THE USE OF ENGLISH SHORT STORIES TO ENRICH STUDENTS' VOCABULARY MASTERY.

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Abstract

This The objective of the research was to find out whether the use of short stories can enrich students' vocabulary mastery: meaning, spelling, pronunciation, word form and word use. The researcher applied a pre-experimental method. The population was the eighth-grade students of SMP Negeri 29 Makassar in academic year 2022-2023 and the sample of this research were 29 students from class VIII/7 by using cluster random sampling. The data were collected through test (pre-test and post-test). The result of data analysis stated that the mean score of pre-test (68.79 with standard deviation 51.34) was lower than mean score of post-test (82.82 with standard deviation 13.32) therefore the value of t-test (1.14 with significant difference 0.000) level of significance (α) = 0.05 and degree of freedom (df) = 28. It shows that the alternative hypothesis of this research is accepted. based on the finding and discussion of the study, the researcher concludes that using short stories can enrich students' vocabulary mastery at the eighth grade of SMP Negeri 29 Makassar.

Keywords— Vocabulary Mastery, Meaning, Spelling, Pronunciation, Word form, Word Use.

INTRODUCTION

The fundamental ability for effective human interaction is language. There are so many activities that are possible because language allows us to express our thoughts and emotions. From elementary school through university, English is formally taught to students in Indonesia as a foreign language. English is now widely spoken around the globe and is used in a variety of spheres of life, including politics, economics, social interaction, entertainment, and education. As a result, English plays a significant role in Indonesian education, particularly in terms of fostering students' language proficiency and prospects.

The core foundation of English language education lies in the learning and comprehension of vocabulary. This is subsequently enhanced by the exploration and cultivation of the other three language proficiencies, specifically listening, speaking, and reading and writing. This resource demonstrates significant advantages in facilitating the development of English language proficiency. This methodology possesses the capacity to augment students' lexical learning through the cultivation of reading comprehension abilities. According to the prescribed curriculum for eighth-grade middle school pupils, it is a requirement for them to demonstrate proficiency in all three components of the English language. In the domain of written communication, there are several distinct types of textual expression, including narrative, recount, and descriptive texts. Numerous pupils find enjoyment in the act of engaging with narrative literature, since it possesses the capacity to effectively communicate compelling stories.The acquisition of vocabulary is a crucial component of language instruction. The primary stage in the process of language acquisition

involves the formation and expansion of an individual's lexicon. To fully grasp the importance of a new word or phrase, persons who are learning a language must have a comprehensive and extensive vocabulary. Individuals who possess inadequate reading and comprehension skills may encounter challenges in understanding and comprehending a given language.. Consequently, the significance of enhancing students' knowledge has become more pronounced within the educational setting. Furthermore, the acquisition of a rich vocabulary contributes to the enhancement of the remaining four essential communication proficiencies, namely speaking, listening, reading, and writing. Acquiring a solid foundation in essential vocabulary is crucial for the development of effective communication abilities. For example, if pupils possess a restricted lexicon in their writing proficiency, they will encounter difficulties in constructing comprehensive sentences. The enhanced competency in vocabulary will contribute to the improvement of students' English communication skills.

ESL teachers must understand the importance of vocabulary. They understand students must learn thousands of words that writers and speakers use in their writing and speeches. Thankfully, teachers and students both believe that vocabulary is crucial for learning and teaching and that it is just as important as grammar. According to Thornbury (2004:13), without vocabulary nothing can be said, and little can be communicated without grammar. As a result, English teachers will be able to create numerous successful and effective methods for teaching vocabulary.

According to Mardianawati (2012: 11), who cited Lado (1972: 1), teachers must use vocabulary that can be learned by students in the following areas: meaning, spelling, pronunciation, word form, and word class. Given that word meanings are involved, teaching vocabulary is a difficult task to achieve the desired result, a good teacher must employ the appropriate method and provide sufficient practice for particular words. The best method for teaching vocabulary must be determined by the teacher using the proper technique. The instructor is required to instruct students in all facets of language, not just word meanings.

Scholars have conducted investigations on the utilization of diverse methodologies for vocabulary instruction. According to Yuliana's (2016) study, the incorporation of short tales into the curriculum of eleventh-grade students at SMA PMDS Putra Palopo yielded a significant enhancement in their reading proficiencies. According to the data analysis results, the t-test (7.098) demonstrated superior performance compared to the table (2.093). According to the findings from the eleventh year of SMA PMDS Putra Palopo, the utilization of short stories has demonstrated a significant impact on enhancing students' reading proficiency. The study's population comprised eleventh-grade students from SMA PMDS Putra Palopo. The researchers employed purposive sampling in order to acquire the sample. The sample size consists of 20 students. The pre-experimental methodology included pre- and post-test designs in this investigation. In order to assess the potential improvement in pupils' reading ability following a treatment, a pre-test is conducted.In this particular instance, the researchers encountered challenges experienced by students of class VIII SMP Negeri 29 Makassar in their English vocabulary acquisition. One of the challenges encountered by students in the process of acquiring English language proficiency is the limited extent of their vocabulary. The acquisition of English language skills remains a challenge for students, with a significant proportion lacking awareness of the crucial role of vocabulary in the process of English language acquisition. According to researchers conducting the AjarMi program at the Universitas of Makassar on March 7, 2022, the study revealed several challenges encountered by students. These challenges include struggles in the areas of vocabulary retention, accurate pronunciation of words, identification of predicate verbs, nouns, adjectives, and adverbs, as well as comprehension of vocabulary meanings within texts.

Based on the above background, the researcher is interested in researching "The Use of English Short Stories to Enrich Students' Vocabulary Mastery"

LITERATURE REVIEW

1. Vocabulary

A group of words that have been combined so that they have meaning or meaning is referred to as a vocabulary. Reading, writing, listening, and speaking are the four language skills that make up vocabulary (Hornby: 1984: 959).

Furthermore, according to Charles (1945: 959), the acquisition of vocabulary is a fundamental aspect of acquiring proficiency in a foreign language. Charles emphasizes that in order for pupils to enhance their vocabulary, they must attain proficiency in all lexical items. Consequently, it can be asserted that pupils who possess an extensive lexicon will unquestionably have more ease in articulating their thoughts, particularly in the English language. One of the media sources suggested by Fries (year) to enhance and augment pupils' lexical repertoire is engaging with written texts or audio narratives in the English language.According to Lado (1986: 120), there exists a categorization of vocabulary difficulty levels, including easy vocabulary, usual vocabulary, and special vocabulary (difficult). Several aspects can impact children who face difficulties in learning foreign vocabulary. These factors encompass auditory perception of words, pronunciation, reading comprehension, interpretive practice, and expressive skills. It is advisable to engage in the practice of verbal communication with individuals by transcribing the spoken words into written form.

Using the definition given above, the author draws the conclusion that vocabulary is a grouping of various words that have been combined to give them meaning. The ability to speak fluently, especially in English, will undoubtedly be facilitated by the students' mastery of an extensive vocabulary. The use of reading texts or listening to stories in English is one of the media mentioned by Fries to enhance and improve students' vocabulary.

2. Short Story

Duff and Maley (as cited in Andriyanti, 2011) assert that the pedagogy of English as a second language encompasses not only the instruction of linguistic proficiency but also the facilitation of students' comprehension of socio-cultural elements, hence enabling their active engagement in genuine communicative interactions. According to Barret (1900), the designation "short story" encompasses any piece of prose that is 30,000 words or fewer, irrespective of its subject matter, objective, or stylistic elements. However, it is important to establish a precise and meticulous definition for its intended purpose.Incorporating literary works into the curriculum represents a viable approach for acquainting pupils with societal concepts. According to Andriyanti (2011), there is a positive correlation between children's enjoyment of stories read to them in their first language and their subsequent enjoyment of books read to them in a second language. Consequently, the levels of interest and motivation would experience a simultaneous increase.

3. Teaching Vocabulary by Using Short Story

The topic of vocabulary education in the English language holds considerable importance and warrants scholarly investigation. The importance of vocabulary instruction in language teaching has been underscored and promoted by methodologists and linguists in recent times. A comprehensive vocabulary is essential for the development of both productive (speaking and writing) and receptive (listening and reading) language skills.According to the literature on vocabulary instruction, the recommended approach for teaching vocabulary using short stories involves the following steps: Please provide a list of words for which you would want definitions, synonyms, and antonyms, and I will assist you in finding the appropriate meanings.

- Master / Words
- Write Definition

- Use Context Clues
- Use Synonyms and Antonyms
- Find the Right Meaning

METHOD
A. Research Design

In this study, there is no comparison group or control group; instead, the researcher uses pre-experimental research with a one group pretest-posttest design. The results of the pre- and post-tests are compared to determine the students' vocabulary mastery.

Pre-Test	Treatment	Post-Test
X1	T	X2

Research Design

X1   : Pre-Test
T   : Treatment
X2   : Post-Test

B. Research Place

This research will conduct at SMP Negeri 29 Makassar. The location of the research is Jl. A. Mappanyukki No 66, Mariso, Kota Makassar, Sulawesi-Selatan, 90125.

C. Population & Sample

The research sample was class VIII students at SMP Negeri 29 Makassar. Class VIII/7 students of SMP Negeri 29 Makassar were used as research samples. The cluster random sampling method was used to select samples. The sample consisted of 29 students.

D. Instruments of the Research

The researcher is utilizing a vocabulary assessment as the tool to collect data for this investigation. The researcher distributed the short stories to the students. The primary focus of the examination will revolve around the attainment of a proficient mastery of vocabulary, encompassing aspects such as word utilization, word morphology, semantic comprehension, orthography, and phonetic articulation..

E. Procedure of Collecting Data

The purpose of a pre-test is to assess the proficiency or aptitude of pupils before to the implementation of any intervention or treatment. The researcher administered a therapy to the pupils following the pre-test. The objective is to enhance pupils' proficiency in language acquisition. The post-test was administered subsequent to the administration of therapy, and it closely resembles the pre-test in terms of format and topic.

F. Technique of Data Analysis

  a. **Pre-test and Post-test**
       This study uses a quantitative method to analyses test data.

  b. **Data Analysis**

1) Scoring of the pre- and post-test students.

$$Score = \frac{Students'\ correct}{The\ total\ item} \times 100$$

2) Using the following formula, we can calculate the mean score:

$$x = \frac{\sum x}{n}$$

(Gay, as cited in 2016)

3) Using the formula below, find the rate percentage of the students' score.

$$P = \frac{F}{N} \times 100\%$$

4) The T-test formula can be utilized to ascertain the disparity between the average score on the pre- and post-test..

$$t = \frac{D}{\sqrt{\frac{D^2 - \frac{(\sum D)^2}{N}}{n(n-1)}}}$$

Where:

T = test of significant
D = mean score of (X1-X2)
$\sum$D = the sum of the total score
$\sum$D2 = the square of the sum score of difference
n = total sample

(Gay 2016)

FINDING

1. The students speaking score in pre-test and post-test.

Test	Mean score	Standard Deviation (SD)
Pretest	68.79	51.34
Post test	82.82	13.32

2. The Rate Percentage of the Frequency of the Pre-test and Post-test

No	Classification	Score	Frequency		Percentage	
			Pretest	Post test	Pretest	Post test
1	Very Good	81-100	8	13	27%	45%
2	Good	61-80	6	16	20%	55%
3	Fair	41-60	13	0	45%	0%
4	Poor	21-40	2	0	8%	0%
5	Very poor	0-20	0	0	0%	0%
	Total		29	29	100%	100%

3. The Value of T-test

Variable	T-test value	T-table value
Students' vocabulary	1.14	1.701

The results presented below indicate that the t-test value exceeds the critical t-value obtained from the t-table. The findings from the pre-test and post-test administered to the students indicate a statistically significant disparity. The t-test value (1.14) exceeds the critical t-table value (1.701) at a significance level (α) of 0.05, with degrees of freedom (df) equal to 28. The corresponding t-table values for a one-tailed test are 1.699 and 1.14, respectively. Therefore, it can be asserted that there is a notable enhancement in students' vocabulary proficiency in the context of reading short stories subsequent to undergoing treatment. Therefore, the hypothesis has been deemed valid and accepted..

DISCUSSION

This part presents a comprehensive examination and elucidation of the obtained results. The main aim of this study is to investigate the potential influence of short stories on the improvement of students' vocabulary proficiency at SMP Negeri 29 Makassar. Through an examination of vocabulary assessments, it has been discovered that the incorporation of short narratives might effectively support the augmentation of students' lexical repertoire.

A series of six scheduled meetings has been arranged to facilitate the implementation of this study treatment. Before undergoing therapy, the students administered a pre-test to evaluate their proficiency in vocabulary and their degree of motivation in adhering to instructional guidance. Following this, the researcher proceeded to present a concise summary of the subject matter. Following that, the investigator proceeded to conduct a pretest in order to evaluate the work-related knowledge of the participants. The pretest consisted of a comprehensive set of 25 questions. The aim of this study is to determine the magnitude of vocabulary development among students prior to the implementation of any intervention.

The instructional and pedagogical procedures in this course present problems that are linked to the students' restricted proficiency in the English language. In the eighth grade, namely in Class VIII/7, pupils possess a restricted English vocabulary prior to the use of the short narrative technique. This phenomenon can also be attributed to the fact that students tend to forget newly acquired and significant terminology due to their lack of application in real-life contexts beyond the classroom setting.

The problem is further intensified by the fact that numerous reading materials used for teaching vocabulary do not cover topics that genuinely interest students, leading to a lack of involvement when reading texts or attempting to deduce the meanings of newly learned English words. The implementation of the short tale style by the author resulted in an enhanced ability among students to retain and comprehend the semantic content of the vocabulary presented in the text. As a result, their post-test results in vocabulary knowledge exhibited an increase.

In general, the maximum score attained by pupils in Class VIII/& was 95, while the minimum score recorded was 70. None of the students were able to attain a perfect score of 100 due to the limited duration of 25 minutes per session over the course of 4 meetings for the use of the short story technique in teaching narrative texts. Hence, it is advisable for subsequent researchers to prolong the time of the treatment.

CONCLUSIONS

The utilization of brief tales has been found to be effective in improving students' lexical competency, particularly in relation to substantive vocabulary. The study's results suggest that the t-test value for the word content variable exceeds the critical value derived from the t-table. This finding suggests a significant difference between the scores obtained in the pretest and posttest.Based on an examination of the pre- and post-test outcomes in the previous subchapter's evaluation of overall student achievement, there was a discernible improvement in the students' vocabulary abilities, transitioning from a lower level to a significantly proficient level, and from a proficient level to an exceptionally advanced level. The hypothesis is subsequently assessed by examining pre- and post-test data using the dependent t-test. The dependent t-test does not discriminate based on gender and only distinguishes between a singular group..

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