

THE EFFECTIVENESS OF USING SHORT STORIES ON STUDENTS VOCABULARY MASTERY

(An Experimental Research at the Tenth Grade of MAN 2 CILEGON)

A PAPER

Submitted to the Department of English Education Faculty of Education and Teacher
Training, as a Partial Fulfillment of the Requirement for the “Sarjana” Degree



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STATEMENT OF ORIGINALITY

Herewith I declare that the research paper I wrote as a partial fulfillment of the requirements for the Sarjana Degree and submitted to the English Department, The Faculty of Education and Teacher Training wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the university as well as other rules prevailing in Indonesia.

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Hayati Oktaviani, 2018, "The Effectiveness of Using Short Stories On Students' Vocabulary Mastery" (An Experimental Research at tenth Grade Students' of MAN 2 CILEGON)," (Undergraduate Research Paper, English Education Department, Faculty of Education and Teacher Training, The State Islamic University Sultan Maulana Hasanuddin Banten.

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ABSTRACT

The Research investigates the Effectiveness of Using Short Stories on Students Vocabulary Mastery. This research conducted based on the research question 1) How is the students' vocabulary mastery at the tenth grade of MAN 2 CILEGON?. 2)How is short stories applied in teaching vocabulary?. 3) How is the effect of short stories on students' vocabulary mastery this research is. 1)To know the students vocabulary mastery at the tenth grade of MAN 2 CILEGON. 2)To know the application of short stories in teaching vocabulary.3) To know the effect of short stories on student's vocabulary mastery.

To answer question, the writer collect data from 30 students at tenth grade of MAN 2 CILEGON with population is 90 students.

The result of the research shows that use short stories has significant effect on students vocabulary mastery. It can be seen from the result that researcher has got the mean of pre-test 1860, and post test score 2400 from the experimental class \and the pre-test score is 1700 and post test score is 2040 from control class. The writer got t_o 6,8 $df = 70$, $t_{table} 5\% = 2,00$. It mean H_a (alternative hypothesis) of the research is accepted that there is significant improvement of effect using short stories on students vocabulary mastery.

The conclusion of the research is that there is the effectiveness of using short stories on students' Vocabulary Mastery. It can be seen from the result that researcher has gotten the average score of $t_{observation} = 6,8$ $df = 70$ and $t_{table} 5\%$ and 2,00 with the level is significant of 5% or 1%. So t_o is bigger than t_{table} , it shows the technique is effective.

keywords: short stories, experimental research, vocabulary mastery

THE ADVISERS' APPROVAL

This is to certify that the undergraduate research paper of Hayati Oktaviani entitled “The effectiveness of using short stories on student’s vocabulary mastery” (An Experimental Research at the Tenth Grade of MAN 2 CILEGON) has been approved by the research paper advisers for further approval by the Board of Examiners.

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Wassalamu'alaikum Wr.Wb.

Serang, September 27th, 2018

HAYATI OKTAVIANI

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*This research paper is dedicated to
the writer's beloved parents as my first respected teachers*

Halimah

And

Maftuhi

“ Read! in the name of your lord who
has created, has created man from a clot, read!
and your lord is the most generous, who has
taught by the pen, has taught man that which he
knew not“

(Q.S Al-‘Alaq: 1-5)

A BRIEF BIOGRAPHY

The writer, Hayati Oktaviani, was born in Serang, Banten, on October 1st, 1995. She is the first child, out of two, of Maftuhi and Halimah. She finished her elementary education at SDN Kampung Baru in 2011, whereas her junior education was finished at SMP Negeri 3 Cilegon in. She finished her senior education at MAN PULOMERAK in 2014. She continued her education by joining undergraduate program of English Education Departement, Faculty of Education and Teacher Training the state for Islamic University Studies “Sultan Maulana Hasanuddin” Banten. During her time of student ship, she was not only involved at intracurricular organization such as UPTQ, but also at extracurricular organization such as RISMA AL-AMANA.

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CHAPTER I

INTRODUCTION

A. Background of study

Vocabulary is one of the essential language components in studying English. Without a propotional amount of vocabulary anyone will get trouble in speaking, reading,listening and writing. In other words, the first that to be master for language learner in learnig language especially English is vocabulary. It means that learning vocabulary is very important, especially for students in senior high school. They must master English vocabulary and its grammatical rules to make communicate to another people.

Vocabulary also plays a very important role in the major language skills: listening, speaking, reading, and writing. Mastery over required knowledge of vocabulary can make a foreign language learner an effective speaker,good listener, reader and writer. On the other hand, lack of vocabulary significantly affects these four language skills. Therefore, the teaching and learning of vocabulary needs special attention both from teachers and learners.

Vocabulary is an inseparable part of any language learning process. It would be impossible to learn a language without vocabulary. Harmer state, that'if language structures make up the skeleton of language,then it is vocabulary that provides the vital organs and the flesh.'¹

¹ Mojtaba Maghsoudi,'A Good Way for Teaching Vocabulary,'*LanguageinIndia*, Vol.XIII,No.4,(April,2013),147.

We should keep in our mind that P.Wilkins said,without grammar very little can be conveyed, without vocabulary nothing can be conveyed.² Realizing how important the vocabulary and how difficult the students to build up, the teacher of English should find out the solutions by created an efficient and effective technique in teaching English vocabularies.

There are so many techniques for teaching vocabulary more easy and fun. One of them is by using Short stories. According to Edgar All Short story as,no longer than can be read in a single sitting.³ Short story is one of many kinds of English literature. Among literary genres, short story seems to be the most suitable choice to build up vocabulary. The use of short story can be best method for students'vocabulary achievement.⁴ In an electronic article, the researcher has found that short story is one of five high schools vocabulary teachings'methods that are fun, interesting and sure toengage students, the others are vocabulary bingo, word charting, write songs and pictionary.⁵

Besides short stories are very useful in the trial to improve students; vocabularies., ther are also some benefits or advantages by using short stories. The idea that short story is the most suitable technique to use in language teaching

² Ilzamudin Ma'mur and As'ari B Fathoni, *Modern English Morphology an introductory Reading* (Bandung: Humaniora,2009),36.

³ Rust Hill,*Writing in general and Short Story in particular* (New York: Houghton Mifflin Company,2007),1.

⁴ Zamzam Emhemmad Mari Al-Dersi,'*The Use of Short Stories for Developing Vocabulary of EFL Learners*'.International Journal of English Language and Translation Studies,vol. I No.1 (April-June,2013),79.

⁵ 'Five Ways to Make Teaching High School Vocabulary Fun and Interesting,'" New York, January 30, 2013. [http:// educatioion. cuportland.edu/blog/teaching-startegies/five-ways-to-make-teaching-high-school-vocabulary-fun-and-interesting](http://educatioion.cuportland.edu/blog/teaching-startegies/five-ways-to-make-teaching-high-school-vocabulary-fun-and-interesting).

supported by Erkaya, Who notes four benefits of using short stories i.e, motivational, literary, cultural and higher order thinking benefits.⁶

Based on the reason above, the writer is interested in research the study of **THE EFFECTIVENESS OF USING SHORT STORIES ON STUDENT'S VOCABULARY MASTERY** (An experimental research at the Tenth grade of MAN 2 CILEGON).

B. Limitation of Problems

To prevent misunderstanding and clarify the study, limitation of the study should be made. The writer makes the limit of the study on the effectiveness of using short stories on student's vocabulary mastery at the tenth grade students of MAN 2 CILEGON.

C. Statement of Problems

Depend on the background of the study above, the researcher makes the statement of problems as follow:

1. How is the students' vocabularies mastery at the first grade of MAN 2 Cilegon?
2. How is the short stories applied in teaching vocabulary?
3. How is the effect of short stories on student's vocabulary mastery?

⁶ Parlindungan Pardede, 'Using Short Stories to Teach Language Skill', Jurnal of English Teaching, Vol.I, No.1(February, 2011),15.

D. The Aims of The Study

The aims of the study specifically are:

1. To know students vocabulary mastery of MAN 2 Cilegon.
2. To know the application of short stories in teaching vocabulary.
3. To know the effect of short stories on student's vocabulary mastery.

E. Hypothesis

A hypothesis is a tentative assumption of the result of study. The truth of it is indeed necessary to be tested to know whether it is right or wrong.

Before deciding the result of hypothesis the writer proposed interpretation toward (the observation) with procedure as follows:

1. Formulation alternative hypothesis (H_a) there is significant influence of using English short stories on student's vocabulary mastery.
2. Formulating null hypothesis (H_0) there is not significant influence of using short stories on students vocabulary mastery. Furthermore, the writer followed some assumption as the statistic hypothesis state:
 1. If the result of calculation to (the observation) is bigger than t_t (t_{table}), $t_o > t_t$ the null hypothesis (H_0) is rejected. It means that the experiment technique is accepted.
 2. If the result of calculation to (the observation) is smaller than t_t (t_{table}), $t_o < t_t$ the null hypothesis (H_0) is rejected. It means that the experiment technique is rejected.

F. Previous Study

According to journal of Teacher Action Research, Using Short Stories has positive effects on reading fluency and vocabulary mastery. Previous study studied The Effect Short Story in pronunciation aspect. From the previous study can be inferred that using short story, it can be said that unison reading is effective for the students because they need the assistance from their teachers to understand the next. Without Short Story, it is impossible for teachers to locate the points oiblwere the students have difficulties.

In addition, Short Story is anavoidable to improve pronunciation. Using Short Story can be applied in teaching pronunciation as excavation of proununciation the students akills. By applying the using Short Story, pronunciation teaching can be more effective and capable of increasing student's pronunciation achievement.

G.The Organization of Writing

In this writing, the thesis organized into five chapters as follows:

Chapter I is introduction: This chapter elaborates the backgrround of the study, limitation of problems, statements of the problem, the aims of the research, hypothesis, and the organization of the writing.

Chapter II is review of the related theories. This chapter provides the review of the related theories. It covers the definition of Short Stories, The Important Element of Short Stories, The benefits of Using Short Stories, Selecting The Short Stories, Definition of vocabulary, Kinds of Vocabulary, The Important of vocabulary, and teaching vocabulary by using short stories.

Chapter III is method of the research. This chapter contains of the method of the research, the place and time of the research, population and sample, the technique of data collecting, and the technique of data analyzing.

Chapter IV is the result of the study. This chapter provides the result of the study, it explains about the description of data, the interpretation and analysis of X and Y variable.

Chapter V is conclusion. This chapter contains of conclusion and suggestions.

CHAPTER II

THEORETICAL FOUNDATION

A. Short Story

1. Definition of Short story

A short story is a one of many kinds of English literature. Short stories are appropriate for classroom use since though they are horrifying, they also have important messages about good and evil and human motivation.

There are so many definitions about short stories, such as in book writing in general and short story in particular, here is the statements “everyone knows what a short story is anyway whether it be a prose narrative glibly described as”shorter than a novel”or as the first commentator, Edgar Allan Poe, Specified no longer than can be read a single sitting”.⁷The term single sitting here means, the story can be read in one time without interruption.

Joice Bainbridge and Sylvina Panteleo in their book states that.”short story defined as brief fictional narrative (around 500 to 15.000 words) which consist of more than just a mere record of an incident”.⁸ About the length of short story, the wrirter has found from others source that, ahort story at anywhere from 1.000 to 4.000.⁹ In contemporary usage, the term short story most often refers to a work of fiction no shorter than 1.000 and no longer than 20.000 words (5 to 20 pages).¹⁰

⁷Hill,Rust.Writing *In General* and short story in Particular.New York : Houghton Mifflin Company.2007.

⁸ Joyce Bainbridge and Sylvina Pataleo, *Learning with literature in Canadian Elementary Classroom* (Canada: Duval House Pub,2002), 103.

⁹ <http://www.Short story-wikipedia,the free encyclopedia.html> (Accessed on May 14 2014)

¹⁰ <http://www.Short story-wikipedia,the free encyclopedia.html> (Accessed on May 14 2015)

In a book written by Mario Klarer, "Short story is short genre of prose fiction that is related to fairy tales and myths."¹¹ The term fairy tales and myth have different meanings, such as quoted from Wikipedia, myth defined as "an idea or story that is believed by many people but that is not true" while "fairy tales is type of short story that typically features European folkloric fantasy characters".¹² There are also some opinions about the kind of short story referred, such as in book *The Short story* usually as narrative, E.M. Forster referred his short story as fables a short story which is usually about animals and that is intended to teach a lesson.¹³ On Cambridge Advanced Learners' Dictionary, Narrative defined as 'a story or descriptions of a series of events.'¹⁴ Even though the term short stories implies a plotted narrative, written as opposed to recited, the writers of the book tended to regard themselves as producing the modern day equivalent of the folktale a characteristically anonymous, timeless, and placeless the circulated orally among a people.¹⁵

In other hand, Linda Costanzo Cahir, "Short story is a brief narrative composed in prose and including no more than 2000 words, although definition of long short story allow the length to extend to as many as 20.000 words".¹⁶ From the definition of Linda's book, the writer conclude that there are two kinds of short story. They are short story and long short story.

From many definitions above, the writer make a conclusion that a short story as a short genre of fiction usually in narrative form. The stories which are fewer than

¹¹ Mario Klarer, *An Introduction to Literary Studies* (London : Routledge, 2004), 149.

¹² <http://www.Myth and Fairy Tales-Wikipedia, the free encyclopedia.html> (Accessed on August 19 2014).

¹³ Paul March and Russell, *The Short Story an introduction* (Edinburgh: Edinburgh University Press, 2009), 1.

¹⁴ Elizabeth Walter (ed), *Cambridge Advanced Learners' Dictionary Third Edition Electronic Dictionary*, (Cambridge: Cambridge University Press, 2008).

¹⁵ March, Paul and Russel. *The short story an introduction.*:Edinburg University Press. 2009.

¹⁶ Linda Costanzo Cahir. *literature Into Film Theory and Practical Approaches* (North Carolina: McFar; and and Company publisher, 2006), 186.

1000 words are referred to short stories.¹⁷ It means the stories more than 1000 words are referred to long short story. In this research, the researcher takes the short story for conducting the research which amount of words no more than 100 words and it is included to narrative form. The writer takes the short story as method for teaching vocabularies, It depends on journal written by Al-Dersi who states that the use short story can be best method for vocabularies achievement.¹⁸

2. The Importance Elements of Short Story

Like other work fictions, short story also has some important elements. According to book written by Mario Klarer, here are the most important elements in short stories and other fictions¹⁹:

a. Plot

Plot is the logical interaction of the various thematic elements of a text which lead to a change of the original situation as presented at the outset of the narrative. An ideal traditional plot line encompasses the following four sequential levels:

The exposition or presentation of the initial situation is disturbed by a complication or conflict which produces suspense and eventually leads to a climax, crisis, or turning point. The climax is followed by a resolution of the complication (French denouement), with which the text usually ends. Most traditional fiction, drama, and film employ the basic plot structure, which is also called linear plot since its different elements follow a chronological order.

b. Character

Character is figure presented in literary text, including main character or protagonist and minor character.²⁰

¹⁷ <http://Wikipedia>.

¹⁸ Emhemmad,zamzam Mari Al-Dersi, “ The Use of Short stories for Developing Vocabulary of EFL Lerner”, *International Journal of English Language & Translation Studies*, Vol.I, No.1, (April-June, 2013).

¹⁹ Klarer, Mario. An introduction to Literary Studies. London: Routledge. 2004.

²⁰ Klarer, Mario. An introduction to Literary Studies. London: Routledge. 2004.

c. Narrative Perspective or Point of View

The term point of view, or narrative perspective, characterizes the way in which a text presents persons, events, and settings. The subtleties of narrative perspectives 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), through a person involved in the action (first-person narration), or presented without additional commentary (figural narrative situation).

d. Setting

Setting is another aspect traditionally included in analyses of prose fiction, and it is relevant to discussions of other genres, too. The term setting denotes the location, historical period, and social surroundings in which the action of a text develops.

3. The Benefits of using Short Stories

The Role of literature, in general and short-stories in particular, in classroom has always been advocated because of various advantages this use can offer for teachers and learners. The uses of short stories in teaching language has many benefits, such as quoted from Asian Journal of social Science and Humanities that, short stories could be beneficial since literature has the quality of being universal and short stories will allow the teacher to deal with human problem.²¹

Short stories, makes learning English an enjoyable and attractive process for learners. Stories also promote an elementary grasp of English to internalize vocabulary and grammar patterns.²² Stories foster reading proficiency which is very important for enriching vocabulary. The use of short stories also invite students to try learn in context.

²¹ Omid Purkalhor and Nasibeh kohan," Teaching Reading Comprehension Through short stories in Advance Classes", *Asian Journal of social Sciences and Humanities*, Vol.II,No.2 (May,2013),54.

²² Al-Dersi,81.

4. Selecting The Short Stories

The use of short story in English teaching (in this case Mastery vocabulary) should be aimed to encourage the students to use what they have previously learnt. By doing this, the learning process will be student-centered. However, the teacher plays a great role. She/he must choose a suitable text to use in class, and should help her/his students understand the story with various activities.

In using short stories to teach English, Story election is indeed one of the most important roles of the teacher. Since the lengths of short stories quite vary, choose a story short enough to handle within course hours. The shortness of the text is important for the students because they will see they that can read, understand and finish something in English. and it will give the students a feeling of achievement and self – confidence.

The Importance of considering these criteria could be perceived by realizing that the vocabulary and sentence structure of the short story to be studied must be suitable to the level of the short story to be studied must be suitable to the level of the students. The short stories with archaic, slang, foreign words, and allusions, having sentences imitating the speech of particular locality or ignorant people or foreigners should be avoided if the text is intended for students below intermediate level. Similarly, very long sentences are difficult for students to understand. As students will not understand these sentences and words, they will get bored and not read the work.

B.Explanation of Vocabulary

1. Definition of vocabulary

Vocabulary is an inseparable part of any language learning process. It would be impossible to learn a language without vocabulary. The term vocabulary refers to students' understanding of oral and print words.²³ The understanding implies conceptual knowledge of words that goes well beyond a simple dictionary definition.

²³ Al-dersi,79

Intuitively, vocabulary could be defined “as a dictionary or a set of words”.²⁴The definition is quite simple. From the definition we know that vocabulary is a set of words, to study about vocabulary same with study about word and meaning. Bloomfield on book modern English morphology defined Word itself “as the minimal unit of independent unit of utterance.”²⁵

According Oxford Dictionary of Current English Vocabulary is, “all the words that a person knows or uses”.²⁶From the definition,we should to note there almost difference in numbers of words uses and understands of all human.

Pikulski and Templeton states which is quoted by Maria Del Carmen Siro Zabala, define vocabulary as “the sum of words used by, understood by, or at the command of a particular person or group”.²⁷This definition has the sameness with two definitions above is defining vocabulary as the set of words.

Jack C Richard Schimdt on Longman Dictionary defined “vocabulary is a set of lexemes, including single words, compound words, and idiom.”²⁸The definition maybe more complex, because in the definition appear new term about vocabulary that is idiom.

Jack C Richards defines vocabulary as a core component of language proficiency and provides much of the basis how well learn speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and maybe discouraged from making

²⁴ Pavicic, visnja Takac, *Vocabulary Learning Strategies and Foreign Language Acquisition*, (Cleveddon Hall: Cromwell Press, 2008), 4.

²⁵ Ma'mur, Ilzamudin and As'ari B Fathoni. *Modern English Morphology and introductory Reading*. Bandung: Humaniora 2009.

²⁶ Oxford University, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2008), 495.

²⁷ Maria Del Carmen Siro Zabala, et al, "Teaching Vocabulary by Using illustrated Stories In Third Graders" (Universidad Technologica De Pereira. Facultad De Bellas Artes Y Humanidades. Licenciatura En Enseñanza De La Lengua Inglesa Pereira, 2009), 12.

²⁸ Jack.C Richards and Richard Schindt, *Longman Dictionary of Language Teaching and applied Linguistics Fourth Edition*, (Malaysia: Longman), 629.

use of language learning opportunities around them such as listening radio, listening to native speaker, using language in different context, reading or watching television.²⁹ It can be seen from the explanation, that vocabulary is collection of words of person knows and uses in speaking, writing, reading, and listening. It means vocabulary is whole words that are used in communication.

Based on some definitions above, the writer can conclude that vocabulary is a list of word or set of words used by, understood by and know by people.

2. Kinds of Vocabulary

The classification of word of a language depends on the function in communication. Thornbury states that words are classified on functional and content words. Content words include noun, verb, adjective and adverb.³⁰ It means, preposition, conjunction, and interjection, includes to function word.

a. Noun

Noun is a word that is name of person, place, thing, or idea, Noun can be used as a subject or object of a verb.

b. Verb

Verb is a word which is used to describing an activity.

c. Adjective

Adjective is a word which give more information about noun or pronoun.

d. Adverb

Adverb is a word that describes a verb phrase or predicate adjective and other adverbs.

e. Preposition

²⁹Jack C Richards Willy A Renadaya, *Methodology in Language Teaching An Antology of Current Practice*, (Cambridge : Cambridge University Press, 2002), 255.

³⁰Scott Thornbury, *How to teach Vocabulary*, (Malaysia: Longman, 2002), 4.

Preposition is a word used before pronoun or pronoun to show place, position, time or method.

f. Conjunction

Conjunction is a word used to joins words, phrases or sentences.

g. Interjection

Interjection is a word or phrase spoken suddenly to express an emotion.

At the research the researcher more focus on Noun and Verb especially on present verb (V1) and past verb (V2). This is because noun and verb more appropriate for Senior High School. They haven't study analysis kind of word and so on. It is also depend on school curriculum at the school, where at the time the lesson talk about narrative.

A person who study vocabulary must know about the meaning, because mastery vocabulary is clearly more than just presenting new words. It is also learning the bmenaing and how to use them on a correct order.

According to Charter Opinion, study about word meaning include on polysemy, synonymy, antonymy, homonyms, homophone, and homograph.³¹ While, the researcher makes a limits only on Synonymy and Antonymy, it is depends on School's Curriculum.

a. Synonymy

Synonymy is words that share a similar meaning, for example old gas the same meaning from antique.

b. Antonymy

Antonymy is words that share an upposites meaning, for example *old* and *new*.

³¹Ronald Charter, *Vocabulary Applied Linguistics Persepectives Second Edition*, (London: Routledge, 2002, 12.

3.The importance of Vocabulary

A linguist, David P Wilkins said that, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”³² From the statements we know that vocabulary is very important elements in each language.

First of all, the knowledge of vocabulary enables students to establish and achieve successful communication which is the main goal any foreign language teaching and learning.

Secondly, the knowledge of vocabulary also helps students to explore the beauty of that language through a great variety of new words. Thirdly, knowledge of vocabulary also help students to compare and contrast the foreign language and the mother tongue. It also helps in understanding similarities and differences between the two languages and helps in learning language in true sense of the term by understanding the language systems of the both languages. In that sense, words are the building blocks of language and help a foreign language learner communicate and express effectively.

4.Teaching Vocabulary by Using Short Story

Teaching English vocabulary is an important area worthy of effort and investigation. Recently methodologists and linguists emphasize and recommended teaching vocabulary because of its importance in language teaching. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills.

Here is the procedure for teaching vocabulary through short stories, according to Vocabulary – Literature Building Vocabulary Through literature, the steps

³² Thornbury, Scott. How to teach Vocabulary. (Malaysia: Longman, 2002) 13.

includes master words, write definitions, synonym and antonym, find the right meaning and word graphic.³³

1. Master / Words

In this step, the researcher prepare as many as 10 words in each story. The words are key words from the story. Write down the words sides of the story. The students will give more attention the words.

2. Write Definition

Ask the students to read the story, after that ask them to find out the meaning of each master words.

3. Use Context Clues

Use the master words in another context, such as makes question with fill in the blanks.

4. Use Synonyms and Antonyms

Use Antonym and antonym from each master words.

5. Find the Right Meaning

The master words have more than one meaning, so ask the students to find out the right meaning.

Words Graphic or Word Map Ask the students to make word map by using synonym, antonym and make sentences by using the words.

There are also another opinion which is quoted from research paper written by Riski Ekanti Ayuningtyas Palupi:

1. To open the lesson, she asked the students whether they ever read or heard short stories or not.
2. Then, the researcher asked the students to mention some short stories that they ever read or heard.
3. After introducing the materials that would be used, the researcher began the lesson of the day by asking the students to find the meaning of some words.
4. The Researcher and the students checked the answer together.

³³ Anonymous, Vocabulary-Literature Building Vocabulary Through Literature, (North Second Avenue: Perfection learning corporation, 2005), 66-70

5. Next, the Researcher gave a chance to the students to read the story on their own worksheet, (In the paper the story is The Flower from the moon).
6. The Researcher ask the students to arrange the letters into a good words.
7. The researcher ask the students to find out some difficult word in the story.
8. The Researcher use synonym and Antonym to introduce new words.
9. The researcher also asked them to find out the idea of the story using words that they ever had before.
10. Next, the Researcher drilled the students pronunciation with the guiding words on the worksheet. The researcher pronounced every word once the students pronounced every word three times..
11. The Researcher ask some students to retell the story by their own words.
12. Next, to check the students understanding about new vocabulary, the Researcher asked the students to write down some words and find the meaning of each word.
13. After the students doing the ask, the researcher asked the students to pronounce the words together. Some students were shy and afraid to speak loudly. They were afraid if they make a mistake. The Researcher advised them that it was only a practice.³⁴

They are the procedure that used to teach vocabulary by using English short stories which researcher quoted from Ekanti's paper Depends on two opinions above, the writer choose the first opinion for teaching vocabularies by using short stories. It is

³⁴Risqi Ekanti Ayuningtyas Ekanti, "Enriching Vocabulary Mastery Using Short Stories," (A lecturer of Muhammadiyah University, Ponorogo"), 4.

because the first opinion seems more practice and more appropriate for students of Senior High School.

The Researcher follow all the steps of first opinion doing teaching learning. While at the test, the writer only take some of them they are master words. Write definition and find the right meaning.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

Method of this research is used experimental method. The researcher chooses an experimental research because the researcher wants to know the effectiveness of using short stories on student's vocabulary mastery. Nunan states experiment are carried out in order to explore the strength of relationship between variable, a variable as the term itself suggests, is anything which does not remain constant.³⁵

For this research, the researcher used quasi experimental research. According to Ary, Jacobs, Sorensen and Razavieh quasi experimental designs are considered worthwhile because they permit researchers to reach reasonable conclusions even though full control is not possible.³⁶

This research used pre-test and post-test design. The researcher take one class as an experimental class, the class is given pre-test, the treatment used short stories on students vocabulary mastery and given post-test to measure the treatment is influence or not. Then, the researcher also take another class as a control class, the class is given pre-test, teaching with using short stories on students vocabulary mastery and given post-test.

³⁵ David Nunan, *Research Methods in Language Learning* (USA: Cambridge University Press, 1992), 24-25

³⁶ Donald Ary, Lucy Cheser Jacobs, Christine K. Sorenses and Asghar Razavieh, *Introduction to Research in Education*, 8th Edition (Wadsworth Cengage Learning, 2010), 316.

B. Place and Time of Research

This research would be conducted in MAN 2 CILEGON it is located on Jl. Puskesmas, Bujanggadung, kec. Grogol, kel. Rawaarum km.12 Cilegon Banten. The reason why the researcher takes this school because the researcher found the interesting problem when did the observation, besides the school is near to the researcher's house. The time for this research is about one month; it started on Agustus 2018.

C. Population and Sample

1. Population

Population is area generalization includes: Object, subject which certain qualities and characteristics that area set by the researcher to be studied and then drawn the conclusion³⁷. According Nunan, say that "Population is formal statement about an expected relationship between two or more variables which can be tasted through an experiment."³⁸ In this research, the writer took the population of all students at the The population of this research is students of MAN 2 CILEGON. The total population is 90 students.

2. Sample

³⁷Prof. DR. Sugiyono, *Metode Penelitian Pendidikan, (pendekatan kuantitatif, kualitatif, dan R&D)*, (Bandung: Alfabeta. 2015), 117.

³⁸David Nunan, *Research Method in Language Learning* (New York: Cambridge University Press, 1992), 230.

The sample of this research is eleventh grade students which consists of 30 students from experiment class X IPS A and 30 students from control class X IPS B.

D. The Research Instrument

The instrument for treatment in this research is written questions that the researcher will give to the students as the exercises during teaching learning process whether in experiment class or control class. There will be one recount text and it consists of ten questions related to the text and the questions will show the aspects of reading comprehension, such as main idea, cohesive, vocabulary and grammar.

1. Instrumen

The research instrument that took by the researcher is a multiple choice. A multiple choice is a part of the test; it focuses on the choosing of the right answer. It is an objective test. This instrument is given to students on pre-test and post-test. In this case, objective test is easily to score. The test consists of ten items of essay and tent multiple choice related to teaching reading comprehension. Each essay question is given score 4 (four) if the answer is true and 0 (zero) if the answer wrong and multiple choice is given score 1(one) if the answer is true and 0(zero) if the answer wrong.

2. Scoring Sheet

To analyzed the data, the writer used quantitative technique first, the writer analyzed the data of student's reading comprehension by pre-test and post-test. Than

found out how significant the effect of used short stories on students in teaching vocabulary the data used variable of research. The test consists of ten item of essay and ten item of multiple choice related to teaching vocabulary. Each essay question is given score 4 (four) if the answer is true and 0 (zero) if the answer wrong and multiple choice is given score 1(one) if the answer is true and 0(zero) if the answer wrong.

a. Scoring System

a) Scoring Pre-test

1. essay question number 1, 2, 4, 5, 6, 7, 8, 9, 10, for the correct answer is given score 4 and the incorrect answer is given 0
2. multiple choice question number 1,2,3,4,5,6,7,8,9,10 related to aspect of vocabulary (critical evaluation), for the correct answer is given 1 (one) and incorrect answer is given 0.

b) Scoring Post-test

- c) essay question number 1, 2, 4, 5, 6, 7, 8, 9, 10, for the correct answer is given score 4 and the incorrect answer is given 0
- d) multiple choice question number 1,2,3,4,5,6,7,8,9,10 related to aspect of vocabulary (critical evaluation), for the correct answer is given 1 (one) and incorrect answer is given 0.

For scoring the test the writer will used standard of absolute.³⁹

³⁹Anas Sudjiono, *Pengantar Statistic Pendidikan*, (Jakarta PT Raja Grafindo Persada, 2003), 318.

Raw score

Standard Score = X 100

Ideal Score Maksimum

Table 3.3 Level of Student Score

Letter	Value	Description
A	90-100	Excellent/extremely good
B	75-89	Good
C	60-74	Fair/satisfactory
D	45-59	Low/almost satisfactory
E	0-44	Extremely low

E. Data Collection and Data Analysis

1. Data Collection

For collecting the data in this research, the researcher gives the written test. The written test will be used to find out the result of students' reading comprehension achievement in descriptive text material. There are some procedures that will be used to collect the data in this research as follows:

a. Pre-test

The pre-test will be given before the treatment is conducted to know how far the students' reading comprehension. The test is a written test by essay

questions and multiple choice question. It will be given in the first meeting to find out the students' reading comprehension in recount material before giving the treatment using short stories. There will be ten questions which consist of recount texts and multiple choice question of vocabulary, each essay consists of ten questions and multiple choice consist of ten question . Related to reading comprehension skills, each text is determined to all aspects of reading comprehension, such as : main idea, cohesive, vocabulary and grammar.

b. The Treatment

The Treatment will be done after the pre-test. The researcher will teach experiment class by using short stories on students vocabulary mastery and in control class with using it.

c. Post-test

The post-test will be given to the students after the treatment. The students are given written test. This test which is designed to find out the improvement of the students' reading comprehension after being taught using short stories on students vocabulary mastery. The test is same as in the pre-test, there will be ten questions which consist of recount texts, be ten questions which consist of recount texts and multiple choice question of vocabulary, each question related to reading comprehension aspects, such as : main idea, cohesive, vocabulary and grammar.

The difference is the researcher gives the treatment in experiment class using short stories on students vocabulary mastery and for control class with it. Finally, the researcher will compare the result of both classes using pre-test and post-test.

2. Data Analysis

To analyze the data collected from the instrument of research that is pre-test and post-test, the researcher takes steps as follow:

1. Quantification of the data
2. Choose the sample of the data source
3. Determining mean of pre-test score
4. Making table of frequency distribution of post-test result
5. Determining mean of post-test score
6. Measuring last calculation with t-test, with the following steps :

To know the influence of using short stories on students vocabulary mastery to improve students reading comprehension in recount text material, it can be seen from the result of the t-test. Anas's formula ⁴⁰:

1. Determine mean variable X1 with formula

$$M_1 = \frac{\sum X_1}{N_1}$$

2. Determine of variable X2 with formula

$$M_2 = \frac{\sum X_2}{N_2}$$

⁴⁰ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo, 2014), 317.

3. Determine deviation score variable X_2 with formula

$$X_1 = X_1 - M_1$$

4. Analyzing the result by using calculation of t-test as follow:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{(\sum X_1^2 + \sum X_2^2)(N_1 + N_2)}{(N_1 + N_2 - 2)N_1 \cdot N_2}}}$$

Note :

M_1 = The average score of experiment class

M_2 = The average of control class

X_1 = Sum of the squared deviation score of control class

X_2 = Sum of the squared deviation score of experiment class

N_1 = The number of experiment class

N_2 = The number of control class

F. Research Procedure

1. Preparation

As preparation, the researcher does some procedures, such as preparing a research proposal until the proposal is accepted, then preparing the needed

permission for conducting the research, doing the observation in the research field and organizing the research instrument.

2. Research Implementation

After some preparations, the researcher begin to conduct the research. It is started by conducting the pre-test, then the researcher conduct the teaching and learning process with the recount text material by using short stories on students vocabulary mastery for experiment class and control class with using it, and the researcher conduct the post-test after the treatments have been given. The next step is analyzing and interpreting the data collected from pre-test and post-test, then draw the interpretation based on the result of the data collected analysis and reporting the conclusion of the result and propose some suggestions that will contribute for the further study, the last is writing down into a paper as a research report.

CHAPTER IV

RESULT AND DISCUSSION

A. The Data Description

In this chapter, the researcher explained the description of the data obtained. The population of this study was the tenth grade student's classes of MAN 2 CILEGON, in academic year 2017/2018. As stated in this chapter, the writer 60 students as the sample.

The goal of the research was intended to find out the accurate data in accord with the research title. So the sample in this study was divided into two classes they are 30 students of X IPS B as the experimental class and 30 of X IPS A as the control class, the total number of the sample was 60 students.

In teaching vocabulary mastery, teacher should find a better technique to teach vocabulary material for the students. Students need technique and method in vocabulary to achieve vocabulary goals and build their comprehension. It means students should get something which makes them interested in studying vocabulary. To get good comprehension, teacher should give the students more activities that can attract their attention to participate in the lesson actively. A good technique will help them to get the meaning of material. And teaching vocabulary mastery by using short stories on students vocabulary mastery would be a better way to improve students vocabulary mastery and will make a good achievement. When the researcher teaches a

reading material to the students, she gave an information about narrative text, new word, the meaning and how to articulate. After that, the writer gave the multiple choices as question. Having finished the field research, the researcher got the score as follow:

1. The score of pre-test and post-test of Control Class

The students in X IPS 2 Class as control class obtained mean score 56,6 for pre-test and 68 for post-test. The score they got in these test would be described in following table :

Table 4.1 The Score of Test Control Class

NO	Respondents	Score	
		Pre-test	Post-test
1	AA	60	80
2	AF	35	65
3	AL	65	70
4	AW	45	65
5	BA	65	65
6	BR	55	60
7	CH	65	70
8	DA	60	70
9	EA	45	75
10	EE	75	80
11	FA	40	60
12	FAR	70	75
13	GI	55	65
14	IEK	50	75
15	IF	65	75
16	IH	70	70
17	MAA	70	80

18	MH	65	80
19	MI	30	65
20	MIK	60	65
21	NH	55	55
22	RCR	45	75
23	RR	60	60
24	RT	55	65
25	SA	50	55
26	SG	55	60
27	UI	70	70
28	US	50	70
29	UU	55	60
30	YK	60	60
		$\Sigma X = 1.700$	$\Sigma X = 2.040$
		$M = 56,6$	$M = 68$

Mean of Pre-test:

$$M = \frac{\Sigma X_1}{N} = \frac{1.700}{30} = 56,6$$

Mean of Post-test:

$$M_2 = \frac{\Sigma X_2}{N} = \frac{2.045}{30} = 68$$

M = Mean

X_1 = Total score Pretest

X_2 = Total score Posttest

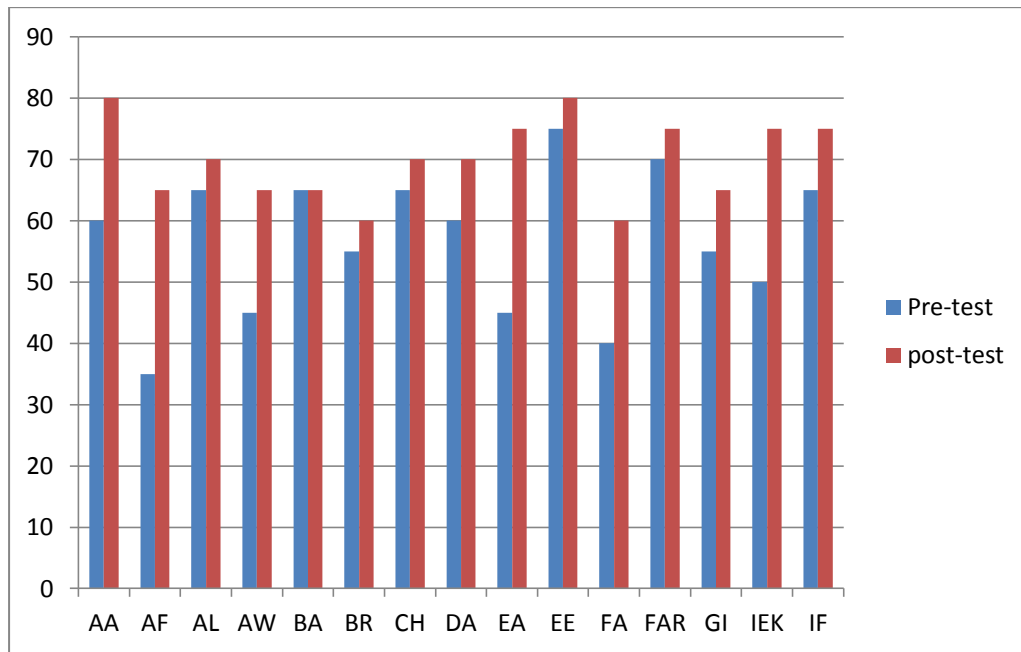
N = The number of Class

Based on the table above, it showed that the result of pre-test in control class is 56,6, while the result of post-test in control class is 68. It means that the comparison score of pre-test and post-test in control class is not better than experiment class. It can be seen from the average score of post-test from control class is smaller than the average score of post-test from the experiment class. It caused the control class the effectiveness of using short stories in teaching vocabulary mastery.

The researcher described the score of pre-test at the control class by the graphic as follow:

Graphic 4.1

Score Pre-Test and Post-Test at Control Class



The graphic above showed about the comparison between score of pre-test and post-test at the control class. According to the graphic above the score of post-test is better than the score of pre-test commonly.

2. The score of pre-test and post-test of Experiment Class

The students in X IPA1 Class as experiment class obtained mean score 62 for pre-test and 80 for post-test. The score they got in these test would be described in following table:

Table 4.2**The Score of Test Experiment Class**

NO	Respondents	Score	
		Pre-test	Post-test
1	AG	60	70
2	AM	45	90
3	AMR	60	80
4	AR	40	70
5	AS	60	80
6	AY	75	80
7	DM	50	75
8	EAL	60	85
9	EAL	75	80
10	EAM	75	90
11	FMH	70	85
12	FS	60	75
13	GFR	50	70
14	IFH	60	75
15	IIN	70	80

16	L	65	85
17	M	65	80
18	MF	55	90
19	MFF	60	70
20	MR	60	90
21	MS	40	80
22	MUS	70	75
23	MYJ	80	85
24	NHA	55	80
25	R	50	75
26	RM	70	80
27	SPM	70	80
28	SY	50	70
29	U	80	85
30	YF	80	90
		$\Sigma X = 1.860$	$\Sigma X = 2.400$
		$M=62$	$M= 80$

Mean of Pre-test:

$$M = \frac{\Sigma X}{N1} = \frac{1.860}{30} = 62$$

Mean of Post-test:

$$M_1 = \frac{\sum X_1}{N} = \frac{2.400}{30} = 80$$

Note: M = mean

X1 = students' scores (pre-test)

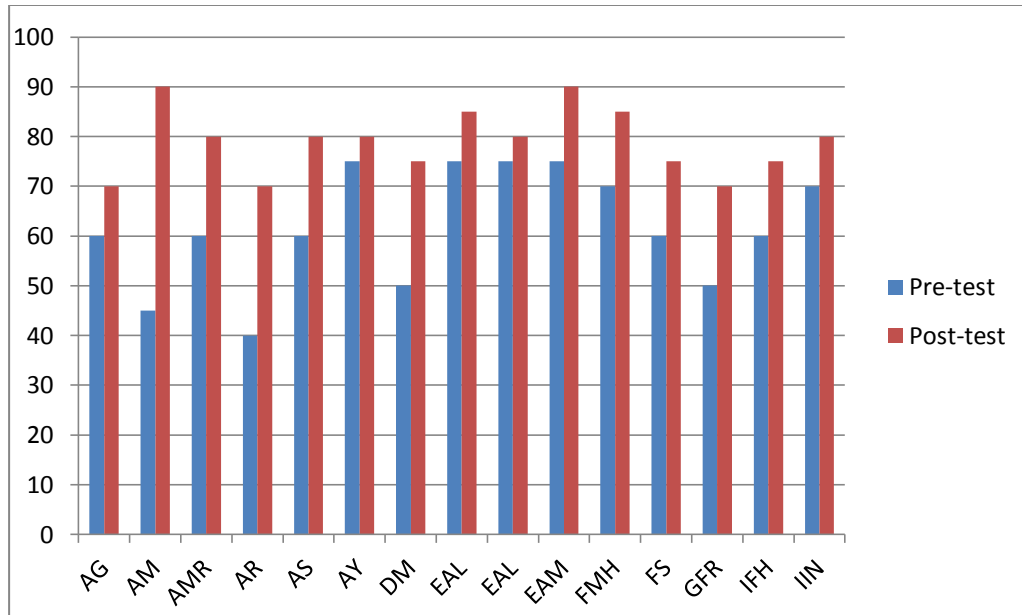
X2 = students' scores (post-test)

N = number of students

Based on the calculation on the table 3.2 of pre-test and post-test assessment at experimental class, it showed that the result of experiment class got the well improvement after giving treatment. It seen from the average score post-test is better than the average score pre-test, that is $80 > 62$. The students improvement score caused by the researcher used the effect of using short stories on students vocabulary mastery in teaching vocabulary mastery.

The researcher described the students improving score of pre-test and post- test at the experimental class by the graphic as follow:

Graphic 4.2



Score Pre-Test and Post-Test at Experimental Class

The graphic above showed about the comparison between score of pre-test and post-test at the experimental class. According to the graphic above the score of post test is better than the score of pre-test commonly.

B. The Data Analysis

After getting the data from the post-test score of two classes, then the researcher analyzed it by using t-test. The result calculation of post-test at the Control Class and Experiment Class would described in following table:

Table 4.2

The result calculation of post-test at the Experiment Class (X_1^2) and the Control Class (X_2^2)

NO	Score		X_1	X_2	X_1^2	X_2^2
	X_1	X_2				
1	70	80	-10	12	100	144
2	90	65	10	-3	100	9
3	80	70	0	2	0	4
4	70	65	-10	-3	100	9
5	80	65	0	-3	0	9
6	80	60	0	-8	0	64
7	75	70	-5	2	25	4
8	85	70	5	2	25	4
9	80	75	0	7	0	49
10	90	80	10	12	100	144
11	85	60	5	-8	25	64
12	75	75	-5	7	25	49
13	70	65	-10	-3	100	9
14	75	75	-5	7	25	49

15	80	75	0	7	0	49
16	85	70	5	8	25	64
17	80	80	0	12	0	144
18	90	80	10	12	100	144
19	70	65	-10	-3	100	9
20	90	65	10	-3	100	9
21	80	55	0	-13	0	169
22	75	75	-5	7	25	49
23	85	60	5	-8	25	64
24	80	65	0	-3	0	9
25	75	55	-5	-13	55	169
26	80	60	0	-8	0	64
27	80	70	0	2	0	4
28	70	70	-10	2	100	4
29	85	60	5	-8	25	64
30	90	60	10	-8	100	64
Σ	2.400	2.040			1.280	1.690

Note :

x1 = Score Post-Test (Experiment Class) **X1 = x1-M1**

x2 = Score Post-Test (Control Class) **X2 = x2-M2**

X1¹ = Squared value of X1 **X2²**= Squared X2

M1 = Mean of Post test (Experiment Class)

M2 = Mean of Post test (Control Class)

The formula to determine T-table with significance 5% and 1% as follow:

$$\begin{aligned} Df &= N1+N2-2 \\ &= 30+30-2 \\ &= 58 \text{ (consult to "t" table score)} \end{aligned}$$

Based on t table that there is 58. With df as number 58 is got t table as follow:

- a. At significance level 5% : $t_t = 2.00$
- b. At significance level 1% : $t_t = 2.65$

After that the researcher calculated them based the t-test formula:

1. The average score of experimental class

$$M_1 = \frac{\sum X_1}{N_1} = \frac{2.400}{30} = 80$$

2. The average score of control class

$$M_2 = \frac{\sum X_1}{N_2} = \frac{2.040}{30} = 68$$

3. Sum of the squared deviation score of experimental class.

$$\sum X_1^2 = 1.280$$

4. Sum of the squared deviation score of control class.

$$\sum X_2^2 = 1.690$$

5. Determining t-table (t_t) by using formula:

$$df = N_1 + N_2 - 2 = 30 + 30 - 2 = 58$$

Because the value of 58 is not available in the t-table, the researcher used the closer to 58 that is 60 as degree of freedom (df).

$$t = \frac{M_1 - M_2}{\sqrt{\frac{(\sum X_1^2 + \sum X_2^2)(N_1 + N_2)}{(N_1 + N_2 - 2) N_1 \cdot N_2}}}$$

$$= \frac{80 - 68}{\sqrt{\frac{(1.280 + 1.690)(30 + 30)}{(30 + 30 - 2) 30 \cdot 30}}}$$

$$= \frac{12}{\sqrt{\left\{\frac{2970}{58}\right\}\left\{\frac{60}{900}\right\}}}$$

$$= \frac{12}{\sqrt{\{51,2\}\{0,06\}}}$$

$$= \frac{12}{\sqrt{3,07}} = \frac{12}{1,75} = \mathbf{6,8}$$

In general, the scores of post-test in experiment class was better than the scores of post-test in control class. It can be seen from the total amount of the scores of post-test in experiment class was 2.400 and pre-test was 1.860 and the average score of post-test was 80 and pre-test was 62, while the total amount of the post-test scores in control class was 2.040 and pre-test was 1.700, and the average score of post-test was 68 and pre-test was 56,6.

According to the result of statistic calculation, it is obtained that the score of t_o is = 6,8 degree of freedom is (5)%. The value of 58 is mentioned in the table about 2.00 (as degree of significant).

To prove the hypothesis, the data obtained from the experimental class in calculated by using t-test formula with assumption as follow:

- a. If $t_{\text{observation}} > t_{\text{table}}$ the alternative hypothesis is accepted. It means there is an improvement of .using short stories on students' vocabulary mastery.
- b. If $t_{\text{observation}} < t_{\text{table}}$ the alternative hypothesis is rejected. It means there is no improvement of using short stories on student's vocabulary mastery.

C. The Data Interpretation

The analysis is aimed to know the used short stories on students vocabulary mastery. It has been known that the mean score of experiment class is 62 in pre-test and 80 in post-test.

Before deciding the result of hypothesis, the researcher proposes the interpretation with procedures as follows:

- a. $H_a = t_{\text{observation}} > t_{\text{table}}$. It means there is an improvement of using short stories.
- b. technique in teaching reading comprehension.
- c. $H_o = t_{\text{observation}} < t_{\text{table}}$. It means there is no improvement of using short stories on student's vocabulary mastery.

According to the data, the value of $t_{\text{observation}}$ is bigger than t_{table} .
 $t_{\text{observation}} = 6,8 > t_{\text{table}} = 2.00$ (5%) or $t_{\text{observation}} = 6,8 > t_{\text{table}} = 2,65$ (1%),
so H_o is rejected and H_a is accepted.

From the result above, the researcher gives conclusion that there is any effect and improvement of using short story on student's vocabulary mastery in teaching vocabulary. It can be seen that the students get good or better scores using short story on student's vocabulary mastery. Short story used for teaching vocabulary mastery of recount text provide to several steps to make learning vocabulary easier. The technique had positive effect on the ability to learning the difficulties of students in vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the research about "The effectiveness of Using Short Stories on student's ' Vocabulary Mastery An Experimental Research at The Tenth Grade of MAN 2 CILEGON, The writer conclude that:

1. Students' vocabulary mastery is still less. It can be seen from the score of pre-test that many students get bad score. But, the students can improve their vocabulary mastery after they got the treatment of short story method. They score of post-test show increasing , most of students get better score.
2. The application of short stories in teaching vocabulary is quite interesting. As explained above, short stories have six steps in teaching vocabulary in order to improve student's vocabulary. The first step that must be applied is word mastery, next write definition and context clues, etc until the last step, applying word graphic or word map.
3. To describe the effectiveness of teaching vocabulary by using short stories to build up student's vocabulary is significant. According to the data, the value of t observation is higher than t table 1.99,6.96.2.64, in degree of significant 5 % and 1 %. It means that short stories can build up student's vocabulary.

B. Suggestion

Dealing with the conclusion above, the writer would like to offer some suggestion which may be useful in improving student's vocabulary mastery.

1. For the teachers, the writer offers suggestion to use short stories in teaching vocabulary, because based on the result of research, this method is effective to improve student's vocabulary mastery and the students will be interested. Thus, the students will enjoy and the atmosphere of the class

