

ABSTRACT

IMPROVING SENIOR HIGH SCHOOL STUDENTS' VOCABULARY MASTERY THROUGH SHORT STORIES AT SMAN 11 BANDAR LAMPUNG CLASS X IN THE 2024/2025 ACADEMIC YEAR

By

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Vocabulary acquisition plays a vital role in language learning, yet many high school students struggle to expand their vocabulary effectively. This study investigates whether there is a significant difference in students' vocabulary improvement after being taught using short stories. Conducted at SMAN 11 Bandar Lampung with tenth-grade students. This study employs a quasi-experimental design with a pre-test and post-test to measure students' vocabulary size before and after the intervention. A total of 35 students participate in the study, receiving vocabulary instruction through selected short stories. The Vocabulary Size Test (VST) assesses students' vocabulary mastery across six word-frequency levels. The findings indicate a significant improvement in students' vocabulary knowledge after the intervention. It is shown on the mean score of pre-test 2707 while the mean score of post-test 3610 which means higher than pre-test. The most substantial improvement appears in mid-frequency vocabulary (Third 1,000 to Fifth 1,000 levels), while gains in higher-level vocabulary (Sixth 1,000 level) are relatively lower. The conclusion is drawn based on the results obtained from the paired-sample T-test. The significant sig. (2-tailed) of pre-test and post-test 0.000. The sig. (2- tailed) is $0.000 < 0.05$ which means the pre-test and post-test has $\text{sig} < \alpha$ and can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. From these findings, there is an improvement in vocabulary mastery and it is concluded that using Short Stories can improve vocabulary mastery.

Keywords: *Vocabulary, short stories, vocabulary size test*