difference. It means the alternative hypothesis (Ha) was definitely accepted. The use of Short Story toward students’ vocabulary at second year students of SMA Negeri 2 Bulukumba has effective.

By applying the short story in class really gives the students new feeling n in learning English. They enjoyed to read short story while they were increasing their new verbal vocabulary indirectly. The first, the teacher should vary his/her interest of teaching in order to avoid monotonous situation. The second, the teacher should increase his/her knowledge about English itself and new technique of teaching for example using short story. The third, short stories are effective media in increasing students’ verbal vocabulary mastery. The refer it suggested to the teacher to use it and try to develop other teaching media. The fourth, the aim of using short-story in teaching English is to encourage the students to use what they have previously learnt, and therefore, it is a student-centred teaching.

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