

USING SHORT STORY IN IMPROVING STUDENTS' VERBAL VOCABULARY MASTERY

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ABSTRACT

The researcher aims at finding out the effectiveness of using short story 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. 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 27 students in control class and 30 students in experimental class. This is proved by figure of means group, the standard deviation and value of t-test which revealed that the mean score of experimental group is higher than the mean score of control group. The result in t-test of experimental class is higher than t-table. It showed that $t_{table} 1,25 > t_{table}$ at significance level 2,0 and $12,89 > 2.045$ t-table at 0,05 (98%). It means that using short story was more effective in improving students' verbal vocabulary mastery at the second grade students of SMAN 2 Bulukumba.

Keywords: The effectiveness, short story, verbal vocabulary.

INTRODUCTION

Vocabulary is one of the most important language component 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 vocabularies, 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. Therefore, 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’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.

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).

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 choose 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 uses the short story in teaching English vocabulary especially verbal vocabulary, the students can be interested and 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.

Verbal in this research means that term of the verbs. 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).

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).

METHOD

The writer used quasi-experimental research which two classes as the sample. Two classes were given pre-test and post-test to find out the difference between experiment class and control class. 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 were 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. The total numbers of the sample were 57 students taken by using purposes sampling. The instrument of this research was essay test, The essay test consisted of 5 items that gave to students in experimental class and control class.

FINDING AND DISCUSSION

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 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	23.3%	15	50%
	TOTAL		30	100%	30	100%

Table 1 presents the students' pre-test score of both classes (experiment and control class). It shows that the 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 highest 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 and control class was taught by using conventional method, 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 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 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 1). However, in the post-test, the lowest score is the lowest percentage. It shows that there is a change in scores after applying the Treasure Hunt Game to the experimental 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 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

Table 3 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 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

Table 4 shows that 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 concluded 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 ($2.045 < 1.25$).

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

<i>Variable</i>	<i>T-test Value</i>	<i>T-table Value</i>
<i>Post-test</i>	<i>12,89</i>	<i>2,045</i>

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 ($12.89 > 2.045$). 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 $(N_1 + N_2) - 2 = (27 + 30) - 2 = 55$. 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 controled 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 been treated by using short story while control class did not use 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 H_1 was accepted. In other words, there is a differentiation after applying Short Story toward the students' verbal vocabulary mastery.

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 1 dan 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: $(N_x+N_y)-2$, $(27+30)-2=55$. 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 t_0 is equal to or greater than t_1 (t-table) then the hypothesis is null that states there is no difference in mean of two samples the result is rejected. If t_0 is smaller than t_1 (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 (H_0) is rejected in testing hypothesis (chapter 3), H_0 : Short Story has no positive effect in teaching verbal vocabulary mastery” is rejected. As a result, the Alternative hypothesis (H_a) 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.

CONCLUSION

Based on result of the study, it could be concluded that the use of short story is an effective to improve students’ vocabulary. It is found that the mean score of pre-test and post-test has difference. It means the alternative hypothesis (Ha) was definitely accepted. The use of small caps toward students’ vocabulary at second year students of SMA Negeri 2 Bulukumba is effective.

Applying the short story in class really gives the students new feeling in learning English. The result of this research shows that by using of short story students became more active when they study. They enjoyed reading short story while they were increasing their new verbal vocabulary indirectly.

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