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The Use of Short Story To Increase Vocabulary of The Eighth Grade Students of SMP Negeri 2 Poso Pesisir Utara

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Abstract: *The objective of this research is to investigate whether the use of short stories can increase the vocabulary of eighth-grade students at SMP Negeri 2 Poso Pesisir Utara. The researcher employed a quasi-experimental design, involving two classes: an experimental group and a control group. A total sampling technique was used to select 47 students as the sample for this study. The data were analyzed using a t-test. Based on the data analysis, the mean score of the experimental group's pre-test was 33.74, while the control group's mean score was 37.15. After the treatment, the experimental group's post-test mean score increased to 80.59, which was higher than the control group's post-test mean score of 49. The t-test comparison revealed that the* $t_{counted}$ *value (6.45) was greater than the* t_{table} *value (1.684), indicating a significant difference. Therefore,* H_1 *is accepted and* H_0 *is rejected. It can be concluded that the application of short stories has a significant effect on increasing the vocabulary of eighth grade students at SMP Negeri 2 Poso Pesisir Utara.*

INTRODUCTION

Vocabulary becomes central to any language acquisition process because the expressing ideas of a person can only be clearly understood by others using vocabulary. The acquisition and mastery of vocabulary play a crucial role in language development and effective communication, comprehension, and expressing of thoughts and emotions. It involves the entire range of words available for communication and is basic aspect of language development.

Teaching vocabulary is not only to give the meaning of words but also to teach how words work together in a sentence, because there are many words that have multiple meanings. According to Al-Dersi (2013), developing vocabulary of EFL learners is also important because all other language skills get affected due to the lack of vocabulary or deficiency of vocabulary.

The researcher investigated the problems related to vocabulary that faced by the students at the eigth grade of SMP Negeri 2 Poso Pesisir Utara. Most of students still get difficulties in vocabulary learning. Kinds of difficulties faced by the students are students have difficulties in pronouncing the words, how to write and spell, choosing the appropriate meaning of the words and also still confuse in using the word based on the context. The lack of vocabulary mastery among students occurs due to low motivation in learning English also they prefer to use their

mother language in learning process in the classroom. This study is expected to be a meaningful input for teachers in the development of learning English in general and learning English vocabulary in particular. This study is also expected to be an input for students to improve their understanding of English subjects, especially in vocabulary mastery in order to improve learning achievement.

There is a lot of research on the implementation of short story in teaching vocabulary. All have made prominent contributions in the field of ELT. For example, a study that was conducted by Paramita (2018) about the use of English short story to enrich students' vocabulary mastery at the eigth grade of MTS Swasta Islamiyah YPI Batang Kuis, she found that students knowledge about the words meaning improve and students also be able to write down their ideas after she gives the treatment.

Another study carried by Beno (2019) on the effectiveness of using short story to improve students' vocabulary mastery at the grade X students SMA Kristen Dian Halmahera. He reported that students who taught using short story makes the students be active; they know more about words meaning, and how to put the words based on the context. In conclusion, students vocabulary mastery were improved.

Furthermore Sariana, Dollah, and Talib (2022) researched about using local short stories to improve students' vocabulary at grade IX.B of UPTD SMPN 6 Barru. The result showed that using local short stories help students in memorizing the new words easily also students were able to use the appropriate words correctly and they found the activeness and enthusiasm of students in receiving lessons. They found students seem to be always involved in the lesson when researcher use local short stories.

The previous researches have similarity and the difference from the present research. The similarity between this study and previous research are focus on short stories as an alternative method in increase students vocabulary, the previous studies and this study use quantitative approach to analysis the data. While the difference between this study and previous research is the previous research only focuses on the meaning of the words and grammatical behavior. This study focuses on gaining knowledge about parts of speech specifically on concrete nouns and action verbs and how to put the words in the correct order. In this research, the researcher wants to find out the use of a short story in increasing student vocabulary.

METHOD

A quasi-experimental design was used by the researcher to determine the results of a specific method. There were two groups: the experimental and the control group. The experimental group took a pretest, received treatment using a short story method, and then took a post-test. Meanwhile, the control group took both the pretest and post-test without receiving any guidance from the researcher. In addition, before the intervention started, the pretest was given at the start of the experiment. The post-test was given following the completion of the last treatment session. The design of this research was proposed by Arikunto (2006:87) as follows:

E	O1	X	O2
C	O3		O4

Where:

E : Experimental group

C : Control group
O1 O3 : Pre-Test
O2 O4 : Post-Test
X : Treatment

The population in this research is students of class VIII SMP Negeri 2 Poso Pesisir Utara, located in Poso district, Central Sulawesi. It consisted of two classes. Each class consisted of 27 and 20 students. So, the total population was 47 students. In selecting the sample, the researcher used a total sampling technique. She divided the students into two groups, namely the experimental group and the control group. VIII B became the experimental group, while VIII A became the control group. Since there were only two eighth-grade classes, the researcher took both. The researcher used a vocabulary test as the instrument. The test was administered as both a pre-test and a post-test. The pre-test was intended to assess the students' prior knowledge of vocabulary before the treatment, while the post-test was intended to measure the students' vocabulary after the treatment. Before giving the treatment, the researcher gave a pre-test to the students. The students were asked to read a short story and answer questions about it. The purpose of this test is to find out the increase of students' vocabulary that they have before the treatment. After giving the treatment to the students, the researcher administered the post-test. In this step the researcher gave a short story to the students and assigned tasks designed to help increase their vocabulary. In analyzing the data, the researcher applied a quantitative analysis method. The researcher used a formula recommended by Arikunto (2006:240) as follows:

$$\sum = \frac{X}{N} \times 100$$

In which:
$\sum$ = individual score
X = raw score
N = maximum score
100 = constant number

The researcher then applied a formula proposed by Arikunto (2006:313) to count the mean of pretest (x) and posttest (y), the formula is:

$$M = \frac{\sum x}{N}$$

Where:
M = mean score of deviation pretest and posttest
$\sum$x = sum score of pretest and posttest
N = number of students

Next, the researcher calculated the squared deviation using the proposed formula by Arikunto (2006:312) as follows:

1. The formula for experimental class:

$$\Sigma x^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

2. The formula for control class

$$\Sigma y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N}$$

Where:
$\sum x$ = Deviation score of experimental group
$\sum y$ = Deviation score of control group

N = Number of students

In order to find out whether the students' pre-test and post-test have significant difference, the researcher used the formula proposed by Arikunto (2006:311) as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:
t: t-counted
Mx: mean score of experimental class
My: mean score of control class
$\sum x^2$: the total square of experimental class
$\sum y^2$: the total square of control class
Nx: number of students in experimental class
Ny: number of students in control class

result AND DISCUSSION

The researcher analyzed data obtained from the pre-test and post-test given to both the control group and the experimental group. The control group did not receive any treatment using the short story method, while the experimental group was taught using this method. The results of the pre-test and post-test for both groups were compared to determine whether the use of the short story method had an impact on increasing the students' vocabulary.

Table 1 The result of Pre-Test of Experiment Group

No	Initials	Test					
		Matching Word	Complete Sentences	Making Sentences	Raw Score	Maximal Score	Standard Score
1	CPT	3	3	7	13	30	37
2	NAS	3	1	7	11	30	36
3	RS	8	2	5	15	30	50
4	EA	8	1	0	9	30	30
5	EF	8	1	0	9	30	30
6	HR	8	0	5	13	30	37
7	CJM	8	1	5	13	30	37
8	NR	3	2	14	19	30	60
9	BL	2	0	0	2	30	7
10	DY	3	2	12	17	30	57
11	FBL	8	0	0	8	30	27
12	KB	4	2	0	6	30	20
13	AR	8	0	0	8	30	27
14	SS	8	0	0	8	30	27
15	MNS	8	3	5	16	30	53
16	AN	3	1	7	11	30	36
17	NF	3	1	8	12	30	40

No	Initials	Test					
		Matching Word	Complete Sentences	Making Sentences	Raw Score	Maximal Score	Standard Score
18	ML	2	0	0	2	30	7
19	CT	5	4	4	13	30	43
20	MA	3	2	2	6	30	20
21	VL	6	0	4	10	30	33
22	MB	5	3	0	8	30	27
23	AS	3	2	4	9	30	30
24	TW	2	4	5	11	30	36
25	RB	4	2	0	6	30	20
26	KS	5	4	5	14	30	46
27	MG	3	4	5	11	30	33
Total							911

Table one shows the students individual score of the experimental group on the pre-test. The highest score achieved by the students on the pre-test was 60 and the lowest score was 7. The minimum passing grade of the school was 75; therefore, none of the students passed the pre-test

Table 2. The result of Pre-Test of Control Group

No	Initials	Test					
		Matching Word	Complete Sentences	Making Sentences	Raw Score	Maximal Score	Standard Score
1	NA	2	0	8	10	30	33
2	NS	2	0	8	11	30	36
3	MRN	3	1	10	14	30	46
4	HFH	4	3	3	10	30	33
5	MI	2	1	8	11	30	36
6	FS	1	0	7	8	30	26
7	DSP	2	2	8	12	30	40
8	YE	2	1	7	7	30	33
9	DA	4	0	11	15	30	53
10	KRP	2	1	2	5	30	16
11	HL	1	3	9	13	30	43
12	TH	2	3	9	14	30	46
13	NAS	2	2	5	9	30	30
14	NL	6	1	11	18	30	60
15	BDA	6	1	12	19	30	63
16	NF	2	2	7	11	30	33
17	DAEA	3	0	6	10	30	30
18	PFT	2	0	6	8	30	26
19	PKSP	3	1	6	10	30	30
20	ZKT	3	1	6	10	30	30

No	Initials	Test					
		Matching Word	Complete Sentences	Making Sentences	Raw Score	Maximal Score	Standard Score
Total							743

Furthermore, table 2 displays the students individual score of the control group on the pre-test. The highest and the lowest score gained by the students from the pre-test was 63 and 16.

After obtaining the students standard score of both classes, the researcher calculated the mean score as shown below

Experimental Group :

$$M = \frac{\sum X}{N}$$

$$M = \frac{911}{27}$$

$$M = 33.74$$

Control Group :

$$M = \frac{\sum X}{N}$$

$$M = \frac{743}{20}$$

$$M = 37.15$$

Thus, the mean score of the experimental group on the pre-test was 33.74 and the control group was 37.15.

Posttest was given to the students after having the treatment in order to find out the students' vocabulary mastering. The researcher had the same formula to calculate students score on post-test of experimental and control groups after having treatment. The result of post-test of both groups can be seen in the following table:

Table 3. The result of Post-Test Experiment Group

No	Initials	Test					
		Matching Word	Complete Sentences	Making Sentences	Raw Score	Maximal Score	Standard Score
1	CPT	8	5	10	23	30	76
2	NAS	8	5	9	22	30	73
3	RS	10	5	10	25	30	83
4	EA	8	4	13	25	30	83
5	EF	7	5	10	22	30	73
6	HR	8	5	12	25	30	83
7	CJM	8	5	10	23	30	76

No	Initials	Test					
		Matching Word	Complete Sentences	Making Sentences	Raw Score	Maximal Score	Standard Score
8	NR	7	5	15	27	30	90
9	BL	8	4	11	23	30	76
10	DY	8	5	13	26	30	86
11	FBL	7	5	13	25	30	83
12	KB	10	5	11	26	30	86
13	AR	8	5	11	24	30	80
14	SS	10	5	9	24	30	80
15	MNS	10	5	12	27	30	90
16	AN	9	4	10	23	30	76
17	NF	8	3	12	23	30	76
18	ML	9	5	12	26	30	86
19	CT	10	4	11	25	30	83
20	MA	9	5	13	27	30	90
21	VL	7	4	12	22	30	73
22	MB	8	3	10	21	30	70
23	AS	9	5	15	29	30	96
24	TW	7	4	12	23	30	76
25	RB	8	3	12	23	30	76
26	KS	9	3	10	22	30	73
27	MG	8	4	13	25	30	83
Total							2176

Table 4 The result of Post-Test Control Group

No	Initials	Test					
		Matching Word	Complete Sentences	Making Sentences	Raw Score	Maximal Score	Standard Score
1	NA	5	2	8	15	30	50
2	NS	5	3	10	18	30	60
3	MRN	8	4	6	18	30	60
4	HFH	5	3	4	12	30	40
5	MI	4	2	6	12	30	40
6	FS	5	0	5	10	30	33
7	DSP	5	2	8	15	30	50
8	YE	5	3	5	12	30	40
9	DA	8	3	10	21	30	70
10	KRP	3	3	4	10	30	33
11	HL	5	1	9	15	30	50
12	TH	8	2	9	19	30	63
13	NAS	8	2	5	15	30	50
14	NL	9	3	9	21	30	70

No	Initials	Test					
		Matching Word	Complete Sentences	Making Sentences	Raw Score	Maximal Score	Standard Score
15	BDA	6	3	12	21	30	70
16	NF	4	2	8	14	30	46
17	DAEA	6	3	5	14	30	46
18	PFT	4	2	6	12	30	40
19	PKSP	3	1	6	10	30	33
20	ZKT	3	2	6	11	30	36
Total							980

Table 3 demonstrates the students individual score of the experimental group on the post-test. The highest score attained by the students on the post-test was 96 and the lowest score was 70.

Table 4 shows the students individual score of the control group on the post-test. The highest and the lowest score obtained by the students from the post-test was 70 and 33.

By the students standard score of both classes, the researcher counted the mean score as follows.

Experimental group

$$M = \frac{\sum x}{N}$$
$$= \frac{2176}{27}$$
$$= 80.59$$

Control group

$$M = \frac{\sum y}{N}$$
$$= \frac{980}{20}$$
$$= 49$$

Thus, the mean score of both groups were increased. The mean score of the experimental group rose by 46.85 points from the pre-test of 33.74. Meanwhile, the mean score of the control group slightly climbed to 49 from 37.15

After getting the mean score of the experimental and the control group on the pre-test and the post-test, the reseacher calculated deviation score of individual students on both tests. The results are presented in the following table 5 and 6.

Table 5. The Students Score and Deviation in Pre-test and Post-test of Experimental Group

No	Initials	Pre-test (01)	Post-test (02)	Deviation (d) (02-01)	Square Deviation
1	CPT	37	76	39	1521
2	NAS	36	73	37	1369
3	RS	50	83	33	1089
4	EA	30	83	53	2809
5	EF	30	73	43	1849
6	HR	37	83	46	2116
7	CJM	37	76	39	1521
8	NR	60	90	30	900

9	BL	7	76	69	4761
10	DY	57	86	29	841
11	FBL	27	83	56	3136
12	KB	20	86	66	4356
13	AR	27	80	53	2809
14	SS	27	80	53	2809
15	MNS	53	90	37	1369
16	AN	36	76	40	1600
17	NF	40	76	36	1296
18	ML	7	86	79	6241
19	CT	43	83	40	1600
20	MA	20	90	70	4900
21	VL	33	73	40	1600
22	MB	27	70	43	1849
23	AS	30	96	66	4356
24	TW	36	76	40	1600
25	RB	20	76	56	3136
26	KS	46	73	27	729
27	MG	33	83	50	2500
Total				1270	63141

Table 6 The Students Score and Deviation in Pre-test and Post-test of Control Group

No	Initials	Pre-test (01)	Post-test (02)	Deviation (d) (02-01)	Square Deviation
1	NA	33	50	17	289
2	NS	36	60	24	576
3	MRN	46	60	14	196
4	HFH	33	40	7	49
5	MI	36	40	4	16
6	FS	26	33	7	49
7	DSP	40	50	10	100
8	YE	33	40	7	49
9	DA	53	70	17	289
10	KRP	16	33	17	289
11	HL	43	50	7	49
12	TH	46	63	17	289
13	NAS	30	50	20	400
14	NL	60	70	10	100

15	BDA	63	70	7	49
16	NF	33	46	13	169
17	DAEA	30	46	16	256
18	PFT	26	40	14	196
19	PKSP	30	33	3	9
20	ZKT	30	36	6	36
Total				213	3455

Before specifying t-counted value, mean deviation and sum of squares were required. Therefore, the researcher calculated the mean deviation of both groups as shown below.

Experimental group

$$Mx = \frac{\Sigma x}{N}$$
$$= \frac{1270}{27}$$
$$= 47.03$$

Control group

$$My = \frac{\Sigma y}{N}$$
$$= \frac{213}{20}$$
$$= 10.65$$

a. The sum of squared deviation of experimental group

$$\Sigma x^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{Nx}$$
$$\Sigma x^2 = 63141 - \frac{(1270)^2}{27}$$
$$\Sigma x^2 = 63141 - \frac{1612900}{27}$$
$$\Sigma x^2 = 63141 - 59737.04$$
$$\Sigma x^2 = 3403.96$$

b. The sum of squared deviation of Control group

$$\Sigma y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{Ny}$$
$$\Sigma y^2 = 3455 - \frac{(213)^2}{20}$$
$$\Sigma y^2 = 3455 - \frac{45369}{20}$$
$$\Sigma y^2 = 3455 - 2268.45$$
$$\Sigma y^2 = 1186.55$$

Therefore, the sum of square deviation of control group and experimental group from those above calculation was 3403.96 and 1186.55. After getting the square deviation score, the researcher counted whether the result is significant or not by applying the t-test formula by Arikunto (2006). The presentation of calculation below:

$$t = \frac{\mathrm{Mx} - \mathrm{My}}{\sqrt{\left(\frac{\sum \mathrm{x}^2 + \sum \mathrm{y}^2}{\mathrm{Nx} + \mathrm{Ny} - 2}\right)\left(\frac{1}{\mathrm{Nx}} + \frac{1}{\mathrm{Ny}}\right)}}$$

$$t = \frac{46.03 - 10.65}{\sqrt{\left(\frac{3403.96 + 1186.55}{27 + 20 - 2}\right)\left(\frac{1}{27}\right) + \left(\frac{1}{20}\right)}}$$

$$t = \frac{35.38}{\sqrt{\left(\frac{4590.51}{45}\right)(0.295)}}$$

$$t = \frac{35.38}{\sqrt{(102)(0.295)}}$$

$$t = \frac{35.38}{\sqrt{(30.09)}}$$

$$t = \frac{35.38}{5.485}$$

$$t = 6.45$$

Thus, by having the formula, it can be determined that the t-counted of this research is 6.45.

To calculate the t-table value and assess the significance of the difference between the t-counted and t-table values, the researcher used the interpolation formula. This formula calculates the degrees of freedom (df = Nx + Ny - 2) at a significance level of 0.05.

Experimental Group (Nx) = 27

Control Group (Ny) = 20

Degree of freedom = Nx + Ny – 2
= 27 + 20 – 2
= 45 (between 40 - 60)

One-tailed of significance level = 0.05.

Based on the calculation of the df 45, the significance level of 0.05 is not listed in the t-table, so the researcher uses the interpolation formula with the aim of finding out the t-table value.

$$t = \frac{a}{b} X\ c$$

a = The value of the amount of the students subtract

b = The value of the df (60) subtract

c = The value of the df (40) subtract with the value of df (60)

df (40) = 1.684
df (60) = 1.671
a = 45 – 40 = 5
b = 60 – 40 = 20
c = 1.684 – 1.671 = 0.013

$$t = \frac{a}{b} X\ c$$

$$t = \frac{5}{20} X\ 0{,}013$$

$$t = 0{,}00325$$

$$df = (45) = 1.684 - 0{,}00325$$
$$= 1.684$$

Furthermore, the t-counted value was 6.45, while the t-table value was 1.684. As a result, it demonstrates that the t-counted higher than the t-table. It indicates that the theory was approved. To conclude, short stories can increase the vocabulary of eighth-grade students at SMP Negeri 2 Poso Pesisir Utara.

The results suggest that short stories have a positive impact on vocabulary development. As stated earlier, if the $t_{counted}$ is lower than the t_{table} value, the null (H_0) hypothesis is accepted. However, if the $t_{counted}$ is higher than the t_{table} value, the null (H_0) hypothesis is rejected, and the alternative (H_a) hypothesis is accepted. Referring to the calculation above, it was revealed that the $t_{counted}$ is higher than the t_{table} value (6.45 > 1.684). Therefore, the null (H_0) hypothesis is rejected, and the alternative (H_a) hypothesis is accepted. Thus, the researcher can conclude that the use of short stories can increase the English vocabulary of eighth-grade students at SMP Negeri 2 Poso Pesisir Utara. The results are similar to previous research by Sariana, Dollah and Talib (2022), which showed that storytelling helps students learn vocabulary. By seeing new words in context, students not only understand their meanings but also how to use them in different situations.

The findings of this study revealed that students who were exposed to short stories experienced a notable improvement in their vocabulary acquisition compared to those who did not engage with the stories. The experimental group, which read and discussed short stories, showed an increase in the mean score from 33.81 to 80.59 , as indicated by pre-test and post-test results. In contrast, the control group, which did not participate in the short story activities, showed only a small increase in the mean score from 37.15 to 49, as indicated by pre-test and post-test results. Moreover, students in the experimental group expressed higher levels of enjoyment and motivation when learning new words.

The results of this study support the idea that learning words through short stories helps improve vocabulary. Short stories give learners a chance to see words in context, helping them understand both the meanings and how the words are used. This matches Nation's (2001) view that learning words in context leads to a better understanding of their meaning and use.

Furthermore, Sandhya and Krisna (2015) explain that students who engage in interactive reading activities are not only motivated to improve their reading skills but also to develop their imagination. These activities help students expand their vocabulary by transforming words into different forms, such as changing verbs into nouns or nouns into adjectives. This finding is consistent with the work of Linse and Nunan (2005), who argue that using engaging materials like stories creates a positive learning environment and encourages active participation. The narrative structure of stories captures students' attention, making the learning process both enjoyable and memorable. When students become emotionally involved in the story, they are more likely to remember new vocabulary associated with it.

CONCLUSION

The researcher concluded that using the short story method can effectively increase students' vocabulary. This was demonstrated by the significant improvement in test scores related to vocabulary in the experimental group. Based on these findings, the researcher found that the hypothesis was accepted. The use of the short story method proved to be a valuable approach for increasing students' vocabulary mastery by engaging them with more interesting and interactive methods. Therefore, the researcher recommends using the short story method as an effective teaching strategy, particularly for increasing students' vocabulary acquisition.

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