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IMPROVING THE STUDENTS' VOCABULARY THROUGH SHORT STORY OF EIGHT GRADE STUDENTS MTs. NURUL FALAH KEFAMENANU

Desta Gloria Siahaan¹, Maria Jeni Josefa Bria², Imanuel Kamlasi³, Edmundus Bouk⁴

¹Universitas Timor, ²Universitas Timor, ³Universitas Timor, ⁴Universitas Timor

¹destagloria9aan@gmail.com; ²briamaria902@gmail.com ³ikamlasi@yahoo.com ⁴mund.timor@gmail.com

Abstract: This research was to obtain the improvement of students' vocabulary through short story as learning media for students at MTs. Nurul Falah Kefamenanu. This research used classroom action research (CAR). It has been conducted in to 2 cycles. Each cycle consisted of four steps: planning, action, observation and reflecting. The technique of this research used test of short story that consists of multiple choice, essay and questionnaire. The test consisted of cycle I and cycle II. The researchers analysed the average score of each test obtain the improvement of students' vocabulary by using short story. The result of research showed that Short Story significantly improved the students' vocabulary. It can be seen in the result of the students' average score in the Cycle I was 64,81 and in the Cycle II was 70. It can be concluded that short story as one of the techniques to improve the students' vocabulary.

Keywords: *Improving, vocabulary, Short Story*

1. INTRODUCTION

Vocabulary is a group of letters that made words with meaning (Siahaan, 2021). It is the most important element of language teaching for learners. Teaching of English vocabulary has a very important role to enable English as foreign language (EFL) students to learn English. Richard and Rodgers (2001) said that vocabulary is of the important component of language proficiency. Learners may be discouraged in using the language in daily activities because they are not able to use vocabulary. Ability is the capacity to do something (Bouk, 2021) and it is needed to speak (Siahaan, 2022).

Collie and Slater (1991) said that short story is one of modern literary work. Siahaan (2020) said Literary work consists of Prose and Poetry. The kinds of prose are Novel and Short story. Short story becomes an interesting thing for people to read and talk. The function of story is to entertain and to enrich students mental experienced. Short story is the most suitable literary genre that used in English teaching learning. The advantages of using short story in teaching learning are, the first is a partial as the length is long enough to cover entirely in one/two class session, the second is, short story encourage the students to think about moral, social and philosophical (Liubana, 2021).

Based on the explanation above, there are some problems that arise to the young learners in teaching learning vocabulary and also some methods that can solve the problems. Based on the idea the researchers conducted the data used Classroom Action Research (CAR) to the eight grade students in MTs. Nurul Falah Kefamenanu and wanted to improve the students' vocabulary through short story.

2. RESEARCH METHOD

This research used quantitative method. Siahaan (2022) pointed out that in quantitative study; researchers analyze the data obtained that is in numerical form, statistically. It means that mathematically calculation is used in this study in order to examine whether the hypothesis can be proven or not. The statement is line with Creswell (2014) who states that in order to examine the relationship between variables in a study, quantitative research is suggested to be apply. Neno (2021) also said that quantitative method requires the study.

The method used in this study is Classroom Action Research (CAR) method which is derived from the roots of an action research. Because it occurs in the classroom frame, it is called Classroom Action Research. According to Michael J. Wallace (2006) Classroom Action Research is a type of classroom research carried out by the teacher in order to solve problems or to find answer toward context-specific issues. It means that to begin the CAR, the researchers or the teacher needs to identify any problems on teaching learning vocabulary real found in the classroom concerning students' condition in learning. In collecting data, the researchers used technique of Classroom Action Research (CAR) that used in this research, as follows 4 steps they are: planning, action, observation, reflection.

In this research, the researchers applied a Classroom Action Research (CAR) to improve the students' vocabulary by using short story. The action research has been conducted in to 2 cycles. The research was conducted for the eighth-grade students at MTs. Nurul Falah Kefamenanu. There were 16 students chosen as the sample of this research. The research instruments were a test and questionnaire. There were 25 questions of multiple choice and 5 questions of essay and 8 questions of questionnaire. The data collection to obtain data needed, the researchers used classroom action research follows the stages of planning, action, observing and reflecting. To get the data the researchers used the formula of mean score and the formula of percentage score.

3. RESEARCH FINDINGS

This research finding was used classroom action research. This research findings are consisted of two Cycle which are Cycle I and Cycle II as follows:

a. Cycle I

In the cycle I was conducted on Tuesday, January 19th 2022. It was followed by 16 students. Time allocation is 2x35 minutes and the teaching learning process started at 10.10-11.25. The researchers had prepared the lesson plan and the material and the media that give to them. The collaborator was also ready for documenting and observing the teaching and learning process. The mean score of students can be seen in the table below:

No.	Initial of students	Score	Criteria of success ≥ 65
1	FFS	57	Unsuccessful

2	FTA	66	Successful
3	A	58	Unsuccessful
4	AMA	63	Unsuccessful
5	MAJ	58	Unsuccessful
6	MNA	73	Successful
7	AAN	65	Successful
8	FN	60	Unsuccessful
9	DAS	70	Successful
10	MA	58	Unsuccessful
11	FR	62	Unsuccessful
12	NM	60	Unsuccessful
13	TR	60	Unsuccessful
14	SDN	90	Successful
15	NA	82	Successful
16	AW	52	Unsuccessful
$\sum \frac{X}{N}$		46,81	Unsuccessful

Table 1 The Students' Score in Cycle I

From the table above, the researchers concluded that the result of the improving students' vocabulary using short story still low and it mean that the researchers still found some students still have low vocab and need to be improved. The result showed that the average of the students' score was 64, 81, there were only 37% the students who passed the minimum Mastery Criterion. It meant that the students' vocabulary still needed to improved, especially the students who don't passed the Minimum Mastery Criterion.

Next step is the percentage of students' score who pass the Mastery Minimum Criterion (KKM) in cycle I used the formula as follow:

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{6}{16} \times 100\%$$

$$P = 37\%$$

From the result above, it is known the students' percentage score is **37%**it means that there are only 6 students' who passed the Minimum Mastery Criterion (KKM) and there are 10 students' who still get the score below Minimum Mastery Criterion (KKM).

b. Cycle II

In the cycle I was conducted on Thursday, January 21st 2022. It was followed by 16 students. Time allocation is 2x35 minutes and the teaching learning process started at 10.10-11.25. The researchers had prepared the lesson plan and the material and the media that give to them. The collaborator was also ready for documenting and observing the teaching and learning process. The mean score of students can be seen in the table below:

No.	Initial of students	Score	Criteria of success ≥ 65
1	FFS	65	Successful

2	FTA	71	successful
3	A	80	successful
4	AMA	74	successful
5	MAJ	71	successful
6	MNA	65	successful
7	AAN	55	Unsuccessful
8	FN	53	Unsuccessful
9	DAS	78	successful
10	MA	60	Unsuccessful
11	FR	66	successful
12	NM	73	successful
13	TR	70	successful
14	SDN	89	successful
15	NA	87	successful
16	AW	63	Unsuccessful
$\sum_N^{\sum X}$		70	successful

Table 2 The students' score of cycle II

From the table above, the researchers concluded that the researchers of students' vocabulary using short story was good. The result showed that the average of the students' mean score was 70, there were only 4 students' or 25% who didn't pass the Minimum Mastery Criterion score and there were 12 or 75% students' who passed the Minimum Mastery Criterion. It means that the student's vocabulary using short story was improved.

The percentage of students' score who pass the Minimum Mastery Criterion (KKM) in cycle II used the formula as follow:

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{12}{16} \times 100\%$$

$$P = 75\%$$

From the result above, it is known the students' percentage score is **75%**, it means that there were 12 students' who passed the Minimum Mastery Criterion (KKM) and there were only 4 students' who still get the score below the Minimum Mastery Criterion (KKM). It means that the students' vocabulary using short story was good or was improved.

Next is chart that shows the difference between the student score in Cycle I and Cycle II and the students percentage difference Cycle I and Cycle II.

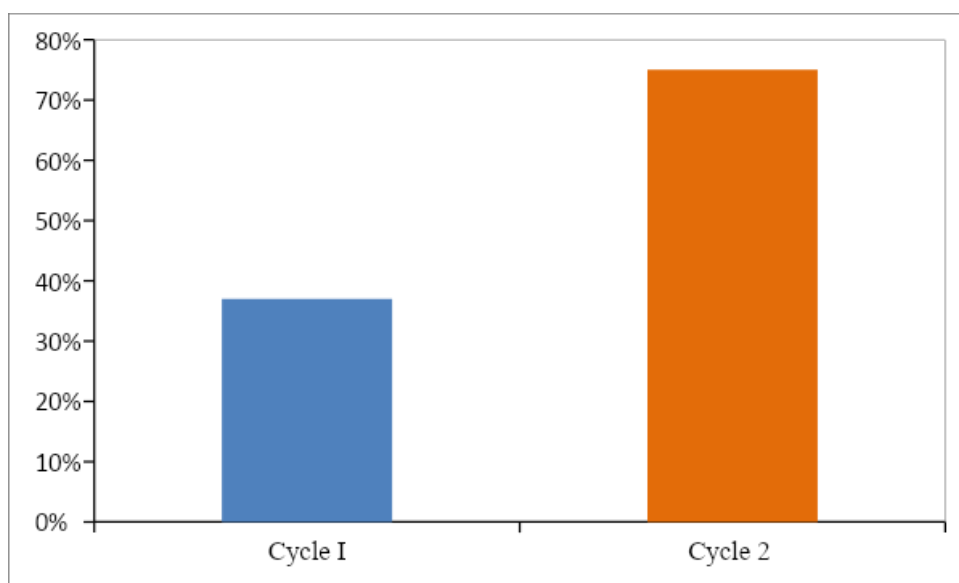


Chart I Students' Mean Score Improvement

From the chart, it can be seen that the students mean score in Cycle I still low with only 10 students that got the lower score and still 6 students that got higher score. The total score of Cycle one was 64, 81%. In Cycle II it can be seen that the students' scores were higher with 12 students that got the higher score and only 4 students that got the lower score. The total score of Cycle II was 70 and it can be seen that the student's vocabulary have been improved.

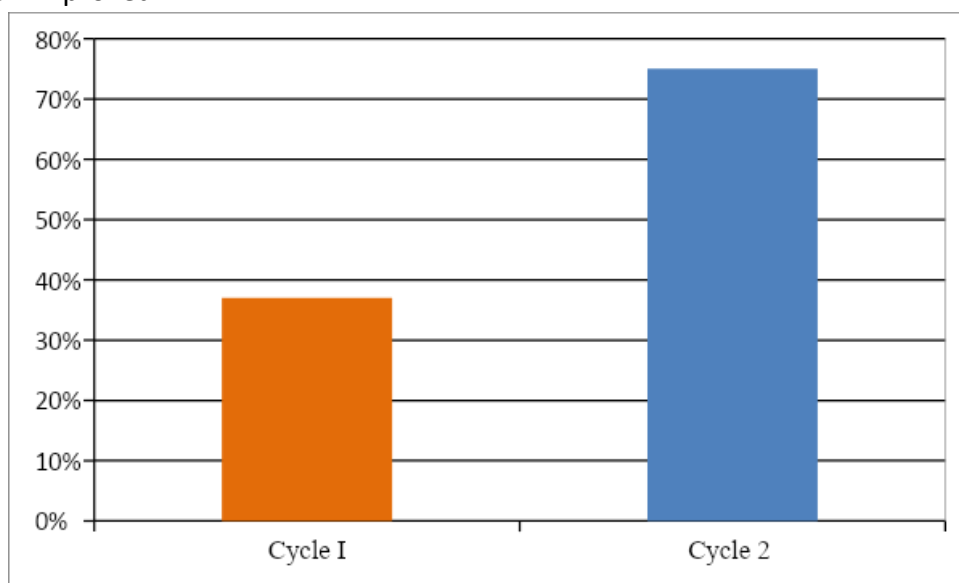


Chart 2 Percentage of the Students' Interaction

From the chart, it can be seen that the percentage in Cycle I still low with the score of percentage was 37% and it can be seen that the students' vocabulary still low and need to improved. In Cycle II it can be seen that the students score of percentage was 75% and it can be seen that the students score improved and that media is success to use.

No.	Statement	Yes	P	No	P
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1	Are you happy studying vocabulary by using short story?	16	100%		100%
2	Are you happy study English?	11	68,75 %	5	31,25 %
3	Are you like four skills of English? Listening, speaking, reading and writing?	9	56, 25%	7	43,75%
4	Are you finding difficulties when you do on short story questions?	11	68,75 %	5	31,25 %
5	Are you feeling interested when the teacher read the English questions?	8	50%	8	50%
6	Do you translate English into indonesian first?	11	68,75 %	5	31,25 %
7	With teacher guidance and direction, do you feel motivated to ask questions about things do not you understand?	13	81,25%	3	18,75%
8	Is It fun to learn Englis?	13	81,25%	3	18,75%

Table 3 The Students' Questionnaire

Based on the table above, the result of students' questionnaire of the first category showed that the response of students about "Are you happy studying vocabulary by using short story? 'The data is indicated that 100% the students' said Yes, it is indicated that the students' were interested in learning English Vocabulary through Short Story. The next item is about "Are You happy study English?" the data is indicated that 68, 75% the students' sad Yes and 31, 25% the students' said No. It is showed that only 68, 75% the students interested learning English. The next item is about" Do you find difficulties when you do on short story questions?' the data is indicated that 56, 25% the students say Yes and 43, 75% the students say No. So based on the data only 56, 25% the students like four skills of English. The next item is about" Do you find difficulties when you do on short story questions?' the data is indicated that 68, 75% the students said Yes and 31, 25% the students said No. So, the data showed that only 68, 75% the students understood when they do the questions of short story. The next item is about "Are you feeling interest when the teacher read the English questions?" the data is indicated that 50% the students said Yes and 50% the students said No. So, the data showed that only 50% the students feel interest when the teacher read the questions about English. The next item is about" Are you translating English into Indonesian first?" the data is indicated that 68, 75% the students say Yes and 31, 25% the students say No. So, the data showed that only 68, 75% the students don't translate when they to the task of short story. The next item is about "With teacher guidance and direction, do you feel motivated to ask questions about things do not you understand?" the data is indicated that 81, 25% the students said Yes and 18, 75% the students said No. So, the data showed that only 81, 25% the students interested when the teacher give the guidance and direction to ask about the things that they don't understand. The next item is about "Is it fun to learn English?" the data is indicated that 81, 25% the students said Yes and 18, 75% the students said No. So, the data showed that only 81, 25% the students feel fun to learn English.

4. DISCUSSION

The findings of the research proved that the short story improved the students' vocabulary, can be seen by from the students score based on cycle I and cycle II. The students average score of cycle I was 64,81 and then the researchers continued to the second cycle with the average score of cycle II was 70 or 75% it had passed Minimum Mastery Criterion 65 as Minimum Mastery Criterion. On the other hand, improve the students score by used short story got the positive response from students in teaching-learning process in vocabulary used short story.

The discussion to answer the question "what are the students' problems in learning vocabulary using short story". The researchers distributed set of questionnaires to the students in collecting the data to get the real data about their perceptions toward improve students' vocabulary by using short story and to find out the problem faced by the students in learning vocabulary using short story.

5. CONCLUSION

After getting CAR of the eighth-grade students of MTs. Nurul Falah Kefamenanu, it can be concluded that short story significantly improved the students' vocabulary and can help them to remember and keep their vocabularies. It can be proved that the students' achievement in cycle I was 64, 81 or 37%. It means that were only 6 students passed the Minimum Mastery Criterion. Meanwhile, the students' achievement in cycle II was 75%. There were only 12 students passed the Minimum Mastery Criterion in which mean score of the students' vocabulary was 70. So, it achieved the Minimum Mastery Criterion.

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