THE USE OF ENGLISH SHORT STORY TO ENRICH STUDENTS' VOCABULARY ACHIEVEMENT AT THIRD GRADE STUDENTS IN SMPN 7 METRO

Undergraduate Thesis

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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMPUNG

BANDAR LAMPUNG

2023

ABSTRACT

**THE USE OF ENGLISH SHORT STORY TO ENRICH STUDENTS'
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METRO**

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Feby Annisa Zunnurain

This research was about short story to enrich students' vocabulary achievement at third grade of SMPN 7 Metro. The statement of problem are: 1. Is short story effective to enrich students' vocabulary achievement? 2. Which aspect of vocabulary improves the most after the implementation of short story? The objective of the research are to see whether the use of short story is effective to enrich students' vocabulary achievement and to see which aspect of vocabulary improves the most after the implementation of short story. The sample of this research was class of III D in SMPN 7 Metro. The instrument of this research is test (pre and post test). The result of the study demonstrated a significant improvement in vocabulary achievement following the use of short story in the classroom. The mean result of pre-test is 53.28 while the mean result of post-test is 63.28. For the aspect of vocabulary that most improve after the implementation of short story is meaning with experienced the highest increase with an increase in score of 3.75. Based on the result of study, it can be concluded that short story is effective to enrich students' vocabulary achievement.

Keywords: Vocabulary, Short Story, Teaching Vocabulary

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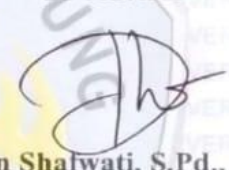Faculty : **Teacher Training and Education**

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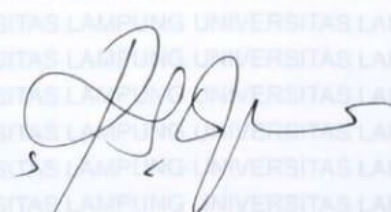
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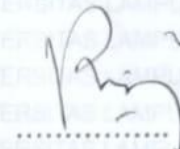
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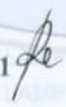   Secretary : **Dian Shafwati, S.Pd., M.Pd.** ....

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Judul Skripsi	: The Use of Short Story to Enrich Students' Vocabulary Achievement at Third Grade Students in SMPN 7 Metro

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan, saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 11 Mei 2023

Yang membuat pernyataan,

Feby Annisa Zunnurain

1713042020

CURRICULUM VITAE

On February 19, 1999, the writer was born in Metro, Lampung. The writer is the second of four siblings. The writer attended SDN 1 Metro but transferred to SDIT WU Metro in second grade, where she graduated in 2011. Later, the writer continued her education at SMPN 1 Metro, where she graduated in 2014. The writer then continued her education at MAN 1 Metro, where she graduated in 2017. Later, the writer continued her studies at Lampung University, where she majored in English Education.

DEDICATION

This script is proudly presented with love and appreciation to:

Allah SWT. and Rasulullah SAW. My beloved father and mother, Mr. Abdul Jalil and Ms. Tutik Marsiati, my beloved brothers and sister, my closest one, and my beloved friends who always encourage me to do this script. Also, for all of the friends in English Department of Lampung University 2017 also Lampung University's English Department, my incredible major and almamater.

They are the most perfect gift Allah has given to me. Having them is the greatest blessing I've ever received.

MOTTO

Success is a terrible teacher. Success seduces hardworking people into believing they

can't fail.

(Bill Gates)

AKNOWLEDGEMENT

In the name of Allah SWT, the beneficent and the most merciful, lord of the world has created judgement day in the hereafter and to our Prophet Muhammad SAW, safety and be peace upon him. Alhamdulillah the writer expreses her gratitude to the Almighty God, Allah SWT, that have been given guidance, inspiration, good health, and good mental so that the writer could finished the script entitled "The Use of English Short Story to Enrich Students' Vocabulary Achievement at Third Grade Students in SMPN 7 Metro".

The writer realized that the existence of this script was by receiving much advice, guidance, encouragement, and comments from many people, even though this script still far from perfect. Therefore, the writer would like to express her deepest gratitude to the following people.

1. Dr. Feni Munifatullah, M.Hum. as writer's first advisor and also the chief of English Study Program that help, guide, and give motivation to the writer so the writer can do her script very well.

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6. The writer would like to thank to writer's bestfriend, Billa, Uli, Vira, Nazilah, Dwita, and any others that cannot be mentioned one by one, who helped the writer so that writer's script can be run well.

7. To the writer's closest, who always give her support, motivation, and help her to finish the script that done well.

8. To the family of SMPN 7 Metro, who helped the writer to do a research in their school so that the reseacrher can finish the script very well.

9. Last but not least, thank you for the writer, me, who always believe in me for going through all the phases during the research and wrote the script.

The writer hopes that the script can give values to the readers, especially in improving vocabulary mastery by using short story. The writer admit that the script is far from perfect so that the writer will accept suggestion from the readers in order to make it better.

Bandar Lampung, May 19th 2023

The writer,

Feby Annisa Zunnurain

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CHAPTER I

INTRODUCTION

This chapter discuss about background study, research question, objective of the research, uses of the research, scope of the research, a definition terms.

1.1 Background of Study

Vocabulary is one of the language components. In English skills, there are 4 skills that must be mastered; listening, reading, speaking, and writing. Edwards (1997) stated that, "Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system". Wilkins (1972) said," without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed". While, the English component that must be mastered they are: structure, vocabulary, and pronunciation. It means that listening, speaking, reading and writing need wide vocabulary acquisition. The acquisition of vocabulary becomes the most important part in learning foreign language. The communication will succeed or not it depends on the accurate vocabulary understanding. So, that's why vocabulary is really important in learning foreign language.

Nowadays, there are so many ways to learn the English vocabulary. One of them are using short story to enrich students' vocabulary. But, in fact, the students still lack of willingness to learn it. In SMPN 7 Metro, during PLP, the writer did a short observation and found that the students just read the content word in the reading text and they do not know what the meaning that they read. Besides, the student is also hard to memorize the new vocabulary in reading text. Also, the

students are having difficulty on how to pronounce well the word in the text that they read.

So, there are many ways or methods to overcome of vocabulary lacks. One of the methods to teach vocabulary is by using short story. Why short story? Because in short story, the students can entertain themselves by searching what is the most they like in reading. With short story, students are expected to learn vocabulary with fun and also not feeling under pressure. Besides, short story can improve their list of vocabulary so they can understand the meaning of those short stories. When we use short story, students also expected to improve the reading skill comprehension besides learning vocabulary.

There are some examples in the previous study about the use of short stories. Irma (2016) stated that based on the investigation in MTs At-Taqwa Tangerang, the writer found that the use of the short story was more effective towards students' reading comprehension of narrative text than without using shot story. So, based on Irma's research, she used CLT method with short story as the media focused on narrative text to teach them in the school. Another research conducted by Sulaeha, et al (2020) found that the use of short story in the 11th grade of SMAN 2 Bulukumba was more effective in improving students' verbal in vocabulary mastery. It revealed that the means core of experimental group is higher that the means of control group. Based on the previous studies, there is only "narrative text" as the media to teach vocabulary achievement. There is no "short story" as the media for teaching vocabulary, so the "short story" actually has not been done in many schools during vocabulary learning. It can be concluded that the use of short story gave a good effect in students' vocabulary achievement because the students

never had done experience in "short story" reading. Another research in international scale that conducted by Meier an Walpole (2005) as cited in journal "The Use of Short Stories for Developing Vocabulary of EFL Learners" prove that the use of short story wih EFL helps in developing and enriching their vocabulary. Related to several previous study, the reserach with short story to enrich student's vocabulary skill espesially for junior high school students rarely has been done yet. That is why the writer will use short story in teaching vocabulary.

1.2 Research Question

So, the major purpose of the research is to know what will happen with the student when they are use short story to enrich vocabulary. The issue that has been presented in the background, so the researcher specified the following research question:

- Is short story effective to enrich students' vocabulary achievement?
- Which aspect of vocabulary improves the most after the implementation of short story?

1.3 Objective of The Research

- The objectives of this research is to see whether the use of short story enrich students' vocabulary achievement or not.
- The objectives of this research is to see which aspect of vocabulary improves the most after the implementation of short story

1.4 Uses of The Research

This research hopefully both use theoretically and practically.

a. Theoretically

The result of this research is expected to enrich students' vocabulary achievement through short story at third grade of junior high school. It is also can be used to preference for the next writer.

b. Practically

- The writer hopes that this research may useful for students can improve the students' vocabulary achievement by using short story as material. It is very helpful for them, easily to know and understand about the vocabulary.

- The writer hopes that the result of the research can be used by the next writer dealing with students' vocabulary.

1.5 Scope of The Research

The study covers the vocabulary skills using short story which focused on narrative text. This research will be administered in the third grade of SMPN 7 Metro since the narrative text is included in syllabus at SMPN 7 Metro. For conducting the treatment, it will take 3 weeks long. The students have opportunity to enrich their vocabulary and also develop themselves in vocabulary by short story. In the end, this study is expected to investigate whether the short story will enrich students' vocabulary achievement and also their ability to answer the question for testing their vocabulary achievement and to see which the aspect of vocabulary that improves the most after the implemetation of short story.

1.6 Definition Terms

a. Vocabulary

According to Edward (1997) "Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system".

b. Short story

According to Edgar Allan Poe, ("The Philosophy of Composition", 1846) the short story is a piece of prose fiction that typically can be read in one sitting and focuses on a self-contained incident or series of linked incidents, with the intent of evoking a single effect or mood. The short story is one of the oldest types of literature and has existed in the form of legends, mythic tales, folk tales, fairy tales, fables and anecdotes in various ancient communities across the world.

CHAPTER II

LITERATURE REVIEW

This chapter is discussed about definition of vocabulary, types of vocabulary, aspects of vocabulary, definition of short story, characteristics of short story, element oof short story, teaching vocabulary, the use of short story, procedure of teaching vocabulary through short story, the advantages of using short story for teaching vocabublary, theoretical assumption, and hypothesis.

2.1 Vocabulary

2.1.1 Definition of Vocabulary

Vocabulary is an essential aspect to know a foreign language. Moreover, vocabulary is included in language component that needs to be learn because vocabulary is crucial things when we want to communicate in target language. Edwards (1997) stated that, "Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system". Other expert, Linse (2005) stated that vocabulary is the collection of words that an individual knows. Besides, Burns and Broman (1975) stated that vocabulary is the bunch of words used by a person, class or professional, all having much in common, yet each distinctly different, where vocabulary is used by one to do in language skill. According to Hatch and Brown (1995) argue that the term vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use.

In the framework of vocabulary, there are three things that we must make it in one concept. They are form, meaning, and use. Form is how the vocabulary

unit, functional expression, or grammar structure was formed. When we talk about meaning, meaning is not translating but what is the meaning do in the vocabulary, functional expression, or grammar that have in the specific context. The last things is use of vocabulary. When we use the vocabulary, we choose some words, functional expressions, or grammar by situation in order to communicate to our listener. As we want to learn a particular language, especially English, mastering vocabulary therefore is much needed.

2.1.2 Types of Vocabulary

According to Barnhart (1968), there are 4 types of vocabulary, they are:

a. Reading vocabulary

A literate person's vocabulary is all the words they can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading.

b. Listening vocabulary

A person's listening vocabulary is all the words they can recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.

c. Speaking vocabulary

A person's speaking vocabulary is all the words they use in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused by facial expressions and tone of voice.

d. Writing vocabulary

Words are used in various forms of writing from formal essays to social media feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating. For example, if there are a number of synonyms, a writer may have a preference as to which of them to use, and they are unlikely to use technical vocabulary relating to a subject in which they have no knowledge or interest.

Based on the types of vocabulary, the writer will be focused on vocabulary reading. Since one of the materials in syllabus junior high school in the third grade is narrative text, so the writer will use the short story for doing the research. Therefore, the focused will be on reading vocabulary since reading is taking the meaning of letters, symbols, etc. then, the letters can be included as a text.

2.1.3 Aspect of Vocabulary

According to Nation (2001), there are some vocabulary aspects as follow:

a. Meaning

Nation (2001) divided the meaning aspect of vocabulary into three types:

-   Form and meaning

    For example: Is the word a loan word in the L1?

    For example: L1 (Bahasa Indonesia) = Fungsi

    While in the EFL = Function

So, based on the explanation, L1 (Bahasa Indonesia) has a similarity in some terms or vocabulary with English as Foreign Language. The L1 (Bahasa Indonesia) is a word loan from English.

- Concept and referents

For example: Is there any L1 word with roughly the same meaning?

For example: L1 (Bahasa Indonesia) = Fungsi

While in the EFL = Function

So, based on the explanation, L1 (Bahasa Indonesia) has roughly same meaning between Fungsi and Function.

- Association

For example: does the word fit into the same sets as an L1 word of similar meaning?

For example: L1 (Bahasa Indonesia) = Kualifikasi

While in the EFL = Qualification

So, based on the explanation, L1 (Bahasa Indonesia) has associated meaning between Kualifikasi and Qualification.

b. Form

Nation (2001) divided the form aspect of vocabulary into three types:

a. Spoken Form

Spoken form can be called pronunciation. It is the way that someone speaks their vocabulary whether the learners can repeat the word after they hear it or not. For example, there are many same spelling in English but different pronunciation. So, pronunciation is important in order to learn vocabulary.

b. Written Form

Written form has a connection and elaborated to the spoken form, so that the learners can write the word correctly or not.

c. Word Parts

In word parts, learners must try to identify whether there is a suffix, prefix, or any other word parts of the vocabulary.

c. Use

Word use is how a word, a phrase, or concept is used in language. Nation (2001) divided the use aspect of vocabulary into three types:

a. Grammatical Function

Grammatical function can be categorized as part of speech (nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections) also some tenses for supporting the sentences.

b. Collocation

Collocation is a form of compositional phraseme, which means that it can be deduced from the words that comprise it. For example, "Is there any similarities between L1 and EFL?"

c. Constraint on Use

Constraint on use is how a word, a phrase, or concept is used in language. It can be grammar and structure of English.

2.2 Short Story

2.2.1 Definition of Short Story

A classic definition of a short story is that one should be able to read it in one sitting (Edgar Allan Poe, "The Philosophy of Composition", 1846). The short

story is one of the oldest types of literature and has existed in the form of legends, mythic tales, folk tales, fairy tales, fables and anecdotes in various ancient communities across the world. According to Klarer, (1998) "A crucial feature commonly identified with the short story is its impression of unity since it can be read-in contrast to the novel-in one sitting without interruption. Due to restriction of length, the plot of short story has to be highly selective, entailing an idiosyncratic temporal dimension that focused one central moment of action". Klarer (1998) stated that the roots of short story lie on antiquity and the Middle Ages story, myth and fairy tale relate to the oldest types of textual manifestations, "texts" which were primarily orally transmitted.

Short story can be categorized as a fiction since most of it relies on fantasy stories, such as fairy tale, legends, or myth. Short story as a part of literary works is interesting to be analyzed. Although it has a quite short plot, small number of characters and a few places and time as setting, the story can be fully developed. There are many short stories that have been analyzed. Typically, the analysis is related to intrinsic elements of the story.

2.2.2. Characteristic of Short Story

According to Tarigan (1985) the writer can conclude that characteristic of Short Story as follows:

a. The characteristics of short story are brevity, unity, and intensity

b. The main elements of short story are scene, character, and action.

c. Language that is used in short story must be incisive, suggestive, and alert.

d. Short Story must consist of a writer interpretation about his concept, about life, either direct or indirect.

e. Short Story must cause a feeling in reading that train of story implicates feeling first than opinion.

f. Short Story consist of details and incident, which can cause question in reader opinion.

g. Short Story consists of an incident that leads to understand the train story.

h. Short story provides emotions

So, the writer concludes that the characteristic of short story are brevity, unity, and intensity in the point a. while the main elements of short story are scene, character, and action.

2.2.3. Element of Short Story

Intrinsic elements of short story are important part of a short story since these elements will bring the reader into the story. The commonly known elements of short story are theme, plot, setting, character and characterization, style and point of view. Klarer (1998) stated that the most important elements are plot, character, narrative perspective, and setting.

A. Plot

Klarer (1998) stated that plot is the logical interaction of the various thematic elements of a text which leads to a change of the original situation as presented at the outset of the narrative. According to Klarer (1998), the exposition or presentation of the initial situation is disturbed by a compilation or conflict which produces suspense and eventually leads to a

climax, crisis, or turning point. The climax is followed by a resolution of a compilation.

B. Character

According to Klarer (1998), typed character in literature is dominated by one specific trait and is referred to as a flat character, and term round character usually denotes a person with more complex and differentiated features. In short story, character that commonly emergences is flat character since short story only presents the critical time of the chief character.

C. Narrative Perspective

Klarer (1998) stated that "narrative perspective or point of view characterizes the ways in which a text presents persons, events, and settings. The subtleties of narrative perspective developed parallel to the emergence of the novel and can be reduced to three basic positions: The action of a text is either mediated through an exterior unspecified narrator (omniscient point of view) though a person involved in the action (first person narration), or presented without additional commentary (figural narrative situation)".

D. Setting

The setting of place physically is a place where events in a story occurred. According to Nurgiyantoro (2000) in action of interpretation, setting can be distinguished into setting of place, time and culture. So, the setting of culture can be described as society conditions, social group and their attitude, custom, life style and language used in events of the story.

2.3. Teaching Vocabulary in Reading

According to Scott (2003) there are five basic instructional methods for learning and teaching vocabulary.

1. Definitional methods include anything where a student is given a word and a definition. The student might be given a list or words and have to look them up in a dictionary, or the teacher may simply give an oral definition for new vocabulary words, without discussing the meaning the definition.

2. Contextual methods of vocabulary instruction ask students to create a meaning for a word based on the rest sentence paragraph. This instructional method also teaches students how to use vocabulary in the right context.

3. Organizational, or semantic framework instruction, students learn relationships between and among similar words. This type of instruction includes the use concept maps, semantic maps, and other graphic organizers.

4. Mnemonic instructional methods make use of visual images as a way to help students learn and remember new terminology. Instead of memorizing abstract definitions, students are encouraged to picture something that helps them associate a word with a meaning.

5. Structural methods of vocabulary instruction show students how to look at the part of the word for clues about what the word means. They are taught to look at root words, suffixes, affixes, and prefixes.

Based on the explanation above, the writer used definitional methods because some of the students may do not know some new of vocabulary, so that is why the students may have a look in dictionary or given an explanation from the teacher about the meaning of the vocabulary itself.

2.4. The Use of Short Story

According to Collie & Slater (1991) short story is an ideal way of introducing students to literature in foreign language classroom. Short story itself is a result of literature. With the content of story that it is not too long, it gives easiness not only for students but also for teacher. Collie & Slater (1991) state that Literature is an authentic material. In the process of reading and comprehensive the literature, a reader can discover their thoughts, feelings, customs, and possessions.

Patel (2008) states "Literary has important objective at higher secondary stage. Literary develops a taste for English literature by reading prose, poetry, story, etc.". According to some of the experts above, literary support teaching and learning. It is also kind of media in order to make learning activity become fun. In Indonesia, based on the curriculum and syllabus, learning with short story is a good learning because short story itself has moral values, for example about humanities.

2.5. Procedures of Teaching Vocabulary through Short Story

According to Collie & Slater (1991), the use of literature in language training is theoretically highly helpful since it provides four benefits: authentic material, cultural enrichment, language advancement, and personal improvement. Here are the use of short story that will be divided into three activities while teaching vocabulary.

The procedure as follows:

1. Pre-activities
   - The teacher greets the students and asks about their condition. For example: "good morning students, how are you today?"

- The teacher introducing the topic for being taught by giving some questions. For example: "do you know the story of Little Red Riding Hood?

2. While-activities

   - The teacher send some pictures about the explanation of short story through WhatsApp

   - The teacher asks the students to find the meaning of the vocabulary that they have not known before also ask them to find noun, verb, and preposition of the short story

   - The teacher gives evaluations about the meaning of the vocabulary also noun, verb, and preposition of the short story that have been asked before

   - The teacher gives explanation and meaning about the vocabulary that students have listed

   - The teacher gives the students exercise in the worksheet

3. Post-activities

   - The teacher gives feedback about the students' worksheet.

   - The teacher asks the students whether there are any difficulties in this topic.

   - The teacher gives review about the difficulties where the students have been faced.

   - The teacher closes the meeting.

2.6. The Advantages of Using Short Story for Teaching Vocabulary

According to Collie & Slater (1991), the use of literature in language training is theoretically highly helpful since it provides four benefits: authentic material, cultural enrichment, language advancement, and personal improvement.

First of all, literary texts offer real-world situations for processing new language, which can be more helpful in promoting acquisition than instructional materials. Learners are exposed to unique subjects and fresh language through literary texts. A literary text is genuine language in context that we can respond to, therefore it is authentic text in this sense (Brumfit & Carter, 1986).

Second, the literary texts increase learners' knowledge of the range of the target language and develop their proficiency in all language abilities because they provide actual examples of grammar structures and vocabulary items (Povey, 1967).

Third, incorporating literature into language instruction has the benefit of introducing target language culture. Reading literary works helps foreign language learners have a deeper understanding of the nation and its people (Collie & Slater, 1991).

Based on these concepts, it is clear that literature, even if it is fiction, unquestionably helps students comprehend the language better by giving them real-world experiences and insights into the culture and people of the target language.

2.7. Theoretical Assumption

Considering the theories described above, the writer assumes that vocabulary mastery has an important of four language skills; listening, reading, speaking, and writing, in order to reach the goal of communication language. One

of the skills that vocabulary play important is in the reading texts. Short story is one of the texts that included in the narrative text which plays as entertaining purposes also can be one of the media to teach vocabulary achievement. By reading short story, students are expected to learn more vocabulary through the short story itself. However, without mastering vocabulary they will face some difficulties in understanding the text accurately because they have no familiar words in the short story itself. It is why the writer choosed the short story to teach vocabulary in junior high school to gain their vocabulary achievement besides having fun with the short story even though the students have obstacle in learning vocabulary.

Based on the assumption above, the writer thinks by mastering vocabulary, the students will know the meaning of the text and also understand the whole of the text that they have read. So, the writer assumes that short story is one of the media that can make students fun in learning vocabulary for junior high school students.

2.8. Hypothesis

The following hypotheses were proposed in order to answer the stated research questions.

H_0:

- There is no effectiveness to enrich students' vocabulary achievement in the third grader students at SMPN 7 Metro after being taught with short story.
- There is no aspect of vocabulary improves the most after implementation of short story in the third grader students at SMPN 7 Metro.

H_1:

- There is an effectiveness to enrich students' vocabulary achievement in the third grader students at SMPN 7 Metro after being taught with short story.

- There is an aspect of vocabulary improves the most after implementation of short story in the third grader students at SMPN 7 Metro.

CHAPTER III

METHODOLOGY

This chapter explains about research design, population and sample, research instrument, data collecting technique, research procedures, validity and reliability, scoring, and data analysis.

3.1 Research Design

In this research, the writer wants to find out the use of short story in enriching students' vocabulary achievement. The writer is use quantitative design for do the research. The writer took one class where the students received the pre-test and they have given the treatment before they received post-test. The pre-test was used to find out the students' vocabulary achievement before the treatment and the post-test was used to see how far the improvement of the students' vocabulary achievement after the treatments. In this research, the writer used one group pre-test and post-test design. According to Hatch and Fahrady (1982) the research design was illustrated below:

T1 X T2

Which:

T1: pre-test

X: treatments (short story)

T2: post-test

3.2 Population and Sample

The population of this research is the third students of SMPN 7 Metro in the academic year 2021/2022. In relation to the design, the writer took only one class to conduct the research out of seven classes in third grade, and the writer took class

9 D as the experimental class. The sample was selected by using random sampling. The procedure of taking the sample as follows:

1. The writer prepared the list of the class to be selected as experimental class.

2. The writer did a discussion with the headmaster of SMPN 7 Metro especially English teacher to select the experimental class.

3. The writer found that 9 D as the experimental class.

3.3 Research Instrument

The instrument of this reserach is a test (pre-test and post-test). To know the students' vocabulary achievement before and after they were given the treatment, the writer used multiple choices for the test to know there was any improvement of students' vocabulary mastery through short story. The test consisted of 20 items. The test conducted in 30 minutes for both pre-test and post-test. For the test, students were asked to choose the best answer for pre-test and post-test. The test was made by syllabus design.

3.4 Validity and Reliability

3.4.1 Validity

1. Content Validity

According to Heaton (1991) the validity of the test is the extent to which it measures what it is supposed to measure and nothing else. Content validity refers to the coverage of materials (material in the syllabus) which must be included in the test. To fulfill this validity, the writer saw the indicators of the instrument that represented the material measured or not. The writer found that the test must be based on syllabus at third grade junior high school which the material is about narrative text.

2. Construct Validity

According to Nurweni (2018) construct validity refers to test validity in term of whether test items have been written based on the theory of what is being tested. In this research, writer wants to teach vocabulary, so the writer must know the theory of vocabulary. According to Lado (1964) there are some aspects of vocabulary; meaning, spelling, pronunciation, word classes (part of speech), and word use (structural or grammar). All of the aspect are included in the syllabus of third grade junior high school.

3.4.2 Reliability

Reliability is one of characteristic of good assessment instrument. Reliability comes from the word reliable, that means can be trusted as there is no significant change (Nurweni, 2018). According to Allen and Yen (1979) reliability of test can be examined by test-retest, parallel forms, and internal consistency. In this research, the writer used test-retest method to know the reliability of the test. Test-retest method is known by administering test to group of samples at two different time. If there is no significant difference, then the test is called reliable. The formula of test-retest method was known as Product Moment. The formula is as follow:

$$r_{xy} = \frac{n.\Delta xy - (\Delta x)(\Delta y)}{\sqrt{\{n.\Delta x^2 - (\Delta x)^2\}\{n.\Delta y^2 - (\Delta y)^2\}}}$$

Which:

r = reliability

x = score in pre-test

y= score in post-test

n = number of samples

Δx= the sum of result of score in pre-test

Δy= the sum of result of score in post-test

3.5 Scoring

In order to know the score of students, the writer determined the procedure to be used in scoring students' work. The scores of pre-test and post-test according to Arikunto's formula (1989) was calculated by using the following formula:

$$s = \frac{r}{n}\, 100$$

s = the score of the test

r = the total of right answer

n = the total of items

3.6 Data Collection

In collecting the data, the writer used vocabulary test to know does short story enrich students' vocabulary achievement or not and to know which aspect that have the less aspect of vocabulary improve. The test are pre-test and post-test.

1. Pre-test

    The pre-test was administered before the treatments. The pre-test was to see the basic quality of students' vocabulary achievement before being

given treatments. The test consisted 20 items with multiple choices. The pre-test conducted in 30 minutes.

To answer the second research question, the items of question in the pre-test which has been specified into the aspects of vocabulary as follows:

Table 3.1 Specification of Pre-Test

No	Aspect of Vocabulary	Item Numbers	Percentage of Items
1	Meaning	9, 10, 11, 12, 13, 22, 23, 24, 30	30%
2	Spelling (Form)	14, 17, 21, 25, 26, 27, 28, 29	30%
3	Word Class (Form)	7, 8, 15, 16, 18, 19, 20	20%
4	Use	1, 2, 3, 4, 5, 6	20%
	Total	30	100%

2. Post-test

The post-test was administered to the students after the writer conducted the treatments. It was used to find out the improvement of students' vocabulary after they were given the treatments. The test consisted 20 items with multiple choices. The pre-test conducted in 30 minutes.

To answer the second research question, the items of question in the post-test which has been specified into the aspects of vocabulary as follows:

Table 3.2 Specification of Post-Test

No	Aspect of Vocabulary	Item Numbers	Percentage of Items
1	Meaning	9, 10, 11, 12, 13, 22, 23, 24, 30	30%
2	Spelling (Form)	14, 17, 21, 25, 26, 27, 28, 29	30%
3	Word Class (Form)	7, 8, 15, 16, 18, 19, 20	20%
4	Use	1, 2, 3, 4, 5, 6	20%
	Total	30	100%

3.7 Research Procedures

This research was conducted in SMPN 7 Metro on April 4th until 22nd 2022. The writer implemented short story to teach vocabulary. Firstly, the writer administered vocabulary test to 9D on April 4th to analyze the normality, linearity, and reliability. After getting the result, writer conducted pre-test on April 8th to find out the students' achievement before they were taught by using short story. The population of 9D class is 35 students. The writer used the test items to know the answer from students. The time allocation was 30 minutes.

After getting the data of the test, the writer implemented the treatments on April 11th 2022. In the day of treatment, the writer thaught and explained the material about short strory. The writer sent the video of the writer self-taught and have a small chat in order to know the response of the students through WhatsApp because the school still applied a hybrid learning due to COVID-19 issue.

Here are the research procedure as follows:

1. Determining the research problem

2. Determining the research design

3. Determining the population and sample

4. Administering the pre-test. The writer gives pre-test to know the basic ability of students' vocabulary before being taught with short story

5. Conducting the treatment for teaching in the class

6. Giving post-test for students. Post-test was given after the treatment. Post-test is the test to know which aspect that have the less aspect of vocabulary improve after being taught with short story

7. Analyzing the data or score of pre-test and post-test. The writer is analyzing the data by comparing the average score of the pre-test and post-test. The average score is to know the difference of the students' vocabulary achievement through short story

8. Analyzing and comparing pre-test and post-test based on the aspects of vocabulary to determine which aspect that have the most vocabulary improve

9. Reporting and discussing the result

(2018) construct validity refers to test validity in term of whether test items have been written based on the theory of what is being tested. In this research, writer wants to teach vocabulary, so the writer must know the theory of vocabulary. According to Lado (1964) there are some aspects of vocabulary; meaning, spelling, pronunciation, word classes (part of speech), and word use (structural or grammar). All of the aspects are included in the syllabus of third grade junior high school.

3.8 Data Analysis

After administering pre-test and post-test, the writer analyzed the score of the students. The writer examines the students' score by using the following steps:

1. Scoring the pre-test and post-test

2. Arranging the score from pretest and posttest

3. Analyzing descriptive statistic average score of pre-test and post-test

4. The hypothesis test using T-test

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter presents the conclusion and suggestion which related to the result of first and second research questions. Suggestion is provided for English teacher who will use English short story as additional media to teach vocabulary and for the writer that has similarity in conducting research about vocabulary with using English short story.

5.1 Conclusion

After conducted the research and analyze the data at the ninth grade of SMPN 7 Metro, the writer draws conclusions as follows:

1. Regarding to the first research question, it can be concluded that the use of English short story can enrich students' vocabulary achievement. This research was supported by teaching and learning process that has been done successfully without any obstacle. Hence, the use of short story can enrich students' vocabulary significantly.

2. For the second research question, it is concluded that the use of short story has an improvement in a certain aspect. The students have the highest score in meaning aspect because they want to learn more about the short story. In addition, students felt enjoy and excitement while learning vocabulary using short story.

5.2 Suggestion

5.2.1   Suggestion For English Teacher

1. After conducting the research the use of short story to enrich students' vocabulary achievement, the writer found that short story can enrich students' vocabulary achievement. Therefore, the research can be advisable for English teacher to apply short story in teaching vocabulary.

2. The teacher should actively encourage students to practice the vocabulary in classroom and make the students feel enjoy to learn vocabulary.

5.2.2   Suggestion For Further Research

1. This research was conducted in the third grade of SMPN 7 Metro with short story as the media to teach. The short story can be one of the best materials to conduct a research for further writer. Short story can also be taught in other level of education.

2. Other writers who are interested for any further study related to this research, they should explore the use of short story to another skills in order to understand the use of short story to enrich students' vocabulary achievement.

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