

ARTICLE

THE EFFECT OF SHORT STORY IN TEACHING VOCABULARY MASTERY TO THE EIGHTH GRADE STUDENTS' OF SMPN 2 NGADILUWIH KEDIRI ACADEMIC YEAR 2016/2017



Oleh:

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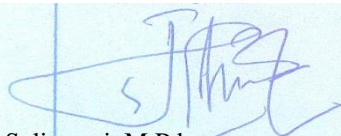
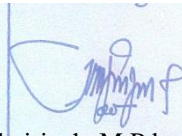
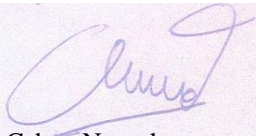
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THE EFFECT OF SHORT STORY IN TEACHING VOCABULARY MASTERY TO THE EIGHTH GRADE STUDENTS' OF SMPN 2 NGADILUWIH KEDIRI ACADEMIC YEAR 2016/2017

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ABSTRACT

The present research aims at investigating the effect short story on students' vocabulary mastery the eighth grade. The method used in this research quantitative research. This research uses pre test and post test to collect the data. Then, the subject of the research the seventh grade students of SMPN 2 Ngadiluwuh Kediri in academic year 2016/2017. The sample of this research was class VIII-H consisting of 37 students. The technique of analyzing Data t-test. The result of the research showed that students' vocabulary mastery increased after being taught using short story. It could be seen from the mean of post test (80,4) was higher than pre test (33,24) then result of the data that was computed by the t-test formula is (9,37). It could be concluded that t-test was higher than t-table ($9,37 > 2,052$). So, the conclusion that ther very significant effect in students' vocabulary mastery at eighth grade on SMPN 2 Ngadiluwih Kediri. So, the researcher suggests to the teacher to use short story. And use teaching vocabulary using short story teacher can change the assumption about learning to interesting subject, teaching vocabulary mastery by using short story was effective to improve the students' vocabulary mastery.

KEY WORDS: Short Story, Vocabulary

I. BACKGROUND

Vocabulary is one of the important elements of language proficiency that becomes the basis of how learners speak, write, listen and read. In the past, vocabulary teaching and learning were often given little priority in second language

programs. Vocabulary is very important to the students, therefore it is very crucial to be learned, In fact, it is very difficult for the students to cannot express their communicative needs (ideas, emotions, desires and thought) to someone clearly because of their in sufficient vocabulary.

Without vocabulary, we can't express our idea or understand the message. The students cannot read, speak, listen, and write without understanding the meaning of words. The teacher's application of interesting methods is one of the important factors in creating a good atmosphere in the classroom activities. They 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.

As Thornbury (2005) says, the most important thing in teaching vocabulary is to choose the appropriate technique, method or strategy. It is commonly stated that the teaching technique should meet the needs of the learners and also that the learners should be active in the learning process, so as to achieve permanent learning. Brabham & Villaume in Blints (2002:45) Students learn vocabulary best in classrooms in which teachers read to them and highlight important and interesting words. In these classrooms, students regularly read independently and in groups and they discuss their understandings in

literature circles during and after reading. In line with these abilities, a short story is appropriate to be used as a technique of teaching vocabulary.

A short story is a short piece of fiction aiming at unity of characterization, theme and effect. According to Relief Staff (2013) A short story is a work of fictional prose. Its characters may be loosely based on real-life people, and its plot may be inspired by a real-life event; but overall more of the story is "made-up" than real. Sometimes, the story can be completely made-up. Short stories may be literary, or they may conform to genre standards (i.e., a romance short story, a science-fiction short story, a horror story, etc.). The explanation from Menrath(2003:18) about short story is a piece of prose fiction which can be read at a single sitting. It has a limited set of characters, one single action and a simple plot. Short stories also allow teachers to teach the four skills to all levels of language proficiency. Statement from Brabham & Villaume (2002) state that may be used to short-stories to develop vocabulary of learners and teachers have the benefit

of teaching vocabulary through context. Bafle (2003) argues that this creates a comfortable group atmosphere. And in that respect, the use of short stories can be the best media to achieve this goal. The use of short stories has many benefits for vocabulary students. Murdoch (2002) is short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance courses for learners at intermediate levels of proficiency.

The research by Harmoko Mike (2014), found that the findings of the research serve as a reliable reference for the teachers or English who want to apply short story as a method training to students especially in improving student's vocabulary.

The researcher applied a short story in the class when teaching English. The research will thread the students' vocabulary through the word meaning, the word usage, the word formation and the word grammar. Furthermore, these activities is as one of the language teaching, It is considered to be able to give students great motivation from which they can enhance their vocabulary in English., And also it

can give contribution for the teachers to become a good motivator for their students. This motivation fully plays a very important role to the willingness of the students in studying English

The results from a the study, using a short story-based can supply a more permanent language learning process for very young learners. As it has been stated by Loukina (2006), children have a lot of chances to listen to different stories in their early childhood; for instance, in their family life, there might be a variety of people telling different stories and these stories lay a ground for further acquisition in advance in children's mind. Owing to these storytelling activities, children get accustomed to listening to short stories, thus, short stories can easily turn into one of the most useful and practical teaching tools in their school life. The benefits of using short stories are valid for young children; therefore, the teachers can integrate short stories in their curriculums.

In using short stories to teach vocabulary, story selection is indeed one of the most important. Since the lengths of short-stories quite vary, choose a story short enough to

handle within course hours. The shortness of the text is important for the students because they will see that they can read, understand and finish something in English, and it will give the students a feeling of achievement and self-confidence. Besides the length of the text, explanation from Hill (1994 : 15) points out three, Other basic criteria of choosing the text: (1) the needs and abilities of the students; (2) the linguistic and stylistic level of the text; (3) the amount of background information required for a true appreciation of the material.

Lot of teacher doesn't teach vocabulary in proper way, students are usually told to memorize one by one word. And metode as it seems to me very difficult to understand, because most of the students it is difficult to memorize. the method as the material that will make students more fun can be understood and can also increase students' vocabulary with ease. The problem of the students in learning English is because of the lack of vocabulary. According to some English teachers there, the students are lack of words meaning, they are not able to understand the meaning of the

words, the usage of the words, the word formation and the word formation in English. It is based on my experience while performing the task campus in SMPN 2 Ngadiluwih.

Base on the problem above the researcher is interested to research to analyze the effect of short story on vocabulary mastery. This current research is different from the one conducted by Harmoko (2014). The difference lies in approach. The previous study uses qualitative while this current study applies quantitative approach. The current research has similarity with the previous study. The similarity is that students read a short story, then they ask same difficult words to the teacher for their meaning. So they will have a lot of vocabulary and lessons can take place properly and its effective.

In this research, the writer focuses on the effect of teaching vocabulary using short story by the eighth grade students of SMPN 2 Ngadiluwih. The research will thread the students' vocabulary through the word meaning, the word usage, the word formation and the word grammar. Furthermore, these activities is as one of the language teaching , It is considered to be able

to give students great motivation from which they can enhance their vocabulary in English. And also it can give contribution for the teachers to become a good motivator for their students. This motivation fully plays a very important role to the willingness of the students in studying English. Based on the problems above, the teacher should be skillful in using media for teaching vocabulary to enrich the students' vocabulary. So relation to the significance of short story therefore this study will examine how short story can be applied to teach vocabulary, focusing on analyzing the effect of the use of Short Story in teaching vocabulary.

II. METHOD

The research design applied in this research is quantitative research. Then, the researcher used pre experimental research to analyse is the students' vocabulary mastery before and after being using short story and to know the effect of short story on students' vocabulary mastery. The question in pre-test and post-test was about question of vocabulary. The questions of this research are in the form of multiple

choices that consists of 20 questions. Scoring technique of pre-test and post-test used scoring rubric in Kurikulum 2013. The test is given to see and compare students' vocabulary mastery before and after being taught using short story. The technique of analyzing Data by using t-test. This study was held in SMPN 2 Ngadiluwih Kediri. The researcher decided eighth grade students of SMP 2 Ngadiluwih Kediri as populations. Then, the researcher chooses seventh grade students of VIII H as the sample of this research that consists of 37 students.

III. RESULT AND CONCLUSION

A. RESULT

The research result shows that there is a very significant effect of using short story on students' vocabulary mastery at eighth grade of SMPN 2 Ngadiluwih Kediri.

To prove that the short story has an effect on vocabulary researchers conducted experimental studies in class VIII SMPN 2 Ngadiluwih Kediri with pre and post test design. Then researcher give pre-test to the students. Pre-test 20 multiple choice vocabulary topic. Consists of a general matter vocab 4,

antonyms 5, synonym 6, means 5 and a total of about 20. There are a lot of students scored less KKM, it means that they are still poor vocabulary. This is evidenced from the average pre-test (33.24). Then, treatment is done twice, post-test presented by the 20 multiple-choice question consists of common vocab 9, antonyms 5, synonym 3, means 3 is given to the students, there are many students who score higher than the KKM. This is evidenced by the average post test (80.4).

From the result above, the researcher can conclude that teach vocabulary effectively using short stories to be used to teach vocabulary mastery. This is evidenced by the results of the t-score (39.66) is higher than t-table at a significance level of 5% (2704). Moreover, the vocabulary is also increased after taught using the short story. This is evidenced by the average post test (33.24) is higher than the average pre-test (80.2). In other words, the t-score was higher than t-table. It means H_a is accepted and H_o is rejected. Based from the result, the researcher concluded that there was any significant effect of short story on students' vocabulary mastery.

B. CONCLUSION

From the research, the researcher can conclude that teaching vocabulary using short story is very helpful in vocabulary mastery and it can increase the students' vocabulary mastery. Thus, the teacher can use the teaching vocabulary using short story to make the students enjoy when teaching learning process is running and they will be easily to understand the material.

In addition, it is also supported by the theory of Brabham & Villaume (2002) about using short-stories to develop vocabulary of learners, teachers have the benefit of teaching vocabulary through context". And in that respect, the use of short-stories can be the best media to achieve this goal. The use of short-stories has many benefits for vocabulary students.

The researcher suggests to the teacher. Teaching vocabulary, can be done by using short story. Using short story in teaching vocabulary is proved to be interesting. Using short story teacher can change the assumption about learning vocabulary from a boring subject to interesting subject. Teaching vocabulary by using short story is

therefore suggested to improve the students' vocabulary mastery.

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