ABSTRACT

THE USE OF ENGLISH SHORT STORY TO INCREASE STUDENTS'
VOCABULARY ACHIEVEMENT AT SECOND GRADE STUDENTS IN SMP
IT FITRAH INSANI BANDAR LAMPUNG
Martin Shofia Pratiwi

This study aims to identify the increase in the student's vocabulary achievement after being taught through short stories of narrative text. The method used is quasi-experimental with a one-group pre-test and post-test design. The population of the study consisted of 140 students at SMP IT Fitrah Insani Bandar Lampung, with three classes in the second grade. One class, Class VIII C, comprising 31 students, was selected as the sample for the implementation of the short story-based instruction. Data were collected through a pre-test conducted before the application of short stories in vocabulary teaching and a post-test after the application of short stories to see the improvement the data word analysis. Using a Paired Sample t-test. The results showed that the pre-test score was 47.63, and the post-test was 73.43, increasing 25.8 points. The t-test showed there is a significant improvement because $0.001 < 0.05$, indicating that the improvement is statistically significant. In conclusion, the use of short stories is effective in improving students' vocabulary. Based on these findings, it is recommended that narrative texts be incorporated as a strategy to support vocabulary development among students.

THE USE OF ENGLISH SHORT STORY TO INCREASE STUDENTS' VOCABULARY ACHIEVEMENT AT SECOND GRADE STUDENTS IN SMP IT FITRAH INSANI BANDAR LAMPUNG

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LANGUAGE AND ART EDUCATION DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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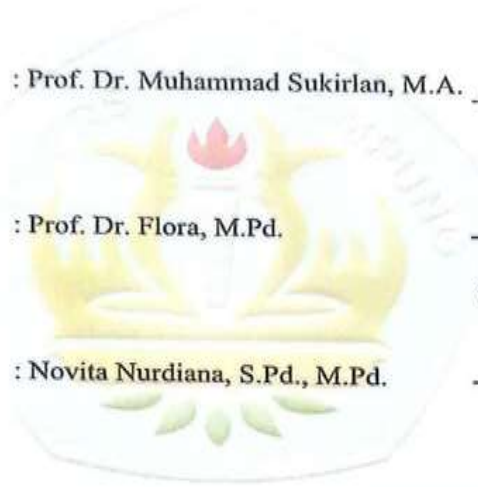
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Martin Shofia Pratiwi was born on February 4th, 2003, in Bandar Lampung. She is the first child of Suprihatin, S.Pd., and Marni, S.Pd. She has one sister named Izdihar Salwa Pratiwi, who is fifteen years old.

She started her education at SD Ar-raudah in 2011. After graduating from primary school, she continued her studies at SMP IT Fitrah Insani Bandar Lampung and graduated in 2019. Then, she pursued her studies at the MAN 1 Bandar Lampung and graduated in 2021. In the same year, she was accepted into the English Education Study Program of Teaching Training and Education Faculty at University of Lampung through the SNMPTN program.

During her time at the University of Lampung, she gained valuable experiences beyond her classroom studies. In 2024, she participated in the community service program (KKN) in Sidosari Village, Natar. In the same year, she also completed her teaching practicum (PLP) at SMP IT Insan Taqwa Natar, along with seven other peers. In addition to academic activities, she took part in an education program through the Kampus Merdeka program, specifically the Kampus Mengajar activity, which she carried out at SMP Widya Dharma in Bandar Lampung. In her final year, to fulfill her graduation requirements, she conducted her research at SMP IT Fitrah Insani in Bandar Lampung.

DEDICATION

Bismillahrrahmanirrahim, in the name of Allah Subhanahu Wa Ta'Ala, who always bless my life and give me strength in each process, this script is proudly and fully dedicated to:

My dearest parents, Suprihatin, S.Pd., and Marni, S.Pd., who always pray, support, and provide me with all of the best things they can do.

My beloved sister, Izdihar Salwa Pratiwi, who is always in my side.

My beloved friends in English Education Department 2021.

My almamater, University of Lampung.

MOTTO

"We may hate this life. We may be disappointed. We may be angry. But remember,
there has never been a sailor who harms his own ship. He will take care of his ship
until he reaches the final harbor." – *Gurruta Ahmad Karaeng*

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Throughout the process of writing this thesis, the researcher received extensive guidance, constructive suggestions, and meaningful support from many generous individuals. Therefore, she would like to extend her heartfelt gratitude to

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Finally, the researcher acknowledges that this thesis is still far from perfect and contains several limitations. Therefore, constructive feedback, suggestions, and criticisms are highly welcomed for further improvement. It is hoped that this work will be useful to readers and serve as a valuable reference for future researchers working on similar topics.

Bandar Lampung, 12 June 2025
Researcher,

Martin Shofia Pratiwi

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I.   INTRODUCTION

This chapter presents the research introduction, which is divided into several sections: the background of the study, research question, the objective of research, research uses, research scope, and definition of key terms.

1.1   Background of Study

Language is a tool for everyone who wants to communicate with each other to convey an ideas, opinions, and expressions. People always use language when they communicate with someone. But when we meet a foreigner, we have in order a foreign language. We need to know a lot of vocabulary to be able to communicate well in any situation we find ourselves in. Hatch and Brown (1995) define vocabulary as a list or collection of words in a particular language or the words used by individual speakers of that language. This definition highlights that speakers utilize a specific set of words to convey meaning during communication. This definition highlights that speakers utilize a specific set of words to convey meaning during communication. Furthermore, people think that learning a language can help them to learn new vocabulary in different languages, especially in English. Consequently, vocabulary often becomes a significant obstacle for those attempting to understand word meanings. As noted by Parvareshbar and Ghoorchaei (2016), vocabulary serves as the fundamental component of language learning and is central to the development of all language skills. In addition, vocabulary builds good communication between someone and is a fundamental element for someone when they want to learn a language.

With the proliferation of products and languages in the global marketplace, English has become a basic necessity for many people. Many products have names, steps, and ingredients written in English. In the business world, many foreigners communicate in English in their business dealings and proposals. This is why English has become a subject of inappropriate use at some levels of education in Indonesia. English consists of several essential components that learners must master, including grammar, vocabulary, and pronunciation. Among these, vocabulary forms the foundational aspect that students must engage with to learn the language successfully. As noted by Anjani (2021), vocabulary is a crucial element in achieving language proficiency. Therefore, expanding students' vocabulary should be a key focus for English teachers, as having a sufficient vocabulary enables learners to comprehend and use the language effectively, particularly in terms of reading skills (Fajri, 2018). When people focus on learning vocabulary, they can understand the foreign language.

In education, learning English is essential in modern times, as the language plays a significant role in everyday life. When students learn English, they have to engage in the main skills. These are speaking, writing, reading, and listening. These aspects are interrelated in the study of understanding this language. Therefore, Students can be considered proficient in English when they demonstrate strong skills across these aspects. On this occasion, vocabulary is a foundation for students to improve their skills before moving on to the next level of learning. According to Fajri (2018), vocabulary is a foundation of a language that is very important to be mastered first. Therefore, if students want to have good English, they have to deal with a lot of vocabulary to know meaning and use. Bakhsh (2016) explained that studying vocabulary means gaining knowledge of new phrases along with pronunciation, spelling, part of speech, meaning, and the use of these words. In learning English, there are many media that we can find to teach it, such as short stories. A short story is an interesting tool that consists of a plot and character to help students and make learning activities fun. This media aids students in increasing their vocabulary by helping them understand the meaning and proper usage of the words they encounter.

This study explores the use of English short stories to enhance the vocabulary achievement of third-grade students at SMPN 7 Metro (Feby, 2023) and focuses on discussing students at the third level at SMPN 7 Metro school regarding vocabulary improvement. However, this study does not discuss the vocabulary improvement of students in the second grade in junior high school. Moreover, short stories can help enhance students' vocabulary, enabling them to comprehend the content of the stories better. This study also does not explain the types of literature from short stories that are effective in enriching vocabulary in junior high school students. When we know what types can increase and attract students' desire to enrich vocabulary, teachers can provide these texts to support learning activities with students as well.

The summary of enriching students' vocabulary through reading short stories for third-grade students in MTsS Mutha'alimin by Fajri (2018). It showed that the students had a significant increase in vocabulary achievement through the use short stories. This study had a positive impact on the students, as seen by the fact that the mean score increased from 41.48 in the pretest to 65.32 in the posttest. The result was a positive perception of reading short stories. The result obtained is that reading short stories increases their vocabulary mastery, and they are happy studying vocabulary by reading short stories because they can get the new vocabulary.

One of the strategies to improve vocabulary is to use short stories. Anjani (2021) states that using short stories makes the students enthusiastic about learning vocabulary. Moreover, Mansor et al. (2023) also conducted experimental research by the use of short stories to enhance vocabulary. Here, this short story becomes a medium for memorizing students' vocabulary because there is a connection between the memorized words and the short story. Memorizing these words can help students understand the context of the story or idea. The words chosen must be the core or context of the story presented.

Sometimes, students find it challenging to learn English because of their limited vocabulary, which makes them less interested in learning the new language

(Rohmani, 2023). However, Using short stories in learning activities can make the class fun and enjoyable. According to Rohmani, Muhsinin, and Rahmat (2023), teachers are encouraged to incorporate short stories as an effective strategy for teaching vocabulary, as it helps improve students' vocabulary mastery. This method is both accessible and engaging for learners, making the teaching and learning process more dynamic. For students, learning vocabulary through short stories is an enjoyable and simple approach. It also allows them to select the genres or types of stories they find most interesting, making the experience more personalized and fun.

According to several earlier studies, there has been limited research focusing on the use of short stories to boost vocabulary among second-grade junior high school students. Hence, this research intends to investigate the application of short stories for junior high school and identify which genres or types of short stories are most effective for vocabulary development. Therefore, the researcher is interested in conducting a study entitled "The Use of English Short Story to Increase Students' Vocabulary Achievement at Second Grade Students in SMP IT Fitrah Insani Bandar Lampung"

1.2   Research Question

Following the explanation in the background regarding increase vocabulary using short story, the researcher set the research question from this research is as follows:

Is there any significant increase of the students' vocabulary achievement after being taught through short story?

1.3   Objective of The Research

Following the research question above, the researcher set the objective from this research are as follows:

To find out whether there is any significant increase of the students' vocabulary achievement after being taught through short story

1.4   Uses of The Research

The findings of this research can be helpful both theoretically and partically:

a.   Theoretically

The findings of this research are expected to be helpful in supporting the previous theory that using short stories can be helpful for teaching text to increase and remember students' vocabulary in short stories.

b.   Practically

This research hopes that it will be helpful as an alternative to vocabulary learning activities with other media, namely short stories for improving vocabulary with fun learning activities, especially for teachers. Furthermore, the use of short stories in this study may serve as a valuable reference for future researchers aiming to enhance students' vocabulary.

1.5   Scope of The Research

This study focused on vocabulary skills through the use of short stories, specifically narrative texts. The research was carried out with second-grade students at the junior high school level. The students had the opportunity to change their vocabulary significantly and develop their vocabulary through short stories according to the aspects. Two aspects became the focus of this research. They are meaning and word use. The learning materials used in this study were sourced from the internet and adapted based on the English syllabus outlined in the Merdeka Curriculum. The subjects of this research were second-grade students from SMP IT Fitrah Insani Bandar Lampung. The study aimed to examine whether the use of short stories could increase students' vocabulary achievement, assess their ability to answer vocabulary-related questions and identify which aspect of vocabulary showed the most improvement following the implementation of short stories.

1.6   Definition of term

In order to avoid misunderstandings among the readers, the definitions of terms according to this research are as follows:

a.   Vocabulary

Vocabulary is students' ability to understand meaning through what they get from books and certain subjects so that they can know the meaning of communicating, listening, and reading.

b.   Short Story

A short story is a story created with an expression of the writer's imagination in human life that has a short time, explains events in a concrete way, and has a strong connection between characters, plot, and setting so that readers can easily understand the story being presented.

c.   Narrative text

A narrative text is a story that narrates events from the past, with the purpose of entertaining readers, expressing emotions, and capturing their attention. The narrative concludes with a moral value.

The explanation above outlines the contents of Chapter 1, which includes background of study, research questions, objectives of the research, use of the research, scope of the research, definition of term.

II.   LITERATURE REVIEW

This chapter presents the literature review related to the research. It covers the definition of vocabulary, the teaching of vocabulary, aspects of vocabulary, media in teaching vocabulary, the definition of the short story, a short story in teaching vocabulary, the procedure of short story, the advantages and disadvantages of using short story for teaching vocabulary, theoretical assumption, and hypothesis.

2.1   Vocabulary

Many experts have proposed definitions of vocabulary. Parvareshbar and Ghoorchaei (2016) define vocabulary as the base material through which language serves as the medium through which all thoughts and emotions are expressed and communicated. Besides Hatch and Brown (1995), vocabulary refers to a collection of words in a specific language or the words commonly used by individual speakers. Sariana, Dollah, and Talib (2022) emphasize that vocabulary plays a crucial role in English language instruction, as students cannot comprehend others or express their thoughts effectively without it. In addition, Korompot et al. (2022) said a learner of a foreign language can become a competent speaker, listener, reader, and writer by mastering the necessary vocabulary. It means that vocabulary is when someone feels and thinks about something in themselves and produces it in the form of language. Put simply, vocabulary serves as the foundation for grasping the meaning of ideas and mastering the English language.

Feby (2023) explained that vocabulary is composed of three things inside. There are forms, meanings, and uses for translating the meaning of an expression. In

order for the listener to recognize the situation of communication. Further, according to Mansoor et al. (2022), Vocabulary forms the core of all language skills, enabling learners to communicate with speakers of that language effectively. Another expert, Lessard (2013), states that vocabulary encompasses not only individual words but also phrases or groups of words that function together to convey specific meanings, much like single words do. In addition, according to Manangka et al. (2023), vocabulary is fundamental in language as it enables effective communication and the expression of ideas, both orally and in writing.

Based on several definitions of vocabulary from several experts, the researcher concludes that vocabulary is the expression and feeling that the learners convey with language and words. In another sense, vocabulary is students' ability to understand meaning through what they get from books and certain subjects so that they can know the meaning when communicating, listening, and reading.

2.2   Teaching Vocabulary

The teacher has to have the ability to convey the knowledge to the students according to their needs. This encourages teachers to consider various reasons for using specific techniques when delivering instructional material, particularly vocabulary. In most cases, teachers tend to apply a mix of techniques rather than depending on a single method when introducing new vocabulary. The following are some vocabulary teaching techniques recommended by various experts.

1.   Teaching Vocabulary Using Objects

This technique aids students in understanding and retaining previously taught vocabulary by allowing them to associate words with visual images and objects. Visual methods are highly effective, as they serve as prompts for recalling vocabulary. As noted by Takač and Singleton (2008), this approach includes the use of visual aids and demonstrations. Teaching vocabulary with real objects involves presenting tangible items related to the lesson context. For instance, a teacher might bring actual food items to the classroom when introducing food-related vocabulary (Sorta, 2018). Real objects are especially helpful for teaching concrete nouns, as

showing the physical item often strengthens students' memory of the word through visual association.

2.   Teaching Vocabulary by Drilling, Spelling, and Active Involvement

Drilling is used to help students become familiar with the form of a word, particularly its pronunciation. To be effective, drilling must be delivered clearly and naturally (Thornbury, 2002). According to Setiyadi (2020), drilling involves hearing sounds, interpreting them, and connecting those sounds with written words. The ultimate goal of language learning is to enable students to communicate effectively in the target language, especially with native speakers. It is also important to consider spelling, as English spelling does not always correspond directly to pronunciation. In this technique, teachers also guide students to discover word meanings through elicitation (Takač & Singleton, 2008), a method that enhances speaking practice and serves as a tool to assess comprehension (Thornbury, 2002). For example, the teacher may pronounce a vocabulary word and ask students to repeat it. Sorta (2018) emphasizes that students should repeat the teacher's words as quickly and accurately as possible, with the teacher serving as a flawless model for correct pronunciation and usage.

3.   Teaching Vocabulary Using Drawing and Picture

This technique offers a simple and engaging way to introduce vocabulary to students. Drawing can be an enjoyable tool for students to help convey word meanings (Sorta, 2020). Teachers do not need to be skilled artists; instead, they can invite students to draw objects on the whiteboard or on flashcards as a way to assess their understanding. Using pictures in vocabulary instruction helps students link their prior knowledge to new content, supporting the learning of new words. Alqahtani (2015) notes that images can aid in deepening students' comprehension of specific words or concepts. Teachers are encouraged to utilize picture dictionaries, many of which are readily available in bookstores. For example, using an image of a "fish," a teacher can introduce related vocabulary such as gills, eyes, backbone, cold-blooded, water, big, and small. Additionally, students can be asked to find relevant pictures in magazines, books, or newspapers or even create their own visual aids. Visual

materials not only enhance understanding but also help make vocabulary more memorable.

4.   Teaching Vocabulary Using Mime, Expressions, and Gestures

Mime and gestures play an important role in language learning, as they emphasize the value of non-verbal communication, such as facial expressions and body movements (Alqahtani, 2015). This technique is useful not only for clarifying the meanings of words found in reading materials but also during speaking activities, as it supports communication. Many vocabulary items, particularly adjectives like "sad" or "happy," can be effectively introduced using mime or gestures—for instance, mimicking the action of taking off a hat to teach the word "hat." Several studies have highlighted the contribution of gestures to second language (L2) acquisition (Alqahtani, 2015). Using mime can help the beginner understand the meaning of the lesson. The beginner can easily understand the vocabulary because they use expressions and gestures to guess the vocabulary and can imagine the meaning (Mardhatillah and Ratmanida, 2016). In addition to aiding comprehension, teaching gestures can also enhance students' ability to memorize vocabulary. Many second language instructors who incorporate gestures into their teaching report that this strategy supports students in retaining and recalling new lexical items. Teachers often observe that students are more likely to remember a word when it is accompanied by a specific gesture during the lesson.

5.   Teaching Vocabulary Using Enumeration and Contrast

Enumeration refers to a complete and ordered list of items within a group (Alqahtani, 2015). This technique can be used to convey meaning by helping students recognize both individual items and the broader category they belong to. For example, a teacher might list several clothing items such as a dress, a skirt, and trousers to clarify the meaning of the word "clothes." In this way, students learn to distinguish between specific items and the general group they are part of.

Students often find it easier to understand vocabulary by learning words in contrast to their opposites, for example, "good" versus "bad." However, some

vocabulary items are more challenging, particularly when their opposites are not absolute but gradable. For instance, contrasting "white" with "black" can be problematic because there is a middle term, "grey," that falls between the two. The verb contrast refers to highlighting differences, such as in "before" and "after" photos that show changes over time. Additionally, research has shown that vocabulary is more effectively acquired when it relates to concepts students have already learned (Alqahtani, 2015).

6.   Teaching Vocabulary Using Telling Story

Telling story is another technique for teaching vocabulary to students. A teacher can use a story that students are familiar with, such as the legendary story of a fairy tale in Indonesia, like Cinderella or Maling Kundang. The students already know the story; therefore, when the teacher tells the story, they are still able to guess the main idea of the story (Puspitasari, 2014). When the students realize the sequence in the story, they can guess the meaning with the context. This can lead to effective teaching because the teacher can develop the student's vocabulary. According to Mansoor et al. (2023), telling a story can make the students guess the moral of the story. It has a relation with the actions of the students and rapidly gets ingrained in learners' memories.

Based on the various and techniques of teaching vocabulary, the researcher focuses more on teaching vocabulary using telling story. Since the researcher will focus on short story and the material in the learning activity. In accordance with the explanation of the experts of teaching vocabulary using telling story. The researcher concluded that the use of short stories can effectively increase students' vocabulary.

2.3   Aspects of Vocabulary

Vocabulary is one of the keys for the students to know the meaning of the language. In English, when students listen, speak, read, and write, they need vocabulary. Students can get into trouble when they lack in vocabulary. In this research, In the learning process, short stories are utilized with a focus on the aspects

of word meaning and word use. According to Wilkins (1979), In vocabulary learning, students are expected not only to grasp the meanings of words but also to understand how they are used in various contexts. These two aspects were chosen based on the students' needs and mastery of mastery, as well as the learning topic. Those aspects of vocabulary.

1.   Word Meaning

In English, a single word can carry multiple meanings depending on the context in which it is used. Therefore, when teaching word meanings, students must engage in semantic processing in learning process. Additionally, it is important for teachers to first explain the meaning before introducing the word, so that students can recognize and understand its meaning when it appears in different contexts.

2.   Word Use

Word use refers to the way a word, phrase, or concept is applied within a language. It often involves grammatical considerations and may require detailed analysis to fully understand its proper usage.

The researcher's analysis of the aspects related to vocabulary indicates that students require meaning and word use. These aspects include adapting material, mastering vocabulary, understanding the text, and identifying the verb 2 (past tense) correctly. Educators can enhance students' comprehension of the language by focusing on these aspects.

2.4   Media in Teaching Vocabulary

Hikmah (2019) mentioned that the following aids can help to explain new vocabulary. They are:

1.   Visual Media

Visual media is a category of media that uses spoken communication symbols to convey messages. These symbols suggest to allow the message delivery process to be successful and efficient, and they must be fully comprehended. In addition, the purpose of this media is to motivate the students, make the subject material easier to

understand and highlight or increase facts that are difficult to remember without visual aids.

a. Pictures

Study prints, postcards, photos, and illustrations from books are most frequently employed. Pictures can give abstract concepts a more concrete format.

b. Board

There are four different types of board media: magnetic, flannel, sticky, and whiteboard. The purpose of the whiteboard is to summarize the lesson using visuals, illustrations, charts, or drawings and also write down the key points of the teacher's statement.

c. Textbook

A textbook is a collection of written materials organized logically and methodically that represents a specific topic of field of study in this research. Textbooks are beneficial as a tool for individual learning, as a guide for teachers, as a means of helping students to select effective learning strategies, and as a way of increasing teachers' abilities in managing lessons.

d. Newspapers and Magazines

These are printed kinds of communication with an impact on the general population. Newspapers and magazines serve several purposes: they offer engaging and authentic reading materials, present up to date information that captures readers' interest, support the teaching of article writing, provide clippings that can be used for bulletin board displays, help expand vocabulary, and enhance critical reading and discussion skills.

e. Comics

Comics are humorous drawing series that tell stories. Simple, understandable storylines are what make comics so popular with kids and adults similarly. Comics can serve as a useful resource for learning new vocabulary, recognizing commonly used phrases in everyday language, and identifying key plot elements and character traits.

f. Literary works

A literary work is a form of writing that uses words as fundamental elements to convey meaningful stories, ideas, or imagery. Depending on their format, literary works can be categorized into theater, poetry, prose, or short stories. Literature study serves several purposes, including a) motivating students, b) providing access to cultural contexts, c) facilitating language acquisition, d) encouraging greater student engagement with language, e) enhancing students' interpretive skills, and f) offering comprehensive education.

g. Computer

Computers play a vital role in language learning, primarily functioning as word processors where students can work together by typing texts on a shared screen. This feature is particularly useful, as computers are equipped with various tools essential for teaching, including CD drives, audio systems, PowerPoint capabilities, and both built-in and external modems, offering a comprehensive set of resources for educators.

Based on the media used in teaching vocabulary, the researcher will concentrate on using literacy materials, computers, and boards as media. These tools can assist students in better understanding word meanings. The teacher can first explain the material using a computer in PowerPoint. After that, the teacher can give a short story to the students, and the students can find many vocabulary words inside.

2.5 Short Story

Various experts have offered definitions of short stories. According to Klarer (1998), short stories are a form of literary fiction, meaning they are imaginative narratives rather than factual accounts. The origins of the short story can be traced back to ancient times and the Middle Ages, rooted in oral traditions such as myths, folktales, and fairy tales. Anjani (2021) adds that short stories are a literary genre commonly used in language learning. They are narrative prose works that are typically brief and can be read in just a few minutes.

In addition, according to Rohmani et al. (2023), short stories are one of the authors' written expressions, which is a reflection of imagination in human life. The purpose of a short story is to entertain and improve the mind. Moreover, Feby (2023) states that short stories are a fiction category, but most of them rely on fantasy stories like fairy tales, legends, or myths. According to Anjani (2021), short stories are a form of literary work frequently used in language learning. Children's short stories, in particular, are often chosen due to their distinct advantages, such as engaging content and the ability to motivate students to learn English through enjoyable and accessible narratives.

In summary, a short story is a literary work categorized as fiction, the purpose of which is to stimulate interest and motivation in students pursuing English language education. A short story is a literary form that offers an expression of the writer's imagination in human life. The objective of a short story is twofold: to entertain and to enhance the reader's cognitive abilities.

2.6 Short Story in Teaching Vocabulary

Many studies have been conducted on teaching vocabulary by using short stories. Mansor et al. (2023) found that short stories make it easier for students to remember vocabulary, making them an effective and engaging tool for teaching English for specific purposes in various courses. Manangka (2023) found that a short story is an effective way of increasing vocabulary. By using a short story, the students can easily recall the vocabulary on their own. In this context, a short story can be chosen as the material for the teacher to learn past tense, and the students get interesting material to increase their vocabulary.

Having numerous words allows the students to say something or know the meaning of the word that they read. By reading short stories that teachers give the students, they can increase their vocabulary if the statements by Bhatti et al. (2022), having numerous words makes the students able to say something or know the meaning of the word that they read. By reading short stories that teachers give the

students, they can increase their vocabulary. As if the statements by short stories were interesting material for the students, it showed the students' vocabulary enhanced and helped them to identify the meaning of the unfamiliar vocabulary according to the story's context. There are several reasons why short stories are beneficial for learning. Firstly, short stories can be thoroughly explored within just one or two class sessions. Secondly, they allow students to engage with the material independently. Thirdly, a wide variety of short stories are available to match different interests and preferences. Lastly, they are adaptable for learners of all ages and proficiency levels (Korompot et al., 2022).

Collie & Slater (1991) suggest that short stories are an excellent tool for introducing literature in the foreign language classroom. As a literary form, short stories are manageable in length, making them accessible for both students and teachers. They also emphasize that literature serves as authentic material. Through reading and engaging with literary texts, students can explore personal reflections, emotions, cultural practices, and values. On the other hand, Stephen Krashen (1985) stated that when someone reads literature or short stories, Language learners will be more effective when they are presented directly with texts that are slightly above their level of understanding, known as I + 1. This aligns with using short stories, which can enrich students' ability to understand new vocabulary they encounter. Widyasari (2023) investigated the use of short stories in learning has a positive impact on students, making the class more enjoyable and increasing students' motivation to enhance their vocabulary.

Based on the explanations from several experts above, the literature supports teaching and learning. This media can make the atmosphere of learning activities fun. Through short stories, students can increase their vocabulary through foreign language learning. In Indonesia, according to the curriculum and syllabus, using short stories in learning activities is considered both valuable and engaging for students as well as teachers.

2.7 Narrative Text

A narrative text is a type of text that tells a story with a plot related to the past. According to Qatrinada & Apoko (2024), a narrative text is a story that expresses the imagination of the author, often inspired by folk tales or children's stories. On the other hand, Wulandari (2019) asserts that narrative texts can enhance emotions and imagination in readers, allowing them to express themselves through laughter and sadness. When students understand the storyline of such texts, they are able to experience the situations depicted in the story.

Based on the definition above, writing narrative text has its purpose and benefits. According to Khotimah (2017), The purposes include entertaining, expressing emotions, informing, and persuading readers. Moreover, the benefits are that reading a narrative can refresh the readers, the storyline is creative and interesting, making the readers very interested, and a good narrative can sell and earn money for the writer. According to the explanation, narrative text can have a good effect on the students' reading ability.

From the explanation above, it can be concluded that narrative texts present a sequence of past events designed to create a positive impact on students. Furthermore, narrative texts provide a means for authors to convey their emotions and imagination.

2.8 Procedure of Teaching Vocabulary through Short Story

The steps in collecting and processing (Herrell & Jordan, 2016) words are the following:

1. Identify unfamiliar words in reading selections
   While reading aloud or having students read, observe which words they struggle to understand, cannot demonstrate through actions, or are unable to explain.
2. Write the unfamiliar words on chart paper and explore their meanings orally
   Encourage students to define the words or apply them in sentences. Broaden

their understanding by providing various examples of how the words can be used in different contexts.

3. Have the students act out the words whenever possible

   If certain words are hard to demonstrate directly, try acting out a similar scenario that can help students grasp their meaning.

4. Introduce synonyms and add them to the word collection with the original word

   Ask students to propose words with the same or similar meanings. If their suggestions reflect subtle differences from the original word, demonstrate both words to highlight those distinctions.

5. Provide the students with vocabulary journals and challenge them to find ways to use the new words

   Using a T-chart, have students write new words on the left side and describe how they used each word on the right side. For kindergarten students, they can draw pictures on the right side to illustrate how they used the words.

6. Assess to determine the need for further instruction

   Evaluating students' grasp of new vocabulary learned through word collections and vocabulary journals can be done using various methods.

This is one strategy that can be used in teaching vocabulary. In this method, students are asked to identify unfamiliar vocabulary and create a list of those words. They then explore the meanings by finding synonyms and acting out the words to deepen their understanding. The following is the step-by-step procedure we will apply in the classroom based on this method:

1. Identify unfamiliar words in reading selections

   The teacher asks the students to read the story that they have given before, and the teacher gives the words that make misunderstandings or make it difficult for the students to know the meaning of the word.

2. Write the unfamiliar words on chart paper and explore their meanings orally

   The teacher provides chart paper for the students. As they read the story, students write down any unfamiliar words they encounter on the chart. Afterwards, the teacher explains the meanings of the unfamiliar vocabulary orally to the whole class.

3. Have the students act out the words whenever possible

   The teacher will use gestures or actions to convey the meaning of vocabulary words, and students will try to guess the correct meanings. This type of activity can enhance students' ability to remember vocabulary. However, some words may be difficult to represent physically. When this happens, the teacher can involve students in creating situations or role plays that illustrate the word's meaning.

4. Introduce synonyms and add them to the word collection with the original word

   While the students guess the meaning, the teacher will give a vocabulary that has a similar and antonymous meaning to a word from the original word that the students got from the story.

5. Provide the students with vocabulary journals and challenge them to find ways to use the new words

   The teacher instructs the students to identify base verbs (verb 1) corresponding to the past tense verbs (verb 2) found in the story. They are then asked to write each verb along with its meaning in a T-chart.

6. Assess to determine the need for further instruction

   The teacher asks students about any difficulties they faced while reading the story. Then, the teacher instructs them to summarize the material covered in today's lesson.

2.9   The Advantages and Disadvantages of Using Short Story for Teaching Vocabulary

Previous research on using English short stories for vocabulary instruction has highlighted both advantages and disadvantages. The advantages of employing short stories to enhance students' vocabulary include:

1   Incorporating short stories into learning activities creates an enjoyable atmosphere, as students become engaged through exposure to various genres, which helps enhance their vocabulary skills (Rohmani, 2023).

2   The use of short stories in enhancing vocabulary during learning activities demonstrates students' enthusiasm for expanding their vocabulary and remembering new words (Korompot et al., 2022).

3   Short stories can be used as learning materials across different age groups, proficiency levels, and classroom settings, making them suitable for learners from beginner to advanced levels (Mansoor et al., 2023).

4   The application of short stories in learning activities provides a fresh experience for students in English lessons. Students become more active and enjoy the learning process (Sulaeha et al., 2020).

5   Students express enjoyment in learning vocabulary through short stories, as they are able to encounter and acquire new words presented within the narrative (Fajri, 2018)

6   There is an increase in students' motivation to read short stories as a means to enrich their vocabulary (Bhatti et al., 2022)

On the other hand, these are the disadvantages of using short stories to enrich students' vocabulary, according to previous research.

1   Some students felt uninterested in the learning process using short stories and underestimated the learning activities (Rohmani, 2023).

2   The stories did not provide enough context for students to understand new vocabulary (Sulaeha et al., 2020).

3   The students felt that the language and themes in short stories were too complicated to read, which led to frustration, reduced engagement, and a lack of motivation to learn (Korompot et al., 2022).

4   Some students experience difficulty with certain words that are rarely used in everyday communication (Fajri, 2018).

5   Certain short stories tend to focus primarily on the development of events rather than conveying a clear message to the reader (Baharuddin et al., 2022).

Based on the discussion above, the researcher concludes that using short stories to enhance students' vocabulary has both advantages and disadvantages. Therefore, the researcher must select stories that are suitable for the student's grade level and abilities, as these can vary among students.

2.10   Theoretical Assumption

The researcher made the assumption that vocabulary mastery is critical to the development of the four fundamental language acquisition skills. There are listening, reading, speaking, and writing, as well as effective communication with native speakers. When the students have many vocabularies, it makes them good in each skill. A short story is a text that can serve as media for vocabulary instruction. Short stories can serve as effective tools for vocabulary instruction, as they not only engage students but also stimulate their interest in learning English. Through reading short stories, students are expected to significantly expand their vocabulary and retain the meanings of the words they encounter.

Based on the previous assumption, the researcher believed that vocabulary knowledge is essential for students to understand the meaning, context, and overall content of the short story they have read. Accordingly, the researcher believes that one type of media that may increase a student's comprehension and add enjoyment to a junior high school course is a short story.

2.11   Hypothesis

The following hypothesis is proposed in order to answer the stated research question.

a. There is any significant increase of the students' vocabulary achievement after being through taught using the short story.

This chapter has discussed the definition of vocabulary, the teaching of vocabulary, aspects of vocabulary, media in teaching vocabulary, short stories, short stories in teaching vocabulary, procedures of teaching vocabulary through short stories, the advantages and disadvantages of using short stories for teaching vocabulary, theoretical assumptions, and hypotheses.

III.   METHOD

This chapter explains the research methodology that is used in this research. It discusses the design, population, sample, instrument of the research, validity and reliability, level of difficulty, discrimination power, scoring criteria, procedure of data, data analysis, data treatment, and hypothesis testing.

3.1   Research Design

In this study, the researcher employed a quantitative approach using a quasi-experimental method. The purpose was to investigate the use of short stories in increasing students' vocabulary achievement in the second grade of SMP IT Fitrah Insani using the short stories. A one-group pre-test and post-test design was utilized, allowing the researcher to compare students' performance before and after the treatment. As outlined by Setiyadi (2006), the research design is presented as follows:

$$\boxed{\textbf{T1 X T2}}$$

With the following explanation:

T1:   Pre-Test refers to the data before giving treatments for the use of short stories to increase students' vocabulary.

T2:   Post-Test refers to the data after giving treatments for the use of short stories to increase students' vocabulary.

X: Refers to the treatment (Three Teaching)

3.2 **Population and Sample**

According to Setiyadi (2018), a population refers to all individuals within a specific group or institution, regardless of whether they provide data. In this study, the population consisted of students at SMP IT Fitrah Insani Bandarlampung during the 2023–2024 academic year, totaling 140 students. The researcher used two classes. The first class was VIII C, which consisted of 31 students. In this class, the researcher used short stories to teach vocabulary and increase the students' vocabulary achievement. The second class was VII B, which consisted of 30 students. In this class, the researcher used try-out questions to identify valid and reliable items for the pre-test and post-test.

3.3 **Instruments of The Research**

This research required instruments to gather the necessary data. In this study, both a test and an interview were used as data collection tools.

3.3.1 *Try Out*

Before collecting the data, the researcher conducted a test to ensure the test was good for the students. A try-out was administered to measure the validity and reliability of the research instrument. In this study, the try-out method was employed. According to Hadi (2003), this method is used to assess the instrument's validity and reliability through data collection, and the findings help support hypothesis testing. A test is considered effective if it demonstrates strong validity, reliability, appropriate difficulty level, and good discriminating power.

The researcher selected thirty-one students from class VIII B at SMP IT Fitrah Insani to participate in the try-out test. The test consisted of 50 multiple-choice questions, each with four answer choices (A, B, C, and D). These questions were divided into two categories, with the first category focusing on testing word use through 25 items (26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50) and the second to test meaning, 25 questions (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25).

Table 3. 1 Table of Specification of Try-Out

No	Aspects of Vocabulary	Items	Total	Percentage
1.	Meaning	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	25	50%
2.	Word uses	26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50	25	50%
	Total		50	100%

3.3.2   Pre-Test

The pre-test was administered to students in class VIII C and consisted of 30 multiple-choice questions. Each item provided four answer options (A, B, C, and D), with one correct answer and three distractors. The test was conducted before the treatment began, and students were given 60 minutes to complete it.

3.3.3   Post-Test

The post-test was administered to students in class VIII C following the treatment to assess any improvement in their vocabulary achievement after learning through short stories. It consisted of 30 multiple-choice questions, and students were given 60 minutes to complete the test.

3.4   Validity and Reliability

The instruments used in this research will be evaluated in terms of validity and reliability to verify the test.

3.4.1. Validity

Validity is the use of measurement tools in research and is related to the reliability of a measurement tool (Setiyadi, 2006). If a measurement tool was

unreliable, it was considered invalid for use in research, as this was one of the essential criteria in conducting quantitative research. On the other hand, not all reliable measures were necessarily valid. In general, the validity of a measurement tool indicated the extent to which the tool measured what needed to be measured. In this research, the researcher used Pearson's Product Moment correlation in the SPSS version 27 program to test the validity. Two kinds of validity were used in this research. They were:

a. Content Validity

Hatch and Farhady (1982) explain that content validity refers to how well a test represents and covers the material it is intended to measure. The content is related to all the questions in the measurement instrument (Setiyadi, 2018). Content validity requires that the test items align with the indicators outlined in the curriculum. To ensure this type of validity, the researcher assessed whether the test items accurately reflected the material being measured. In this research, the researcher ensured that the test was designed based on the Merdeka Curriculum for second-grade junior high school students at SMP IT Fitrah Insani Bandarlampung, and the objectives were based on the Alur Tujuan Pembelajaran (ATP) at the school, in which the material focused on narrative text.

b. Construct Validity

According to Setiyadi (2018), construct validity is related to whether the test items are developed in accordance with the theoretical framework of the subject being assessed. In this research, the researcher designed the test items to align with specific vocabulary aspects to accurately measure the students' vocabulary achievement. This meant that the try-out, pre-test, and post-test measured specific aspects based on previous indicators. The questions were based on two aspects of vocabulary: meaning and word use (Wilkins, 1979). The good questions had to meet the criteria of validity.

The researcher focused on two aspects of vocabulary. This was based on the concept indicated in the ATP and the students' needs in real-life situations. In this research, the try-out consisted of 50 questions that represented what had been taught in each item. The distribution of aspects in the vocabulary test is presented in the specification table below:

Table 3. 2 Table of Specification of Construct Validity

No	Aspects of Vocabulary	Items	Total	Percentage
1.	Meaning	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	25	50%
2.	Word uses	26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50	25	50%
	Total		50	100%

3.4.2 Reliability

Another important factor to consider in developing tests as research instruments is reliability. According to Setiyadi (2018), reliability refers to the consistency of measurement, specifically, the extent to which the same test yields similar results when administered to comparable subjects at different times. In other words, a test is considered reliable if it consistently produces stable and repeatable outcomes. The researcher analyzed the coefficient of reliability using the standard set by Setiyadi (2018) as follows:

A very low reliability   (ranges from 0.00 – 0.20)

A low reliability   (ranges from 0.20 – 0.40)

An average reliability   (ranges from 0.40 – 0.60)

A high reliability   (ranges from 0.60 – 0.80)

A very high reliability   (ranges from 0.80 – 1.00)

In this research, the researcher used Cronbach's alpha to measure the reliability of the test. Cronbach's alpha measured the extent to which the items in the instrument correlated and assessed the same construct.

Table 3. 3 Table of Reliability Statistic

Reliability Statistics	
Cronbach's Alpha	N of Items
0,881	50

Try-out was administered to determine the quality of the instrument that would be used in pre-test and post-test. In this research, the researcher used SPSS version 27 and Cronbach's alpha to assess the reliability of the test.

Based on the reliability calculation from SPSS shown in Table 3.3, the instrument achieved a reliability coefficient of 0.881, indicating a high level of reliability. Following this, the researcher assessed the level of difficulty (LD) and discrimination power (DP) of each test item to further evaluate the quality of the instrument.

3.5 Level of Difficulty

The level of difficulty indicated how easy or challenging a test item was from the student's perspective. It reflected the percentage of students who answered the item correctly. To determine the difficulty level of each test item, the researcher applied the following formula:

$$LD = \frac{u + L}{N}$$

With the following explanation:

LD   : Level of the difficulty

U   : The number of upper groups who answer correctly

L   : The number of lower groups who answer correctly

N   : Total number of the students

Table 3. 4 Table of Level of Difficulty

No	Computation	Criteria	Total Items
1.	< 0.30	Difficult	11
2.	0.30 – 0.70	Average	30
3.	> 0.70	Easy	9
Total			50

The criteria for leveling the difficulty:

< 0.30 = difficult

0.30 – 0.70 = average

> 0.70 = easy

(Shohamy, 1985)

Based on the try-out results, nine items had a difficulty index above 0.70, indicating that they were easy. Eleven items scored below 0.30, classifying them as difficult. The remaining thirty items fell within the average range and were selected for use in the pre-test and post-test. Detailed results can be found in Appendix 12.

3.6   Discrimination Power

Discriminant power was used to distinguish between low and high achievers in the test. High-achieving students were those who could answer the questions correctly while low-achieving students were those who could not. To assess the discrimination power, the researcher applied the following formula:

$$DP = \frac{Upper - Lower}{\frac{1}{2}N}$$

With the following explanation:

DP   : Discrimination power

Upper : Proportion of "high group" students getting the items correct

Lower : Proportion of "low group" students getting the items correct

N   : Total number of the students

Table 3. 5 Table of Discrimination Power

No	Computation	Criteria	Total Iteams
1.	0.00 – 0.20	Poor	11
2.	0.21 – 0.40	Enough	7
3.	0.41 – 0.70	Good	32
4.	0.71 – 1.00	Excellent	-
Total			50

The criteria of Discrimination Power based on Shohamy (1985) are:

0.00-0.20   : Poor

0.21-0.40   : Enough

0.41-0.70   : Good

0.71-1.00   : Excellent

Based on the results of the discrimination power analysis, eleven items were classified as poor, indicating that they were ineffective and needed to be eliminated from the test. There were seven items in enough of the criteria; all the items were below 0.40. These items should drop. Meanwhile, 32 questions were good items as the reference for the pre-test and post-test.

3.7   Scoring Criteria

The results of that test in this research were scored using the following formula: The ideal score in this research was 100. To analyze the data, the researcher calculated the variance of both the pre-test and post-test scores using the following formula (Arikunto, 1997):

$$S = \frac{R}{N} \times 100$$

That formula can be further expressed as follows:

S : Stand for a score of the test

R : Denote the total of correct answers

N : Denotes total items

3.8   Research Procedures of Data Collection

This research was conducted at SMP IT Fitrah Insani Bandar Lampung. The researcher used the short stories to teach vocabulary. The population of the eighth-grade class consisted of 31 students. The researcher employed test items to gather students' responses. The steps for data collection in this research are outlined as follows:

1.   Preparing to try-out

The researcher conducted the research in one class by explaining the rules and the test to them. Then, the researcher showed how to accomplish try-out test.

2.   Tackling try-out

The researcher administered a try-out test consisting of 50 multiple-choice questions focused on vocabulary aspects, including vocabulary meaning and word use. Try-out was conducted in VIII B. The test was held in 60 minutes.

3. Administering the pre-test

The researcher gave the pre-test before they were given a treatment to get information about the basic ability of the students' vocabulary before being taught through vocabulary with the short stories. The teacher asked the students to answer the questions.

4. Giving Treatments

After giving students the pre-test, the researcher gave treatment with three teaching to teach vocabulary using the short stories to increase students's vocabulary. Every treatment was 90 minutes to teach vocabulary in VIII C. The students collected the vocabulary for the short story as long as the meeting that the researcher gave in every meeting.

4. Administering the post-test

The post-test was given after the treatment. The post-test was administered to measure the increase in students' vocabulary achievement and to know if an aspect had shown significant improvement when vocabulary was taught with the short story. This test consisted of 30 multiple-choice questions.

5. Analyzing the data (Pre-test and Post-test)

The researcher utilized SPSS version 27 to compare the average scores of the pre-test and post-test in order to assess the improvement in students' vocabulary achievement following the implementation of short stories. When the post-test score was higher than the pre-test, that was an increase in the student's vocabulary.

6. Analyzing and comparing the data (Pre-test and Post-test)

The data were analyzed and compared according to different vocabulary aspects to identify which aspect showed the most improvement.

7. Reporting and discussing the result

The researcher reported and discussed the research findings with the advisors who were to write the paper.

3.9   Data Analysis

The researcher used the test to collect data. The data obtained from the test aimed to determine the students' vocabulary achievement after being taught vocabulary using short stories. The researcher collected the data, which were analyzed and processed. Some steps were taken to process the data, including scoring the pre-test and post-test.

1.   The researcher scored the students' pre-test and post-test

2.   The mean scores of the pre-test and post-test were compared. The average score was calculated using the following statistical formula:

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

With the following explanation:

X   : refers to mean

Σd   : refers to a total score

N   : refers to the number of students

3.   Conclude the findings based on the tabulated pre-test and post-test results, which were statistically analyzed to answer the research question, "Is there any significant increase of the students' vocabulary after being through taught using short story?" to determine whether the students made any progress, the researcher used the following formula:

$$I = M2 - M1$$

With the following explanation:
I   : refers to the increase of students' vocabulary mastery

M1   : refers to the average score of the pre-test

M2   : refers to the average score of the post-test

3.10   Data Treatment

To determine the effect of students' vocabulary increasing after being taught using short stories as a medium, the researcher employed statistical analysis through the Repeated Measures t-test in SPSS version 27. As explained by Setiyadi (2018),

this test, also known as the paired t-test or dependent samples t-test is, designed to compare two sets of scores from the same group of participants. This analysis was used to assess whether there was a significant improvement in students' vocabulary achievement. According to Setiyadi (2018), the Repeated Measures t-test is based on three key assumptions, which are outlined as follows:

1. The data is an interval.
2. The data is taken from a random sample in the population.
3. The data is distributed normally.

3.10.1 Normality Test

The normality test was conducted to determine whether the data distribution in this research was normal. A normal distribution is essential for ensuring the validity of statistical analysis results. In this study, the researcher used the One-Sample Kolmogorov-Smirnov Test, analyzed with SPSS version 27. The results of the normality test are presented in the table below:

Table 3. 6 Normality Test of This Research

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Test	.154	31	.058	.937	31	.069
Post_Test	.145	31	.097	.937	31	.066

a. Lilliefors Significance Correction

Table 3.6 showed that both data were normal. The value of the pre-test in the normality test was 0.58, and the value of the post-test in the normality test was 0.97. There was more than 0.05 with the above result; the researcher inferred that the score of the pre-test and post-test had a normal distribution.

3.11 Hypotheses Testing

This hypothesis analysis was based on the previous explanations. Hypotheses testing were conducted to determine whether the hypotheses in this research could be accepted or rejected.

The hypotheses are:

A. Null Hypotheses (H_0)

There is no a significant increase in students in vocabulary by using short stories in second-grade in junior high school after teaching short story.

B. Alternative Hypotheses (H_1)

There is a significant increase in students in vocabulary by using short stories in second-grade junior high school after teaching short story.

The explanation above explained the contents of Chapter 3, including design, variable, data source, instrument, procedure of data, data analysis, data treatment, and hypothesis testing.

V.   CONCLUSION

This final chapter highlights two key aspects: the conclusion based on the research results and suggestions for English teachers as well as future researchers interested in conducting similar studies.

5.1   Conclusion

The results of this research indicated that the use of short stories in learning activities was effective and served as an appropriate medium for enhancing junior high school students' language competence. The use of short stories also increased students' motivation to search for, collect, and retain vocabulary encountered in the story. The combination of reading and acting out unfamiliar words created a more engaging learning atmosphere, making it easier for students to understand and retain new vocabulary. This approach does not only increase students' vocabulary but also promotes active participation and boosts their motivation.

In addition, short stories aligned with students' understanding of their ability to memorize vocabulary presented in the short story through narrative text. The students' results demonstrated a significant increase in vocabulary implementation through short stories. Providing the advantage, short stories should be considered for implementation in vocabulary instruction in junior high schools. Furthermore, the integration of vocabulary with short stories in learning activities increased students' interest in discovering new vocabulary. Thus, this technique has the potential to teach foreign languages, especially vocabulary, and increase their knowledge of the word.

5.2 **Suggestions**

Considering the conclusion of the research, the researcher would like to recommend some suggestions as follows:

5.2.1 *Suggestions for English Teachers*

1. Teachers should provide explanations using simple language to clarify the meanings of vocabulary so that students can easily understand the meaning.

2. The teacher should incorporate more gestures and visual aids when the teacher explains new vocabulary so that students can grasp the meaning of words more easily, particularly those who have difficulty understanding through verbal explanations alone.

3. The teacher should give students more guided practice on identifying base forms (verb 1) from past tense verbs (verb 2) so that students can increase the students identification of the vocabulary.

5.2.2 *Suggestions for Future Researchers*

1. Future researchers should investigate the effectiveness of combining short stories with other interactive media, such as videos or digital storytelling so that the learning process can accommodate different student learning styles and further increase vocabulary retention.

2. Future researchers should conduct studies involving a longer period of treatment so that the sustainability and long-term effects of using short stories on students' vocabulary development can be better understood.

3. Future researchers should explore the impact of using short stories with different genres or themes so that the most effective type of story for improving vocabulary in junior high school students can be identified.

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