USING SHORT STORY TO IMPROVE STUDENTS' VOCABULARY ACHIEVEMENT OF THE GRADE IX STUDENTS OF SMP NEGERI 6 PANGSID SIDRAP REGENCY

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ABSTRACT

The objective of the research was (1) to find out whether or not the use of short story to improve the students' vocabulary achievement of Grade IX Students of SMP Negeri 6 Pangsid, (2) to find out which aspect of vocabulary was dominantly affected by short story at SMP Negeri 6 Pangsid. This research employed the method of the research was quasi-experimental research method. Two classes were selected using cluster random sampling technique, 25 students each. One by experimental group, and the other by control group. The experimental group was taught by short story method and the control group was taught by non-short story or conventional method. The data were collected use vocabulary test administered to experimental group and control group before and after treatment. The treatment was conducted for eight meetings for experimental group and control group. The data was analyzed using SPSS 20.0 version. The result of the t-test value in posttest (20.294) was higher than t-table (2.010) while the t-test value of control group (4.164). This means that H1 was accepted. The research concluded that (1) teaching vocabulary by using short story increased the students' vocabulary at the ninth year of SMP Negeri 6 Pangsid and (2) the aspect that most affected was word meaning, it was proven by the interval score was higher among the others aspects (85.20).

Keywords: short story, vocabulary, word grammar

Introduction

English is taught to give students simple skills in understanding written and oral statement in English. It has four basic language development tasks, namely the development of vocabulary, stringing words, say words, and language skills including reading, writing, speaking, and listening. Vocabulary is the most important material in foreign language teaching for young learners. Therefore, the teaching of English vocabulary has a very essential role in enabling Indonesian students to master English as their foreign language.

Vocabulary is one of the important elements of language proficiency that

becomes the basis of how well learners speak, write, listen and read. In the past, vocabulary teaching and learning were often given little priority in second language programs. (Richard, 2002). Whereas, without a good mastery of vocabulary, learners may discourage in making use of language learning change around them such as watching English program, listening to the radio, reading some kinds of English test, etc.

In teaching and learning English, vocabulary as an element of language is considered as the most important factor in improving the mastery of four language skills. The teacher of English, as a second language should know very well how important vocabulary is. They know that students must learn thousands of words the speakers or writers use in their speech or writing. Fortunately, teachers and students agree that vocabulary is needed in learning and teaching, and it is not less important than grammar, as Wilkins in Syam (1972) stated that the fact is while language without grammar very little can be conveyed, without vocabulary nothing can be conveyed. If one does not have sufficient number of vocabularies, he will not be able to communicate with his surroundings. They are not able to be mastered if students are still lacking vocabulary. The students cannot express their communicative needs (ideas, emotions, desires and though) to someone clearly because of their sufficient vocabulary. Without vocabulary, we cannot express our idea or understand the message. The students cannot read, speak, listen, and write without understanding the meaning of words. Rivers in Nunan (1991: 117) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions that we may have learned for comprehensible communication. These problems also found in SMP Negeri 6 Pangsid such as the students lack of vocabulary, they still have low score in learning vocabulary. They've just got score 65, it is the minimal achievement criteria. According to the English teachers there, the students are lack of words meaning, they are not able to understand the meaning of the words, the usage of the words, the word formation and the word grammar in English.

Based on the problems above, the English teacher should be able to find out solution in vocabulary teaching by creating various efficient and effective technique. Besides that, they should establish condition that make learning vocabulary occur within a reasonable period of time. Teachers should apply interesting methods as one of the important factors in creating a good atmosphere in the classroom activities. They should know how to improve the students 'interest and student's achievement during the class and know how to design materials which are easy to be understand by the students. Teachers should be able to be developed any kind of material so that learning vocabulary will not become such boring and monotonous thing. One of the methods that the teacher think can enrich the students' vocabulary is applying short story. It is one of the modern prose forms. As literary work, short story become an interesting thing for people to read and talk. The function of story is to entertain and to enrich mental experience. Story is

talking about author expression to anything about life experience concerning with human imagination. And the short stories encourage the students to think about moral, social and philosophical.

The teacher applied a short story in the class when teaching English. The research treated the students' vocabulary through the word meaning, the word usage, the word formation and the word grammar. Furthermore, these activities are as one of the language teachings, it is considered to be able to give students great motivation from which they can enhance their vocabulary in English. It can also give contribution for the teachers to become a good motivator for their students. This motivation fully plays a very important role to the willingness of the students in studying English

According to Collie and Slater (1987) stated that there are many good reasons for using literature in the classroom. Here are a few: (1). Literature in the classroom because their skills they acquire in dealing with difficult or unknown language can be used outside the class; (2) literature encourages interaction. Literature text can be helpful in the language learning process because of the personal involvement, involves discussion and sharing feelings or opinion; (3) literature expands language awareness. Asking learners to examine sophisticated or non-standard examples of language (which can occur in literary texts), makes them more aware of the norms of language use; (4) literature educates the whole person. By examining values in literary in literary texts, teacher encourage learners to developed attitudes towards them. These values and attitudes relate to the world outside the classroom; (5) literature is motivating. Literature holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature. Also, literature is often more interesting than the text found in course books.

METHOD

The research, the writer applied quasi experiment design. The design involved two groups namely experimental group and control group. The experimental group used treatment of short story and control group using treatment without using short story. The design can be shown as follows. The subject was selected by using cluster random sampling technique and two classes were selected. From the six classes, the researcher selected two class randomly to represent the experimental group and control group. So, Class IX A was the experimental group and Class IXB was the control group. In collecting the data, the researcher applied a vocabulary test. It was as an instrument based on the variable investigated. The vocabulary test was multiple choice.

Finding Dan Discussion
Findings

The findings of this research were in the form of data. The data were collected from the third-grade students of SMPN 2 Campalagian. The data were

collected by administering pre-test, and post-tests. The pre-test was administered to the subjects under study in order to measure their pre-test ability in reading comprehension. In post-test, the present of study was administered. The purpose of giving post-test to know the progress of the subjects under study after being taught reading comprehension by using REDW strategy. The Therefore, there were three sets of raw scores showing the improvement of the reading comprehension ability of the subjects. They were pre-test score, and post-test. The two sets of scores which were collected in this present study could be tabulated.

The writer described the result of data analisys. After presented the student's achievement of class IX A in a table, the writer analized the data by compering the change that the students made during this reserach.

Table 1 The Students' Score and Classification In Pre-Test

No	Name	Pre-Test	Category
(1)	(2)	(3)	(4)
1	Sal	40	Very poor
2	Hbl	50	Fair
3	RA	55	Fair
4	Sur	30	Very poor
5	IY	60	Fairly good
6	Ris	60	Fairly good
7	Pi	35	Very poor
8	SA	65	Fairly good
9	Sar	60	Fairly good
10	RU	50	Fair
11	APAC	55	Fair
12	Ris	40	Poor
13	Rsm	55	Fair
14	CL	60	Fairly good
15	NH	70	Good
16	DS	55	Fair

17	Rsd	45	Poor
18	Mym	60	Fairly good
19	Ns	55	Fair
20	Dl	60	Fairly good
21	Hd	50	Fair
22	YI	35	Very poor
23	RF	45	Poor
24	HSS	50	Fair
25	AH	40	Very poor
26	KA	60	Fairly good
27	MI	35	Very poor
28	Mis	40	Very poor
29	MR	55	Fair
Total		1.470	
Mean score		50,7	

Based on the table 1 above in pre –test there were 1 students categorized as good , 8 students were categorized as fairly good, 10 students clategorized as fair , 3 students were categirized as poor, and 7 students were categorized as very poor. There was not student categorized into very good and excellent. Table 1 above shows that total score of students based on the pre-test of experiment class is 1.470 and its mean score is 50,7.

Table 2 The Students' Score and Classification In Post-Test.

No.	Name	Post-Test	Classification
(1)	(2)	(3)	(4)
1	Sal	65	Fairly good
2	Hbl	60	Fairly good
3	RA	65	Fairly good

4	Sur	65	Fairly good
5	IY	60	Fairly good
6	Ris	80	Very good
7	Pi	50	Fair
8	SA	80	Very good
9	Sar	60	Fairly good
10	RU	65	Fairly good
11	APAC	60	Fairly good
12	Ris	60	Fairly good
13	Rsm	60	Fairly good
14	CL	65	Fairly good
15	NH	80	Very good
16	DS	60	Fairly good
17	Rsd	60	Fairly good
18	Mym	65	Fairly good
19	Ns	70	Good
20	Dl	65	Fairly good
21	Hd	65	Fairly good
22	YI	65	Fairly good
23	RF	65	Fairly good
24	HSS	60	Fairly good
25	AH	65	Fairly good
26	KA	60	Fairly good
27	MI	60	Fairly good
28	Mis	65	Fairly good
29	MR	65	Fairly good

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Total	1.860
Mean score	64.14

Based on the table 2 above in post-tetst there were 3 students categorized as very good, 1 student was categorized as good, 24 students categirized as fairly good, 1 student was categorized as fair. There was no student categorized as excellent, poor and very poor. Table 2 above shows that total score of students based on the post-test of experiment class is 1860 and their mean score is 64.14 its means that the students score in post-test is higher than the students score in pre-test.

Table 4 The Rate Percentage of Students in Post-Test

No	Classification	Post-test	
		X2	%
1	Excellent	-	-
2	Very good	3	10.34%
3	Good	1	3,45%
4	Fairly good	24	82,76%
5	Fair	1	3.45%
6	Poor	-	-
7	Very poor	-	-
	Total	29	100%

Based on table 4, after applying REDW strategy , there were 3 (10,34%) students categorized as very good, 1 (3,45%) student categorized as good, 24 (82,76 %) students categorized as fairly good, and 1 s (3,45%) students categorized as fair. There is no student categorized as excellent, poor and very poor.

Table 5 The students' means score in pre-test and post-test.

Pre-test (x1)	Post-test (x2)	Improvement
50,7	64,14	63%

Based on the table 5 above, the students of the third grade at SMPN 2 Camplagian have improvement after giving the treatment by using REDW strategy, it can be seen by the students' mean score in pre-test and post-test. The table above shows that the students mean score in pre-test is 50.7 and the students mean score

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in post-test is 64.14. The Using of REDW strategy in treatment has effect to the student's reading comprehension based on the value of pre-test and post-test and its improvement 63%.

Table 6 The t-test value in reading comprehension before and after treatment.

t-test	t-table	comprehension	Different
24,321	2.048	t-test >t-table	Significant

The result of t-table value in reading test indicated that t-test value of reading comprehension was greater then t-table value (24,321>2.045) this finding used to determine the hypothesis that occurred in this research as it stated that null hypothesis (Ho) is rejected when the value of t-test was greater than the value of t-test, and alternative hypothesis (Hi) was accepted. It means that, in this research automatically the alternative hypothesis (Hi) was accepted and the null hypothesis (Ho) was rejected.

Discussion

The description of the data collected through REDW strategy conducted after the writer sharing and discussing opinions with English teacher at SMPN 2 Campalgian received this strategy is a new strategy in teaching and learning reading comprehension and it also was good strategy to as a reference to conduct in other class to achieve the students reading comprehension.

The first part, the writer discussed the result of the students reading comprehension. The data that have been analyzed above can show that there was a significance different between pre-test and post-test. It was based on the fact that the average scores of students in the pre-test and post-test were different post-test was greater than pre-test. The pre-test acquired mean score 50,8 but in post test increased to 64,14. Then t value was 24.321 While T-table was only 2. 048 and the hypothesis was proved. The treatment that given was successful. It can be concluded that by using REDW strategy to the third grade at SMPN 2 Casmpalagian has effect to the student's reading comprehension. Based on the data in table 1, after applying REDW Strategy there was 1 students categorized as good, 8 students were categorized as fairly good, 10 students categorized as fair.3 students categorized as poor and 7 students categorized as very poor.

Conclusions

Based on the finding that had ben discussed, the writer concluded as the using of REDW strategy has positive effect to the students' reading comprehension by comparing the result of t-test (24,321) and t-table (2.048) it significant effect the third grade stutudents' at SMPN 2 Campalagian.

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