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The Effect Of Using Short Story Toward Students' Achievement In Vocabulary Mastery

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ABSTRACT

The objective of this study was to obtain the empirical evidence about the effect of using short story toward students' achievement in vocabulary mastery at the eighth grade students of SMPN 1 Labuan. The sample of this study was 70 students taken from the eighth grade of SMPN 1 Labuan. 35 students were from the experimental class and 35 students were from controlled class. The method used in this study was a quantitative method that designed the experimental. In collecting the data, the researcher conducted test twice to both the class in which one was as pre-test and another was post-test. And in analyzing the data, the researcher used t-test formula to find out whether there was a significant difference between two variables in this study. The result of statistic calculation obtained that the value of t-observation (t_o) was 22.191 and the degree of freedom (df) was 68. In the table of the significance 5%, the value of (df) = 68 was 1.667. By comparing the value of t_o (22.191) with the value of t_t (1.667), it could be seen that the value of t_o was higher than the value of t_t . Then, the alternative hypotheses (H_a) was accepted and the null hypotheses (H_o) was rejected. Based on the result, it could be concluded that the use of short story was more effective in teaching and learning reading comprehension toward students' achievement in vocabulary mastery than without using short story.

Keywords:

Short story, Reading Comprehension, Vocabulary Mastery

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INTRODUCTION

Language is the basic skill in human life for real communication among people. By using language, there are so many activities that make it conceivable, because it will be able to express

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our ideas and feeling. In Indonesia, English is learnt by students as a foreign language and taught formally from elementary school up to the university level.

Nowadays, English is used throughout the world and it is used in many fields of life such as: in politics, economics, social, entertainment and education. Therefore, in Indonesia, English has an important role especially in education to develop students' competence in language, so that they will have a good prospect in the future.

English teaching involves four language skills (Listening, Speaking, Reading and Writing), and all of them will be started from vocabulary. It is the most useful to learn English. Through reading comprehension, it can increase students' vocabulary mastery.

Based on the syllabus of eighth grade of junior high school that recommended by the government, there are three English texts that should be mastered by the students. There are descriptive, narrative and recount text. Narrative text tells about an interesting story that can make students enjoy.

However in the reality, there are still many eighth grade students whose English reading score are still low. The teacher said that the student still have inadequate vocabulary although they have learnt English since they were elementary school. As the consequence, Most of the students just have an ability read the text without knowing the message of narrative text. They said that the reading is a boring activity. The reason is that the teacher often asked them to translate the narrative text into their target language and ask them to answer some questions based on the text read. There is no activity in class that involves their participant and their own idea in teaching and learning activity. Therefore, they are not motivated and interested in learning reading narrative text.

In addition, narrative texts are used texts that are only in the students' worksheet (LKS). It means that the teacher did not try to use the narrative texts from other sources such as internet or other books that probably have simple, easy, interesting and educational story. Moreover, they did not select every detail of narrative texts first such as the content, the length, the vocabulary or the storyline of text. Usually the selecting every detail of narrative text is very crucial before giving the text to their students. The reason is due to choosing the wrong texts will make the students have negative responses or uninterested in learning narrative text.

Talking about the text in the students' worksheet (LKS), the students said that they teacher gave them the narrative texts that are long enough whereas they still had inadequate vocabulary. The effect is that they become unmotivated to finish their reading. Even, they become dislike to learn English language. The use of long text is not effective way to teach narrative text because it will spend much time and lead a boring situation in class. If the situation always happens in the class the student will be dislike to learn English text. Moreover, they who are dislike to learn English will feel more uninterested to learn English text than before.

To overcome these problems, there are two crucial components that have to be improved in the teaching and learning narrative text. The first component is the method. The students need so much an appropriate method in learning narrative text. The method does not only focus on interesting activities that can give the students more chance to participate and use their own idea in learning English process, especially in learning English narrative text. To solve the problem, the teacher can try to use a method named Communicative Language Teaching. CLT method will make the teaching and learning activity more student-centered. The teacher thinks CLT can be an alternative method to be applied in learning reading text, especially in learning narrative text because it offers some interesting technique that will make students more active in class and more enthusiastic to learn the narrative text. The picture story strip is a CLT's technique that teaches the students to predict what the story is going to tell about before giving the text. It will help them to convey the meaning of the text and to build positive response in learning narrative text. Through the CLT's technique the students' problems are expected to be solved. Beside that the learning narrative text is expected to be more communicative, attractive, and affective. Therefore, it does not only consist of translation activity but also meaningful activity.

The second component is the material. The students really need a material that is simple, easy, authentic, educational, interested, motivated, and enjoyable to learn reading comprehension of narrative text. The material that has the ideal features is short story. Short story helps the teachers by providing a series of activities as a sample to get concrete ideas about how to use words contextually on different situations. Short story has a good impact in developing student's vocabulary. Short story offers the great benefit to students for creating teaching and learning English easy, interesting and fun. One of the advantages of short story to learn English as a means for stimulating students in order to be familiar with the new word. This is particularly media can help student enhance their vocabulary mastery in a manner that pushes their language skills without making them feel bored. A short story facilitates teachers create particular context where language is most meaningful and useful.

THEORETICAL FRAMEWORK

"Vocabulary is a major part of almost every standardized test, including reading achievement tests, college entrance exams, and armed forces and vocational placement test." (Nist & Mohr, 2002: 1). Vocabulary is very important, it is one of the measurements of language learners whether someone is successful in learning language or not. Then, the teaching of vocabulary has to be communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to mastery vocabulary.

In addition, The National Reading Panel (in Hiebert & Kamil) states that 'vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime.' Vocabulary is the knowledge of meanings of words that used to express ideas, feeling and information each people around the world.

Meanwhile, Nunan (2015: 113) says that "vocabulary is useful to keep a word list of the 1.000 most common words on hand and use it as a reference tool." Vocabulary is foundation or a basic of a language that an individual can use when writing or speaking, and to assign meaning when listening or reading.

Based on the explanation above, it could be concluded that vocabulary is a list of words with their meanings that accompanies a text book in a foreign language. Then, it is important to teach vocabulary first to the students. Vocabulary plays a significant role in supporting the mastery of language skills such as listening, speaking, reading and writing which are called by four skill of language. In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

A short story is a work of fiction that is usually written in prose, often in narrative format. This format tends to be more pointed than longer works of fiction, such as novellas (in the 20th and 21st century sense) and novels. Short story definitions based upon length differ somewhat even among professional writers, somewhat in part because of the fragmentation of the medium into genres. Since the short story format includes a wide range of genres and styles, the actual length is determined by the individual author's preference (or the story's actual needs in terms of creative trajectory or story arc) and the submission guidelines relevant to the story's actual market. (http://en.wikipedia.org/wiki/Short_story).

Taylor (2000: 16) said that "story is relating tale to one or more listener through voice and gesture." It is clear that vocabulary in a story should be presented in clear context. The amusing situation can make the vocabulary easy to remember.

Considering the statement above, short story is defined as a short fictional narrative in prose that can be read in short time. Besides that, it refers to the written or spoken description of past events, incidents, or account of invented or imagined events that can be used to teach students which have aims to make the students easier to follow the story and it has different from a novel that is short enough to be read in one sitting.

RESEARCH METHODOLOGY

The research has been conducted at SMPN 1 Labuan which is located on Jl. Jendral Ahmad Yani, Labuan, Pandeglang, Banten. This research would be conducted about one month in the first semester 2017/2018 academic years, from August up to September. This research was conducted quantitatively using quasi-experiment research. The researchers used nonequivalent controlled group design having two different classes namely experimental and controlled class. The researcher would do the research for five meetings that consist of pre-test on the first meeting, the implementation of short story on the second, third and fourth meeting, and post-test on the fifth meeting.

According to Woodbury (2002:06) states "the population is a collection of people, objects, or measurements that we are interested in analyzing." the population of this research is 360 students from the eighth grade of SMPN 1 Labuan, but the samples were only 70 students.

In collecting data, the instrument was given in pre-test and post-test. Type of the test is multiple choices. The purpose of the test is to find out the effect of using short story toward students' achievement in vocabulary mastery. The forms of tests are written test. The pre-test and post-test were applied for the experimental and controlled class.

FINDING AND DISCUSSION

Finding

The normality tests have been conducted using Chi-square test twice; pretest (control-experiment) and post test (control-experiment). The criteria where data samples are said to be normally distributed are:

$$X^2_{score} < X^2_{table}$$

Pre – Test				Post Test			
Control	N=35	2.840 < 11.070	Normal	Control	N=35	1.191 < 11.070	Normal
Experiment	N=35	1.774 < 11.070	Normal	Experiment	N=35	1.116 < 11.070	Normal

The normality tests have been conducted using Fisher twice; pretest (control-experiment) and post test (control experiment). The criteria where data samples are said to be normally distributed are:

$$F_{score} < F_{table}$$

Pre – Test				Post Test			
Control	N=35	1.03 <	Homogenous	Control	N=35	1.77 <	Homogenous
Experiment		1.78		Experiment		1.78	

After calculating, the researcher concluded that the post test for controlled and experimental class was from homogenous population and the data are normally distributed.

Hypotheses Testing

To prove the hypotheses, the data obtained of the experimental class and controlled class was calculated by using t_{test} formula. The statistical hypotheses of this research can be seen as:

H_0 : There is no significant effect of using short story on narrative text toward students' achievement in vocabulary mastery.

H_a : There is significant effect of using short story on narrative text toward students' achievement in vocabulary mastery.

The criteria used as follow:

1. If $t_{test} (t_0) > t_{table} (t_t)$ in significant degree of 0.05, H_0 (Null hypotheses) is rejected.
2. If $t_{test} (t_0) < t_{table} (t_t)$ in significant degree of 0.05, H_0 (Null hypotheses) is accepted.

From the calculation above it is known the degree of freedom (df) is 68

- The t_0 with degree of freedom 78 which is shown at significant level 5% is 22.19

- The t_t with degree of freedom 78 which is shown at significant level 5% is 1.667. Comparing t -observation ($t_o = 22.19$) and t -table ($t_{t5\%} = 1.667$) it was known that t_o was higher than t_t . The result was $22.19 > 1.667$. Therefore, it could be concluded that alternative hypotheses (H_a) was accepted and the null hypotheses (H_o) was rejected.

Discussions

In the description of data was taken from 35 students of experimental class and 35 students of controlled class. Table 4.1 showed the description of the experimental class which had the mean of the pre-test was 62.71, before the implementation of short story that were given as treatments. After the students were given three-times treatments in experimental class by using short story, the mean of the post test was 79.14 and the mean of the gained score was 16.71, the lowest score of pre-test was 40, the highest score of the pre-test was 85. Whereas, the lowest score of the post-test was 60 and the highest score of the post-test were 95. It could be summarized that the lowest and highest score of the post-test are higher than of the pre-test.

Meanwhile, the description of score in controlled class that was shown on the table 4.2, the mean of the pre-test was 60.42. In the controlled class, there was no implementation of short story in teaching narrative text. After three-times treatments without using short story, the mean of the post test was 66 while the mean of the gained score was 5.57. The lowest score of the pre-test was 30 and the highest score of the pre-test was 80. Whereas, the lowest score of the post-test was 40 and the highest score of the post-test were 85. Short story could be alternative material to help the students in understanding narrative text. Through short story, the students became more relax because the length of text was not long. Moreover, if the short story was combined with Communicative language teaching method, they also become more active because they were involved in learning activities. The use of short story had positive effect to enhance the students' reading comprehension of narrative text. It could be seen that the gained score of experimental class was higher than controlled class. The gained score of experimental was 16.7. Meanwhile, the gained score of the controlled class was 5.57.

Before testing the hypotheses, the steps that should be followed were analyzing the normality and homogeneity test of the data. The purpose of analyzing the normality test was to see whether the data got in the research has been normally distributed or not. The result of normality test could be seen by comparing the value of X^2_{score} to X^2_{table} . Meanwhile, the purpose of homogeneity test was to see whether the data of the experimental and controlled class was homogenous. After analyzing the normality test, the result showed that both the data of experimental and controlled class were distributed normally. According to the criteria of the test, it could be seen to the result of experimental class that showed X^2_{score} (pre-test and post-test) $< X^2_{table}$ (1.774 and 1.116 $<$ 11.070). Both the data of the controlled class also showed that they were distributed normally. According to the criteria of the test, it could be seen to the result that X^2_{score} (pre-test and post-test) $< X^2_{table}$ (2.840 and 1.191 $<$ 11.070). And then, the result of the homogeneity test showed that $F_{score} < F_{table}$ (pre-test of the experimental and controlled class) (1.03 $<$ 1.78) and (post-test of the experimental and controlled class) (1.77 $<$ 1.78). Based on the criteria it means that the data of the experimental and controlled class were homogenous.

The last step was hypotheses test. It was a step that determine whether there was a significant different between students' reading comprehension of the experimental class and the controlled class. From the result of statistical calculation, it was obtained the t -observation (t_o) was 22.19; meanwhile the t -table (t_t) of the df (68) in significance 5% was 1.667. It means, t -observation (t_o) was higher than t -table (t_t), then the alternative hypotheses (H_a) was accepted and the null hypotheses (H_o) was rejected because $t_o > t_t$. Hence, there was a significant difference between the students' vocabulary score of reading comprehension taught by using short story and without using short story.

Based on the explanation about the analysis data above, it could be interpreted that the use of short story was more effective than without using short story. It could be seen to the result above

($t\text{-test} = 22.19 > t\text{-table} = 1.667$), that showed the significant difference between the students' score of each class (experimental class and controlled class).

CONCLUSIONS AND SUGGESTIONS

According to the statistic calculation which was analyzed in the research finding, it can be concluded that teaching reading comprehension of narrative text by using short story has more significant effect on the students' score than the students' score of the class that were taught by the other material. The result was supported by the analysis of the students' score by using t-test formula. The calculation showed that t-observation (t_o) was 22.191 and t-table (t_t) at the significance level 5% was 1.667. The value of the t-observation was higher than t-table. Then, the null hypotheses (H_o) was rejected or the alternative hypotheses (H_a) was accepted. It means that there was significant difference between students' vocabulary achievement of reading comprehension taught by using short story and without using it. In conclusion, short story could be alternative material to teach reading comprehension for the students.

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