



**THE USE OF ENGLISH SHORT STORY TO ENRICH STUDENTS'
VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTS
SWASTA ISLAMIAH YPI BATANG KUIS
IN 2017/2018 ACADEMIC YEAR**

“THESIS”

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ABSTRACT

RIZKA TRIA PARAMITA. 2019. THE USE OF ENGLISH SHORT STORY TO ENRICH STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTS SWASTA ISLAMIYAH YPI BATANG KUIS IN 22017/2018 ACADEMIC YEAR

Keyword: *English Short Story, Students' Vocabulary Mastery*

The objective of this research is to know the use of English short story to enrich students' vocabulary mastery. The subject of this research were students of VIII-Grade at MTS.S Islamiyah YPI Batang Kuis which consisted of 35 students in the academic year 2017/2018. The instrument of collecting data were qualitative data from observation, interview, diary notes and documentation. The quantitative data were taken from test, which was carried out in the end of every cycle. The test was given to the students in the form of pre-test, post-test I in the first cycle and post-test II in the second cycle.

Based on the result of the data analysis showed that the score of students increased from the cycle I until cycle II. It was showed from the mean of the pre-test was 52.74, there was 11.42% (4 students) who got successful score criteria 75 above. In the post-test of cycle I, the mean of the post-test of cycle I was 69.37, it was higher than the pre-test. There was 22.85% (8 students) who got successful score criteria 75 above. The percentage of the students' score from the pre-test to the post-test of cycle I was 11.43%. In the post-test of cycle II, the mean of the post-test of cycle II was 75.97 and the percentage was 57.14% (20 students) who got successful score criteria 75 above. The improvement of the students' score from the post-test of cycle I to the post-test of cycle II was improvement 34.29%. It showed that the use English short story was effective as it could improve students' vocabulary mastery.

Therefore, the hypothesis presented "The use of English short story to enrich students' vocabulary mastery at MTS.S Islamiyah YPI Batang Kuis" is accepted.

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CHAPTER I

INTRODUCTION

1.1. Background of Study

Learning english is very important for us, because it make us easy to communicate with the poeple in the world.English as foreign language has four skill. They are speaking, listening, writing and reading¹. It means that listening, speaking, reading and wrting need wide vocabulary acquisition. The acquisition of vocabulary becomes the most important part in learning foreign language. The communication will succeed or not it depends on the accurate vocabulary understanding. Where in learning English students cannot listen, speak, read and write well if they do not know vocabulary and any single word well.

In addition to knowing English words and their meanings, one must know also how the words work together in English sentences. It concludes that in teaching vocabulary is not only to give the meaning of the word but teach how the word works in sentence, because there are many words that have multiple meanings. In this case the grammar should be taught together with the vocabulary to the language learners to avoid many problems in learning English language.

In this case the researcher investigate the problem faced by the students at the eight grade of MTs.S Islamiyah YPI Batang Kuis in learning english vocabulary especially in word classes vocabulary. As we know that vocabulary is used quite often in teaching and learning English language. The help the students in enrich vocabulary mastery the writer uses English short story as a technique of

¹L.G. Alexander, (1975), Practiceand Progress, Yogyakarta: Ofset Kanisius, p.viii

teaching vocabulary. There are some problems found in the field when giving vocabulary materials to the students, especially in word classes category.

The students have to understand every single word in short story that they read. In fact most of the students do know the meaning of content word in short story that they read. The students' just read the content word in the short story and they don't know what the meaning that they read. And then most of the students do not know the meaning of word that is said by the teacher. Another problem is the students' difficult to memorize the meaning the word in short story that they read, especially in verb and noun. And the students' difficult how to pronounce well the word in short story that they read. Additionally, the writer found that the students there having lack of English vocabulary mastery.

This fact the researcher investigate the problem faced by the students' in learning vocabulary. And the researcher tries to find a good technique to help the students increasing their vocabulary mastery and motivate them to give an active participation in vocabulary learning process in class. As we know that vocabulary is used quite often in the teaching and learning English language. To help the students' in enrich vocabulary mastery the researcher uses English short story technique of teaching vocabulary. English short story is one of the learning technique. In English short story technique, the students can give an active participation during the learning process. Teacher should be able to develop any kind of material so that learning vocabulary will not become such boring and monotonous thing by English short story techniques.

Based on the statements above, the researcher has motivation to make a classroom research about the use English short story to enrich students' vocabulary mastery in learning English at MTs Swata Islamiyah YPI Batang Kuis.

1.2. Identification of Study

According what the writer wrote in background of the research about the use of english short story to enrich students' vocabulary mastery at Mts.S Islamiyah YPI Batang Kuis. The identification of the problems involve :

1. Most of the students do not know the meaning of the words especially in content vocabulary in short story that they read.
2. Most of students difficult in understanding and memorizing of vocabulary, especially in content vocabulary in short story that they read.
3. Most of the students do not know how to pronounce well the words well.

1.3. The Limitation of Study

Based on the background above, the researched limits the research on flash short story and content vocabulary.

1.4. The Formulation of Study

1. Why does the using of English short story enrich students' vocabulary mastery in learning English?
2. How does the using of English short story enrich students' vocabulary mastery in learning English?

1.5 The Objectives of Study

Based on the background, the objectives of the research are formulated as follows :

1. To find out the way of short storymedia application in enriching the students' vocabulary.
2. To describe the reason of the application of short story in enriching the students' vocabulary.

1.6. Significances of Study

The significances of this study is expected to be useful for :

1. For the researcher as a teacher, who will have an experience and capability in conducting a research on the students' ability in learning English as the first foreign language and to increase her ability in teaching as the good teacher in the future.
2. For students, to introduce and make the technique be familiar to the students in learning process and to explore the students mastery in vocabulary after applying project English short story technique.
3. For other researchers, to use this study as a reference to conduct next research.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

In conducting a research, theories are needed to explain some concept or terms applied in the research concerned. Some terms are used in this study and they need to be theoretically explained.

2.1.1. Vocabulary

A.S. Hornby (1987) said vocabulary is the total number words which make up language.² So language is arranged by so many words and phrase. Timothy Rasinski (2004) adds that vocabulary is knowledge of word meaning.³ It means that vocabulary has meaning that has to be learnt. Language as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar.

There are many definitions of vocabulary proposed by some experts. It is very important for one to know what vocabulary is before discussing vocabulary mastery. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills.

According to Hatch and Brown as quoted by Budi, the term vocabulary refers to a list or a set of words for particular language or a list of words that

²A.S. Hornby,(1987) *Oxford Advanced Learner's Dictionary*, Oxford University Press p.461

³ Timothy Rasinski, Nancy Padak, Rick M. Newton, and Evangeline Newton, (2004), *Building Vocabulary Grade 4: Kit eBook: Grade 4*, p. A 11.

individual speakers of language use.⁴ In addition, Macmillan Dictionary, vocabulary is a list of words and their meaning, especially in a book for learning a foreign language.⁵

Hornby says, “vocabulary is a total number of words which (with roles for combining them) make up a language”⁶. This definition tells us not only the number of words one knows but also the rules for combining the words to make up the language. It means that vocabulary covers knowing the meaning of words and their uses in context.

And J. Charles Alderson and Lyle F. Bachman say, “vocabulary is set of lexemes including single words, compound words and idioms”.⁷ And another definition said that “vocabulary is all the words used by particular person, or the words that exist in a particular language or subject”.⁸

Vocabulary researchers have tried to determine the size of the mental lexicon (how many words a person knows) and how a person accumulates this enormous number of words.⁹

From the explanation above, the writer concludes that vocabulary means the total number of words including single words, compound words and idioms that individual knows the rules for combining the words to make up a language or used by particular person.

⁴ Budi Setiawan, (2010), *Improving The Students' Vocabulary Mastery Through Direct Instruction*, Surakarta: Universitas Sebelas Maret, Page:8

⁵ Macmillan Dictionary, (2014), Macmillan Publisher Limited [Http://www.macmillan-dictionary.com/dictionary/british/vocabulary](http://www.macmillan-dictionary.com/dictionary/british/vocabulary), accessed on December, 02nd 2016 at 11.00 am

⁶ A S Hornby, (1987) *Oxford Advanced Learner's Dictionary of Current English*, New York : Oxford University Press, page: 959

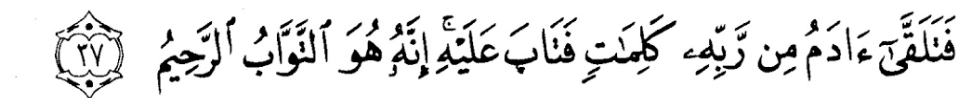
⁷ J. Charles Alderson and Lyle F. Bachman, (2000), *Assesing Vocabulary*, New York: Cambridge University Press, page:45

⁸ Cambridge University, (2003), *Cambridge Dictionary of American English*, New York: Cambridge University Press, page:973

⁹ John D. Bunting, (2006), *College Vocabulary*, New York: Houghton Mifflin Company, page:3

When we only know the form and meaning, but do not know the implementation of vocabulary in sentences, our vocabulary will be useless. So, it is important to teach vocabulary first to the student. Because vocabulary plays a significant role in supporting the mastery of a language skills such as listening, reading, speaking, and writing which are called by four skills of language. In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

Al Qur'an as guidance of life not only for students but also for all of Islamic people stated that the importance of vocabulary in Al Baqarah verse 37 Allah SWT said :



“Then Adam received from his Lord words. And his Lord pardoned him (accepted his repentance). Verily, He is the one who forgives (accepts repentance), the Most Merciful.”

It means Adam as first human being who did a mistake and he wanted the Lord forgive him, then he received a word from the Lord, so that Adam was pardoned by the Lord. Based on the verse it can be concluded that what or vocabulary is important.

2.1.2. The Kinds of Vocabulary

According to Thornbury, he explained that there are six kinds of vocabulary. They are :

1. Word Classes

Word classes is more familiar in morphology and syntax, but some people know this subject in grammatical. This subject usual called part of speech like noun, pronoun, verb, adjective, adverb, preposition, conjunction. These material is usual explain in grammar book.¹⁰

a) Noun

A noun is a part of speech, and parts of speech simply refer to types of words. Nouns identify people, places, things, and ideas. Nouns can be categorized as either countable noun and uncountable noun.¹¹

Example :

Countable Noun : Table, Book, Pen, Pencil, Paper

Uncountable Noun : Weather, Water, Rice, Sugar, Dust

b) Pronoun

Pronoun is a word that replaces a noun or noun phrase¹².

8 kinds of pronouns with examples:

- 1) Personal pronouns : I, you, we they, she, he, it
- 2) Possessive pronouns : My, your, her, their, ours
- 3) Reflexive pronouns : My self, Your selves, Theme selves,
- 4) Demonstrative pronouns : These, That, This, Those
- 5) Interrogative pronouns : Who?, which?, whom?, where?, when?, what?,
how ?
- 6) Relative pronouns : That, which, whose, what

¹⁰Scott Thornbury, (2002), *How to Teach Vocabulary*, Pearson Education Limited. P. 3

¹¹Wiwik Mardianti, (2012), *Countable-Uncountable Noun*, Jakarta Balai:Pustaka P.1

¹²Jo Killmiste, *Pronouns*, The University Of Newcastle: Australia P. 4
(https://www.newcastle.edu.au/__data/assets/pdf_file/0020/74252/8-Pronouns.pdf)
(accessed on : 07/02/2017 09.38 WIB)

7) Indefinite pronouns : All, Any, Someone

8) Reciprocal pronouns : One another, Each other

c) Verb

A verb asserts something about the subject of the sentence and express actions, events, or state of being.

Example : come, go, read, write, drink, eat, etc.

d) Adjective

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words.

Example : lonely, honest, young, etc

e) Adverb

An adverb indicates manner, time, place, cause, or degree and answer questions such as how, when, where, and how much.

Example : the child can answer all the question *well*(manner)

The water was *extremely* cold in winter (degree)

Afterwards we decided to go by car (time)

He looked *everywhere*, hoping to see his girlfriend in the crowd.

(place)

f) Preposition

Preposition is a part of speech which connect words, clauses and sentences together and shows relationships among other words in the sentence.

Example : I watch TV during the evening

g) Conjunction

Conjunction is a part of speech that connects two words, phrases or clauses together. Conjunction can be classified as coordinating or subordinating conjunction.

Example : Dion likes to read comics and story books (coordinating)

He will stand still until she opens the door (subordinating)¹³

In this case, researcher limit the research focus on word classes vocabulary.

2. Word Families

Same with word classes, word families also more familiar in morphology and syntax, this kind discuss about affix or shift of a word.

Example : Play-plays-played : inflected

Play-replay-playful : derivatives

3. Word Formation

In English language there are many kinds of formation or combination of word, such as :

- 1) Compounding: second-hand, word processor, typewriter
- 2) Blending: information + entertainment = infotainment
- 3) Conversion: I always **google** every information . The word “google” actually noun but it converted into verb.
- 4) Clipping: electronic mail = email, influenza = flu

4. Multi-Word Units

This kinds usuall formed phrasal verb and idioms.

¹³RahmahFithriani, (2010), *English Grammar*, Bandung : Ciptapustaka Media Perintis .69-105

Example : Look for, look after, wipe off, throw on:

5. Phrasal Verbs

Famous last word, eat your words, jack me around: Idioms

6. Collocation

This kind can means as two words together or more.

Example : this week, once more, once again, as well

7. Homonyms

Homonyms are words that have ame form but different meaning.

Example : well = sumur, baik,sehat

Left = kiri, berangkat,

Homograph is have same write but differnt meaning. ¹⁴

From the point of the knowledge of words, Kamil and Hibiart explained that there are at least two forms of vocabulary, receptive and productive. Receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading.¹⁵ Productive vocabulary is the set of words than an individual can use when writing or speaking. They are words that are well known, familiar and used frequently.

¹⁴Ibidp. 4-12

¹⁵Elfrida H. Hiebert, and Michael L Kamil, (2005). *Teaching and Learning Vocabulary: Perspectives and Persistent Issues*. New Jersey. Lawrence Erlbaum Associates. p.3

2.1.3. Benefits of Vocabulary Learning

There are many benefits of studying vocabulary at all grade levels. As follow :¹⁶

1. Boosts comprehension

Word knowledge contributes greatly to comprehension, by some estimates as much as 80 percent. We know that a large vocabulary deepens students' experiences with book and authors, and make it easier for them to infer the meaning of unfamiliar words they encounter in print, conversation, radio, movies and the internet.

2. Improves achievements

Students with large, rich vocabularies score higher on achievement tests than students with small vocabularies. Also, because vocabulary is directly related to knowledge of concepts, having a large vocabulary enables students to achieve higher standards in school and, later, at work

3. Enhances Communication

A large vocabulary promotes precise, powerful, and interesting speaking in writing. When students have a treasure trove of words at their command, they can understand their ideas others' ideas more easily and deeply, and others can understand their ideas more effectively as well.

4. Shapes Thinking

Words are tools for analyzing, inferring, evaluating, and reasoning. For example, students who know and can apply the grammar terms noun, verb, and

¹⁶ Karen Bromley, (2012), *Stretching Students' Vocabulary*, USA: Scholastic Professional Book: P 7

adjective are more likely to be able to discuss and revise their writing to make it clearer and more interesting for others.

According to some benefits of vocabulary above, we can imply that these benefits will give purpose to students' vocabulary work, to help them understand how to strong vocabulary helps them in the school and the world. These are not only for teacher, but parents also will need these benefits to understand it. Since parents are their children's first teacher and can be huge asst as teach vocabulary and word learning strategies.

2.1.4. Vocabulary Mastery

Vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.¹⁷ Vocabulary is about remembering the word.

Thombury also explain that how words are remember through the three memory system , short-term store (STS), working memory and long term memory.¹⁸

1. Short-term store (STS) is the brain's capacity to hold a limited number of items of information for periodsof time up to a few second. Succesful vocabulary learning clearly involves more than simply holding words in mind for few second. For words to be integrated into long-term memory they need to be subjected to different kinds of operations.
2. Focusing on words long enough to perform operations on STSis the function of working memory. Many cognitive tasks such as reasoning,

¹⁷McCarten, Jeanne,(2007), *Teaching Vocabulary Lessons from the Corpus Lessons for the Classroom*. New York: Cambridge University Press,p.21

¹⁸ Ibid, p. 45

learning and understanding depend on working memory. This capacity is made possible by existence of the articulatory loop, a process of subvocal repetition, a bit like loop in audio tape going round and round. It enables the short-term store to be refreshed. Having just heard a new word, for example, we can run it by as many times as we need in order to examine it.

3. Long-term memory can be taught of as a kind of filling system. Unlike working memory which has limited capacity and no permanent contents, long-term memory has an enormous capacity, and its contents are durable over time.

From the statement above the writer can conclude that mastery vocabulary is not remember word in one time. They should save the words in long time memory so that the students have not forgotten in many times. However, remember it is not enough. The students must know the meaning of word. Because, the students who has known words would be able use in both for spoken or written needs.

If the students master a large amount vocabulary, so the students can use the word in many kinds of sentence. He cannot only good in speaking but also at writing as well. They can understand about contain in a reading book especially English book. And then, they can use the words in daily live to try their language ability.

2.1.5. Teaching Vocabulary

The problem is that many students in need of vocabulary development do not engage in wide reading, especially of the kinds of books that contain

unfamiliar vocabulary, and these students are less able to derive meaningful information from the context.¹⁹

In learning, students must be master in vocabulary. To improve students' vocabulary, teacher taught the vocabulary in classroom. There are some steps in teaching and developing vocabulary in students :

1. Present the word clearly written in a paper or write it on the blackboard
2. Pronounce the word for the child, making sure that he or she looks at the words as it is pronounced.
3. Have the child pronounce the words, a gain making sure that the child looks at the word when it is pronounced.
4. Explain the meaning of words. And present the word in written sentence context.
5. Read the sentence to the students
6. Have the students read the sentence aloud.
7. Have the students identify the word, underlined the word and give its meaning.
8. Have the students make a sentence using the word
9. Have the students look at sentence and read it aloud
10. Present the word in isolation again, let the students pronounce it and give its meaning.

Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use appropriate technique and enough practice for certain words, so that the objectives will be achieved. Concerning the

¹⁹Susan Hanson and Jennifer FM Padua,(2011),*Teaching Vocabulary Explicitly*, Department of Education's Institute of Education Sciences:US, p.12

appropriate techniques, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of the words but also has to use appropriate method for each other aspect of language.

2.2. Short Story

A short story is one that is meant to be read in one setting. Typically, a short story ranges from 2000 to 7500 words in length. Short story is less complex than novels, often focusing on a single incident. They have a small number of characters. The short story, concise form of prose fiction, has received less attention from literary scholars than the novel. As with the novel, the roots of the short story lie in antiquity and the middle ages”.²⁰ Shortstory has characteristic received less attention from literary scholars than the novel and also has antique characterized.

In conclusion, short story is a brief prose fiction that includes all intrinsic elements such as character, plot, setting, theme and point of view that can be read in one single setting. Short story is classified into two major classification, short story based on the number of word (Short-short story and long short story) and short story based on the quality of work (literary and entertaining short story).

2.2.1. The Element of Short Story

1. Setting

Setting is the time and location in which a story takes place. Short story have some part there are :

1. Place, the place where is the action of the story taking
2. Time, when is the story taking (historical, period, time of day, year, etc)

²⁰MarioKlarer. (1998), An Introduction to Literary Studies, New York : Routledge.

3. Weather conditions, conditions when is the story taking, is it rainy, sunny, stormy, etc.
4. Social conditions, the daily life of the characters like? Does the story contain local colour (writing that focuses on the speech, dress, mannerisms, customs etc, of a particular place
5. Mood or atmosphere, the feeling is created at the beginning of the story.
Is it bright and cheerful or dark and frightening.

2. Plot

In longer forms of fiction, stories, tend to contain certain some core elements of dramatic structure, but a short story will focus on only one incident, has single plot, limited number of characters and covers a short period time, the dramatic structure are :

1. Exposition (the introduction of setting, situation, and main characters). An initial incident sets the story in motion.
2. Complication (the event that introduce the conflict): complications arise, often due to mistakes made by the protagonist. The protagonist faces some sort of crisis that causes them to change in some way.
3. Rising action, crisis (the decisive moment for the protagonist and his commitment to a course of action.) Based on the change they must settle the key conflict of the story in the climax.
4. Climax (the point highest interest in terms of the conflict and the point with the most action)
5. Resolution (the point when the conflict is resolved) and moral.²¹

²¹<http://en.m.wikipedia.org/wiki/shortstory> on December, 22nd 2016 at 14.30 pm.

Because of their short length, short stories may or may not follow this pattern, for example, modern short stories only occasionally have an exposition. More typical, though, is an abrupt beginning, with the story starting in the middle of the action. As with longer stories, plots of stories also have a climax, crisis, or turning point. However, the endings of many stories are abrupt and open and may or may not have a moral or practical lesson.

3. Conflict, is the central issues and makes the story move. Short stories have one conflict, while novel have many. Literary conflict includes internal conflict, also called man versus self conflict, and external conflict which man versus man, man versus nature, man versus society and man versus fate. The way conflict is used and how the conflicts are resolved are all determined by the type of story being told.²²
4. Character, is the mental, emotional and social qualities to distinguish one entity from another (people, animals, spirits, automatons, pieces of furniture, and the other animated object.
5. Theme, is the main idea that weaves the story together, the why, the underlying ideas of what happens in the piece of literature, often a statement about society or human nature.²³

2.2.2. Teaching prosedure of english short story (theory)

There are many ways in presenting vocabulary, those are:

1. Teacher explain about short story.
2. Give an English example to show how the word is used

²²[http:// www.suite101.com/content/writing-literature-types-of-conflict-a267096](http://www.suite101.com/content/writing-literature-types-of-conflict-a267096) on november 2nd 2017 at 08.36 pm.

²³www.homeofbob.com/histrcFictnElmntson november 2nd 2017 at 09.40 pm.

The teacher gives an English example firstly, and students follow and repeat it, it hopes can show how the word is used. The teacher gives the example firstly how to pronounce this word correctly, and say it clearly, then teacher asks to students follow and repeat it, after that teacher say.

3. Get the class to repeat the word in chorus

Teacher tries to repeat word, so that students can practice more, and they understand it.

4. Translate the word into the students' own language

Teacher gives the word on the text that has prepared, and also asks them to translate it into students' own language.

5. Ask students to translate the word

Commonly, the teacher gives the text, read it correctly, after that he or she asks students to translate the word.

6. Make a list of some new vocabulary and translate.

One technique of presenting new word is make a list of new vocabulary and they have to remember the word.

7. Ask questions using the new word

After the teacher gives an English example, follow, and repeat it correctly. Then the teacher asks questions using the new word to measure whether students can understand or not. Here, it can be argued that this way is very good for all of teachers to use this way, because many things can be gotten, they are: students can know, pronounce, use, and understand new word means. Besides that, teacher has to choose one of ways based on the students' level, students' ability, and conditions of vocabulary.

2.2.3. The Advantages of Using Short Story to Teaching Vocabulary

As we know there are many technique in teaching vocabulary.

1. The child can hone their think and imagination, through short story they can be cruising their horizon thingking will be better, more critical and smart. They can imagine the actors or situation in the story. Long time, they can try creativity with this way.
2. Short story can stimulate the development of the child. It is not only regenerate interest and the reading habits, but also play a role in developed the language and the mind of a child.
3. Short story can help the development of the child's personality. It's also help the understand feelings with recognize similarities feeling by the figure. Through the short story, child also can acquire understanding how figure solve a problem similar with them.

From the advantages of short story above, the writer can imply that through short story, the child will horne their think, their imagination and their language. If this case happend, so the child will be able to create a creativity that maybe bring them to be more familiar. Not only that, with short story, relation between parents to their child or the student to their teacher will be more tight. It is can also help them to solve their problem which similar with the story. To growth their sympatic with other people and environment.

2.3. Related Study

1. On Thesis by Maftuhah (University of Islamic of Lamongan) entitle is :
Improving The Students' Vocabulary Through Reading Children Short Stories at MTs Mendogo Glagah Lamongan in the Academic year 2012/2013. Based on the result of this research in the two cycles the research showed that there was a development students' vocabulary mastery, it can be seen from the percentage of students score of premilinary study were 53%, first test in cycle 1 70.01%, and in the second test in the cycle 2 was 76.07%. that mean the score in the cycle 2 who passed of criteria of success, it showed that there was improvement positive response in teaching learning process vocabulary through reading children short stories.
2. On Thesis by Winda Setianingtias (University of Jember) entitle is :
"Improving VIII-F Year Student's Vocabulary Achievement and Participation through Fairytales at SMP Negeri 1 Bangsalsari-Jember in 2011/2012 Academic Year. The research aimed to find out the student's achievement in vocabulary through Fairytales. The population was taken only one class in VIII-F class consist of 34 students. The writer used two cycles on her research, and she found that the students' score increse from the first cycle that is from 66,8 to 67,4 after being taught vocabulary through fairytales in the first cycle. There were 28 out of 34 students who were active during the teaching an learning vocabulary in the firest meeting . In the second meeting, there were 29 srudents or 85% out of 34 students who were active during teaching and learning vocabulary. In

the second cycle, in cycle 2 vocabulary achievement test was 77,27 (76,47 % of students have score at least 70. The score was improved from cycle 1 which has 67,4 to 77,27 in cycle 2. In first meeting in cycle 2 there were 30 students out of 34 students. In the second meeting in cycle 2 similarity there were 30 students out of 34 students who were active involved during (88,2 score (82,3%) become (85,2%). Thus, through fairytale story could improve students' vocabulary mastery. She suggested to the English teacher apply fairytale story as one of alternative in teaching vocabulary.

2.4. Conceptual Framework

Teaching is the process of giving instruction to do something to someone. Teaching is one of ways to transfer the knowledge and information. In teaching a subject matter, teacher is required to be more creative and have various kinds of media to enrich students' vocabulary mastery.

Vocabulary is a list of words and their meaning, especially in a book for learning a foreign language. Vocabulary is the total of words, which make up a language. It is one of the basic elements in achievement language skill. It is impossible for the students to understand their English teacher explanation without using more vocabulary.

Habit is something that is conducted repeatedly and continuously. In this study, the use of English children short story in their daily activity wherever and whenever it is. A habit can be done at home, at school, on the way and other places.

Based on the theoretical and conceptual framework, it is hoped that students' vocabulary mastery is higher by the use of english children short story.

2.5. Hyphotesis

Based on though of framework, it is defined that the hypothesis in this research is formulated as follow “there is an enriching of the eight grade students' vocabulary mastery through using short story as MTs. Swasta Islamiyah YPI Batang Kuis (H_1) and there is good response to this way from teacher and the students'.”

CHAPTER III

METHODOLOGY OF RESEARCH

3.1. The Design of Research

This study belongs to Classroom Action Research. Action Research is utilized because it is aimed at improving outcomes of teaching and learning. It helps the teacher be more aware of the process. Classroom action research is portrayed as a cyclical or spiral process involving steps of planning, acting, observing and reflecting with each of these activities being systematically and self critically implemented and interrelated.

The design of research used by the researcher is classroom action research. According to Harmer, action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures.²⁴ Arikunto stated that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.²⁵

According to Suharsimi, a classroom action research consists of three words. They are research, action, and class.

²⁴Suharsimi Arikunto, (2006), *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, page. 101.

²⁵Jeremy Harmer, (2003) *The Practice of English Language Teaching*, England: Longman, page : 344.

- 1) Class : a group of student who receive the lesson from teacher. In the other hand, class is the room of a group of students who are studying.²⁶

From this design of research is expected learning problem can be solved. This research start based on teacher observation in teaching learning process. Classroom action research gives a chance to the teacher to be more creative in teaching so that can increase their ability in transfered knowledge to solve the problem.

In conclusion, action research is trying out an idea in practice to improve something. The purpose is to improve school practice and at the same time improve those who try improving the practices. Action research is also the research design which is appropriate for teachers in order to develop their expertise in teaching.

The writer was conducted two cycles in this research. Each cycles of the action research included: planning, action, observation, and reflection.

3.2. The Location of Research

This research will conducted at MTs Islamiyah YPI Batang Kuis. The location of research is on Jl. Mesjid Jamik, Dusun 1 No. 59, Desa Bintang Meriah, Kecamatan Batang Kuis, Kabupaten Deli Serdang. The writer chose this location because in this location the researcher found the problem and the same research never been conducted there.

²⁶H. Chandra Wijaya dan Sahrum, (2013),. Penelitian tindakan kelas. page : 39-40

3.3. Subject or Participants of Research

This research was hold at MTs Islamiyah YPI Batang Kuis. The subjects of this research was classes of the eight grade. The participants of the research was 35 students at class VIII-1 at MTs Islamiyah YPI Batang Kuis in the academic year of 2017/2018. Their ages varied from thirteen to fifteen years old. The reason for choosing this class because the research found some students' problem in vocabulary.

3.4. The Procedure of Research

The procedure of research is conducted by making classroom action research method. The procedure of research have four meeting where divided into two cycles. Each cycles has two meeting and involves of four phase : planning, acting, observing, reflecting.

3.4.1. Planning

Planning was the arrangement for doing something. In planning, it was considered everything that was related to the action that would be done and it was also prepared everything that needed in teaching and learning process. There were many ativities in planning. They were:

1. Making the pretest as the instrument to know students' mastery in vocabulary before getting the treatments.
2. Preparing and making media that was needed when doing the scenario of teaching learning process.
3. Preparing the questionnaire sheet, observation sheet and those was used to know the students' reaction and class condition as a whole and also to saw

the development that existed when applying the technique as in the writing process.

4. Determining the collaborator who helped the researcher to do the research to analyzed the weakness in learning process and to reflected the result of teaching learning process.

3.4.2. Action

Action is the process of doing something. It was the implementation of planning. In this part everything that had been planned will be done. There are some activities :

1. Opening

1. Speak with a friendly greeting to the students when entering the classroom and prayed before the start of learning (values are inculcated: polite, caring)
2. Check for the presence of students (grades invested: disciplined, diligent)
3. Frequently asked questions about the activities undertaken.

2. Main

1. Provide an explanation of vocabulary to students
2. Distribute text short story in the form of the English language to students
3. Students listen and pay attention to the teacher's explanations about vocabulary
4. Students noted the explanation given by the teacher
5. Listen and look at short story shared by teachers.

6. The teacher read a short story then followed by students in a loud voice.
 7. Each student was instructed to interpret and analyze the types of vocabulary that is in the text of short story.
 8. Students who elect to move forward to write and explain the vocabulary that is in the text of short story.
 9. The students was given 45 minutes to translate the short story, and make list of new vocabulary that they know.
 10. After the students finished their translate in front of the class, the teacher asked some students to read their worksheet. Then, the teacher and students discussed the topic of the text.
3. Closing
1. Teachers provide conclusions on the learning
 2. Planning lessons for the next meeting
 3. Say hello to the students

3.4.3. Observation

Observation will be proposed to find out the information would be used evaluated and would be the basic of reflection. In this part, all of students in the classroom noted in diary notes, such as her/his attitude in doing vocabulary test.

3.4.4. Reflection

Reflection was the feedback process from the action that was done. It was very necessary to help the writer to make decision for what to do to revise, from the result of the observation, the problem that existed, the causes of the problem was analyzed. Action research was dynamic process in which these four steps

wasto be understood not static steps, complete in themselves. Improvements in understanding was appear at first as better developed rationale for the practice.

3.5. Techniques of Collecting Data

This research was the Classroom Action Research carried out by folowing the procedures of research which includes planning, acting, observating, and reflecting. All four of these activities took place repeatedly in the form of cycles. The research was done by collaborating with teachers. In this study, the data was collected by qualitative and quantitative approach.

3.5.1. Quantitative Data

Quantitative was used to describe what can be counted or measured and can be considered in objective way. Quantitative was obtained through test.

Documentation of the quantitative data was gained through tests. It was used to evaluate the action and the improvement from the students in writing class. The data was gained in the form of pre-test,post test in cycle.

3.5.2. Qualitative Data

Qualitative was generally used to describe data that was not receivable being counted and measured in an objective way, therefore, subjective. The qualitative data was obtained through observation and questionnaire which was related to teaching and learning process of vocabulary mastery.

1. Observations

The observations was conducted to discover the valuable information related to the teaching and learning process. The observation was given in observation sheet and also in lesson plan. The information here was related to the

students' involvement during the lesson, the students' understanding of the given materials, the techniques and method used by the teacher, and also the media used in teaching and learning process. In this case, the teacher observed the learning process on students.

2. Questionnaire

The researcher gave questionnaires to the students before and after the action. The questionnaire was used to collect the data from students. It was used to know the progress or improvement of students' writing ability. The researcher gave questionnaire to all of the students in the class.

3.6. Techniques of Analysis Data

Technique of data analysis came from the interpretation of the data collection. In analysis data, the researcher gets data from quantitative and qualitative. The qualitative data will be analyzed by using interview and observation sheet which described the success of the teaching learning process using short story to teach vocabulary. Data analysis method used in this research is descriptive analysis that is presented and analysis by factual information systematically. Below are the techniques of analysis data :

3.6.1. Quantitative Data

The quantitative data collected and analyzed by computing the score of writing test. For scoring this analysis the researcher use mean. Mean have meaning as the number of group data divided with number of value from respondent to see the average from the student test.

The mean will be gotten by using this formula²⁷ :

²⁷Sukardi,(2009), *Evaluasi Pendidikan Prinsip dan Operasionalnya*, Jakarta: PT Bumi

$$X = \frac{\sum x}{n}$$

In which :

X = means of the students' score

$\sum x$ = the total score

n = the number of the students

The score percentage of each cycle will be calculated by using this formula²⁸ :

$$P = \frac{R}{T} \times 100 \%$$

in which :

P = percentage of students who get point 70

R = number of students who get the point up to 70

T = the total number of the students.

3.6.2. Qualitative Data

1. Observation

The observation was attached from the observation sheet. This was how to count the score from the observation sheet: if the answer of the observation sheet was 50% "Yes", it meant that the researcher did the research well. But if the observation sheet result of "Yes" answer was under 50%, it meant that the learning process from the researcher was not good.

2. Questionnaire

The questionnaire was attached from all of students. In analyzing the questionnaire sheet, the researcher identified the students' answer in every question. The researcher identified the yes and no answer one by one of each question.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

4.1 The Data

The data of this research were quantitative and qualitative data. The quantitative data were taken from the writing test and the qualitative data were taken from the observation sheet, interview sheet, diary notes and documentation study.

The data were taken from one class that was VIII-1 of MTs.S Islamiyah Ypi Batang Kuis which consisted of 35 students; 18 students were male and 17 students were female. This research was conducted in two cycles. Each cycle consisted of four steps of action research (planning, action, observation and reflection). The first cycle was conducted in three meetings included pre-test of the first meeting and the post-test I of the third meeting. The second cycle also was conducted in three meetings included post-test II of the fifth meeting.

The qualitative data were taken from observation sheet that indicated the most students were active during the teaching learning process through the use of short story. It was done while the learning activities were going on. There was interview sheet used to analyze the students'. The diary notes which indicated students' respect and response in learning vocabulary English through the use of short story. The documentation study which indicated to take the picture when the students learned about vocabulary. It can show that they are serious or not when learning process.

4.1.1 The Quantitative Data

The quantitative data were taken from the result of students' vocabulary test in which was carried out in two cycles of classroom action research, which included three vocabulary test. The test were given to the students in the form of pre-test, post-test I and post-test II. The test was applied in order to enrich the students' vocabulary mastery.

The enrich of students' score in vocabulary test used short story could be seen in the table below:

Table 4.1
The Result of Students' Vocabulary Mastery

Num	Students' Initial Name	Pre-Test	Post-Test I	Post-Test II
1	AM	44	65	69
2	AR	47	75	76
3	AA	47	71	79
4	AS	48	61	70
5	ARP	38	72	77
6	COR	37	70	76
7	DAN	75	77	83
8	DHD	76	79	81
9	DH	56	69	80
10	FR	40	74	80
11	FF	55	69	72
12	FAH	35	68	78
13	HA	46	69	74
14	IAI	53	71	72
15	IH	45	70	79
16	MI	54	76	77
17	MG	45	75	82

Num	Students' Initial Name	Pre-Test	Post-Test I	Post-Test II
18	MM	77	80	85
19	MFB	64	69	74
20	MFK	46	54	69
21	MRN	42	63	68
22	MR	47	63	72
23	NAT	75	76	86
24	NAW	62	77	80
25	NNS	59	71	77
26	RTL	48	63	78
27	RR	48	66	72
28	RS	47	65	71
29	SM	54	67	70
30	SRA	56	62	80
31	SI	58	69	72
32	TRH	52	70	76
33	TSE	60	61	74
34	ZFP	52	72	78
35	ZN	58	69	72
Total (Y)		1846	2428	2659
Mean (X)		52.74	69.37	75.97

The enrich of students' vocabulary mastery could be seen from the mean of students' score from cycle I test until cycle II test. In the pre-test, the total of students' score was 1846 and the number of students was 35 persons, so the mean was 52.74. In the post-test I, the total of students' score was 2428 and the number of students was 35 persons, so the mean was 69.37. In the post-test II, the total of students' score was 2659 and the number of students was 35 person, so the mean

was 75.97. From the result, it can be concluded that the students' score kept improving in each test done.

The formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{X} : the mean of the students

$\sum x$: the number of score

N : the total number of students

In the pre-test, the total score of the students was 1846 and the number of the students was 35, so the mean was

$$\bar{X} = \frac{1846}{35} = 52.74$$

In the post-test I, the total score of the students was 2428, the number of the students was 35, so the mean was

$$\bar{X} = \frac{2428}{35} = 69.37$$

In the post-test II, the total score of the students was 2659, the number of the students was 35, so the mean was

$$\bar{X} = \frac{2659}{35} = 75.97$$

The mean of the students' score in the post-test II was the highest, so it could be seen that the students' vocabulary mastery increased from 52.74 to 75.97. The number of students' vocabulary mastery can be seen in table 4.1.

4.1.2 The Qualitative Data

The qualitative data were taken from the observation sheet, interview sheet, diary notes and documentation study.

a. Interview Sheet

The interview was conducted in two sessions. The first session was in the first meeting of cycle I and the second session was in the third meeting after the treatment of cycle II. The researcher interviewed the English teacher and the students. In the first session, the researcher interviewed the students about their vocabulary mastery. From the interview which was done between the researcher and the English teacher in the first meeting, it was found that students' vocabulary was medium because they did not organized the text well and they had less vocabulary in finding English word. It could be useful to interview the students in order to know the background of their difficulties.

In the second session, after the use of short story, they were interviewed about their respond when learning vocabulary by using short story. The students gave a good response about short story method in vocabulary mastery. Then they said that they were easier to find new vocabulary in that short story. And the third session, the students were interviewed to get their opinion or comment on the use of short story. From the interviewed, it was concluded that the students don't felt bored while learning by applying short story method. The method was fun and suitable in improving their vocabulary mastery. The interview report can be seen in appendix 6-11.

b. Observation Sheet

Observation was held to know and to get any information about the learning material which related to their knowledge about vocabulary mastery. The observation result of cycle I showed many students were still confused to participate in the teaching learning process. When the researcher asked them what they know about short story, only a few of the students could give answer. The students also said that they rarely listen a short story. Then the researcher asked the students about their problem in vocabulary mastery. Most students replied that they had difficult to find out the English word.

While in cycle II, the observer found that the teaching learning process which was conducted by applying short story ran well. The situation of the class was comfort and enjoyable. The students gave their good attention to the teacher's explanation and instruction. They also asked questions about what they did not understand when the researcher told the material. The complete observation can be seen in appendix 2-5.

c. Diary Notes

The researcher also took diary notes during the research. The diary notes were used to record the researcher's personal evaluation about the situation of the teaching learning activities, the students' progress of the vocabulary mastery and help the researcher to solve the students' problem. From the diary notes, it was shown that:

1. When the students did the pre-test, most of them seemed confused because they did not know how to write and have less vocabulary.

2. At the second meeting, during the teaching learning process by short story, the students looked enthusiastic to follow the researcher's instruction. But some of the students made little noisy.
3. At the third meeting, the students did the post-test I was similar with the test in pre-test. There were only a few students who write well.
4. At the fourth meeting in cycle II, the students looked more confident to give a response and asked some questions related to the material when the researcher explained about parts of short story text they had not understood. The details of the diary notes can be seen in appendix 12.

4.2 The Data Analysis

4.2.1 The Quantitative Data Analysis

In this research, the researcher gave the test to the students in each meeting. The test consisted of one question in essay form. The test were given to the students in the form of pre-test, post-test I and post-test II. The students' writing score were analyzed by calculating the five components of writing: content, organization, vocabulary, language use and mechanics.

The students' writing score in pre-test can be seen in table 4.2 below.

Table 4.2
The Students' Writing Test Score in Pre-test

Num	Students' Initial Name	Score	Criteria of Success ≥ 75
1	AM	44	Unsuccessful
2	AR	47	Unsuccessful
Num	Students' Initial Name	Score	Criteria of Success ≥ 75

3	AA	47	Unsuccessful
4	AS	48	Unsuccessful
5	ARP	38	Unsuccessful
6	COR	37	Unsuccessful
7	DAN	75	Successful
8	DHD	76	Successful
9	DH	56	Unsuccessful
10	FR	40	Unsuccessful
11	FF	55	Unsuccessful
12	FAH	35	Unsuccessful
13	HA	46	Unsuccessful
14	IAI	53	Unsuccessful
15	IH	45	Unsuccessful
16	MI	54	Unsuccessful
17	MG	45	Unsuccessful
18	MM	77	Successful
19	MFB	64	Unsuccessful
20	MFK	46	Unsuccessful
21	MRN	42	Unsuccessful
22	MR	47	Unsuccessful
23	NAT	75	Successful
24	NAW	62	Unsuccessful
25	NNS	59	Unsuccessful
26	RTL	48	Unsuccessful
27	RR	48	Unsuccessful
28	RS	47	Unsuccessful
29	SM	54	Unsuccessful
30	SRA	56	Unsuccessful
31	SI	58	Unsuccessful
Num	Students' Initial Name	Score	Criteria of Success ≥ 75

32	TRH	52	Unsuccessful
33	TSE	60	Unsuccessful
34	ZFP	52	Unsuccessful
35	ZN	58	Unsuccessful
Total ($\sum x$)		1846	
Mean (\bar{X})		52.74	

From the result of students' writing in pre-test can be explained that:

- a. The number of success students = 4 students
- b. The number of unsuccess students = 31 students
- c. The percentage of success students = $\frac{4}{35} \times 100\% = 11.42\%$
- d. The percentage of unsuccess students = $\frac{31}{35} \times 100\% = 88.57\%$
- e. The mean score = $\frac{1846}{35} = 52.74$

Table 4.3
The Completeness in Pre-test

Num	Score of Successful	Level of Successful	Number of Students	Percentage of Students
1	<75	Unsuccessful	31	88.57%
2	≥ 75	Successful	4	11.42%
Total			35	100%

From the table analysis, it can be seen that the students' achievement in writing text was low. The mean score was 52.74. From the level of successful, there were only 4 students got successful score was 11.42% and 31 students got unsuccessful score was 88.57%. It could be concluded that the students' ability in writing text about their vocabulary mastery was still low. Further, the researcher

did the treatment by using short story to enrich students' vocabulary mastery. To know the result of the treatment, the researcher gave the test in the end of cycle I as post-test I. The result of students' writing test score in post-test I can be seen in the following table:

Table 4.4
The Students' Writing Test Score in Post-Test I

Num	Students' Initial Name	Score	Criteria of Success ≥ 75
1	AM	65	Unsuccessful
2	AR	75	Successful
3	AA	71	Unsuccessful
4	AS	61	Unsuccessful
5	ARP	72	Unsuccessful
6	COR	70	Unsuccessful
7	DAN	77	Successful
8	DHD	79	Successful
9	DH	69	Unsuccessful
10	FR	74	Unsuccessful
11	FF	69	Unsuccessful
12	FAH	68	Unsuccessful
13	HA	69	Unsuccessful
14	IAI	71	Unsuccessful
15	IH	70	Unsuccessful
16	MI	76	Successful
17	MG	75	Successful
18	MM	80	Successful
19	MFB	69	Unsuccessful
20	MFK	54	Unsuccessful
21	MRN	63	Unsuccessful
Num	Students' Initial	Score	Criteria of

	Name		Success ≥ 75
22	MR	63	Unsuccessful
23	NAT	76	Successful
24	NAW	77	Successful
25	NNS	71	Unsuccessful
26	RTL	63	Unsuccessful
27	RR	66	Unsuccessful
28	RS	65	Unsuccessful
29	SM	67	Unsuccessful
30	SRA	62	Unsuccessful
31	SI	69	Unsuccessful
32	TRH	70	Unsuccessful
33	TSE	61	Unsuccessful
34	ZFP	72	Unsuccessful
35	ZN	69	Unsuccessful
Total ($\sum x$)		2428	
Mean (\bar{X})		69.37	

From the result of students' writing in post-test I can be explained that:

- The number of success students = 8 students
- The number of unsuccess students = 27 students
- The percentage of success students = $\frac{8}{35} \times 100\% = 22.85\%$
- The percentage of unsuccess students = $\frac{27}{35} \times 100\% = 77.14\%$
- The mean score = $\frac{2428}{35} = 69.37$

Table 4.5
The Completeness in Post-Test I

Num	Score of Successful	Level of Successful	Number of Students	Percentage of Students
1	<75	Unsuccessful	27	77.14%
2	≥75	Successful	8	22.85%
Total			35	100%

From the table analysis, it can be seen that the students' vocabulary mastery in writing test was still low. The mean score was 69.37. From the level of successful, there were 8 students got successful score was 22.85% and 27 students got unsuccessful score was 77.14%. It could be concluded that the students' vocabulary mastery in writing test was still low. The result of post-test I was categorized unsuccessful. The result of the Minimum Completeness Criteria (KKM) was up to 75 score (≥75). The average of students' score got 69.37. The score was got after implementation short story method in cycle I. It can be concluded that the teaching learning process in cycle I was not successful because the students who got successful were 8 students and 27 students was unsuccessful. Then, next implementation was continued in cycle II.

Table 4.6
The Students' Writing Test Score in Post-Test II

Num	Students' Initial Name	Score	Criteria of Success ≥ 75
1	AM	69	Unsuccessful
2	AR	76	Successful
3	AA	79	Successful
4	AS	70	Unsuccessful

Num	Students' Initial Name	Score	Criteria of Success ≥ 75
5	ARP	77	Successful
6	COR	76	Successful
7	DAN	83	Successful
8	DHD	81	Successful
9	DH	80	Successful
10	FR	80	Successful
11	FF	72	Unsuccessful
12	FAH	78	Successful
13	HA	74	Unsuccessful
14	IAI	72	Unsuccessful
15	IH	79	Successful
16	MI	77	Successful
17	MG	82	Successful
18	MM	85	Successful
19	MFB	74	Unsuccessful
20	MFK	69	Unsuccessful
21	MRN	68	Unsuccessful
22	MR	72	Unsuccessful
23	NAT	86	Successful
24	NAW	80	Successful
25	NNS	77	Successful
26	RTL	78	Successful
27	RR	72	Unsuccessful
28	RS	71	Unsuccessful
29	SM	70	Unsuccessful
30	SRA	80	Successful
31	SI	72	Unsuccessful
32	TRH	76	Successful
33	TSE	74	Unsuccessful

Num	Students' Initial Name	Score	Criteria of Success ≥ 75
34	ZFP	78	Successful
35	ZN	72	Unsuccessful
Total ($\sum x$)		2659	
Mean (\bar{X})		75.97	

From the result of students' writing in post-test II can be explained that:

- The number of success students = 20 students
- The number of unsuccess students = 15 students
- The percentage of success students = $\frac{20}{35} \times 100\% = 57.14\%$
- The percentage of unsuccess students = $\frac{15}{35} \times 100\% = 42.85\%$
- The mean score = $\frac{2659}{35} = 75.97$

Table 4.7
The Completeness in Post-Test II

Num	Score of Successful	Level of Successful	Number of Students	Percentage of Students
1	<75	Unsuccessful	15	42.85%
2	≥ 75	Successful	20	57.14%
Total			35	100%

From the table analysis, it can be seen that the students' achievement in writing test improved. The mean score was 75.97. From the level of successful, there were 20 students got successful score was 57.14% and 15 students got unsuccessful score was 42.85%. It could be concluded that the students' achievement in writing narrative text improved. The result of post-test II was categorized successful. The result of the Minimum Completeness Criteria (KKM)

was up to 75 score (≥ 75). The average of students' score got 75.97. It can be concluded that the teaching learning process in cycle II was successful.

Table 4.8
The Result of Students' Writing Test on Pre-Test,
Post-Test I and Post-Test II

Num	Students' Initial Name	Pre-Test		Post-Test I		Post-Test II	
		Score	Criteria Success (≥ 75)	Score	Criteria Success (≥ 75)	Score	Criteria Success (≥ 75)
1	AM	44	Unsuccessful	65	Unsuccessful	69	Unsuccessful
2	AR	47	Unsuccessful	75	Successful	76	Successful
3	AA	47	Unsuccessful	71	Unsuccessful	79	Successful
4	AS	48	Unsuccessful	61	Unsuccessful	70	Unsuccessful
5	ARP	38	Unsuccessful	72	Unsuccessful	77	Successful
6	COR	37	Unsuccessful	70	Unsuccessful	76	Successful
7	DAN	75	Successful	77	Successful	83	Successful
8	DHD	76	Successful	79	Successful	81	Successful
9	DH	56	Unsuccessful	69	Unsuccessful	80	Successful
10	FR	40	Unsuccessful	74	Unsuccessful	80	Successful
11	FF	55	Unsuccessful	69	Unsuccessful	72	Unsuccessful
12	FAH	35	Unsuccessful	68	Unsuccessful	78	Successful
13	HA	46	Unsuccessful	69	Unsuccessful	74	Unsuccessful
14	IAI	53	Unsuccessful	71	Unsuccessful	72	Unsuccessful
15	IH	45	Unsuccessful	70	Unsuccessful	79	Successful
16	MI	54	Unsuccessful	76	Successful	77	Successful
17	MG	45	Unsuccessful	75	Successful	82	Successful
18	MM	77	Successful	80	Successful	85	Successful
19	MFB	64	Unsuccessful	69	Unsuccessful	74	Unsuccessful
20	MFK	46	Unsuccessful	54	Unsuccessful	69	Unsuccessful
21	MRN	42	Unsuccessful	63	Unsuccessful	68	Unsuccessful
22	MR	47	Unsuccessful	63	Unsuccessful	72	Unsuccessful
23	NAT	75	Successful	76	Successful	86	Successful

Num	Students' Initial Name	Pre-Test		Post-Test I		Post-Test II	
		Score	Criteria Success (≥ 75)	Score	Criteria Success (≥ 75)	Score	Criteria Success (≥ 75)
25	NNS	59	Unsuccessful	71	Unsuccessful	77	Successful
26	RTL	48	Unsuccessful	63	Unsuccessful	78	Successful
27	RR	48	Unsuccessful	66	Unsuccessful	72	Unsuccessful
28	RS	47	Unsuccessful	65	Unsuccessful	71	Unsuccessful
29	SM	54	Unsuccessful	67	Unsuccessful	70	Unsuccessful
30	SRA	56	Unsuccessful	62	Unsuccessful	80	Successful
31	SI	58	Unsuccessful	69	Unsuccessful	72	Unsuccessful
32	TRH	52	Unsuccessful	70	Unsuccessful	76	Successful
33	TSE	60	Unsuccessful	61	Unsuccessful	74	Unsuccessful
34	ZFP	52	Unsuccessful	72	Unsuccessful	78	Successful
35	ZN	58	Unsuccessful	69	Unsuccessful	72	Unsuccessful
Total (Y)		1846	Unsuccessful	2428	Unsuccessful	2659	Successful
Mean (X)		52.74		69.37		75.97	

The mean of students' vocabulary mastery in writing test improved on pre-test, post-test I of cycle I and post-test II of cycle II. The percentage of students' vocabulary mastery in writing test was shown as follow:

Table 4.9

The Percentage of the Students' Achievement in Writing Test

Test	Number of Students Who Get Score ≥ 75	Percentage
Pre-Test	4	11.42%
Post-Test I	8	22.85%
Post-Test II	20	57.14%

From the table 4.9 above showed the improvement of students' score from the pre-test to the post-test II. The pre-test was only 11.42% (4 students) who got

score up to 75. In the post-test I was 22.85% (8 students). The improvement was about 11.42%. In the post-test II was 57.14% (20 students) who got score up to 75, so the students' improvement in writing test was about 34.29%. The total improvement of the students' score from pre-test to post-test II was 45.72%. It can be concluded that short story effectively and efficiently in helping students to enrich their vocabulary mastery for VIII grade of MTS.S Islamiyah YPI Batang Kuis.

4.2.2 The Qualitative Data Analysis

4.2.2.1 The First Cycle

There were some activities done in cycle I:

a. Planning

There were some activities conducted during this step, they were:

1. Arranging the schedule of research

This classroom action research was conducted in December 2017. Cycle I was planned with time allocation 6×45 minutes (2 meeting).

2. Preparing the Learning Implementation Plan based on the syllabus

The researcher arranged the Learning Implementation Plan as a guide to teach the learning material. The learning material was about vocabulary.

3. Determining the Minimum Criteria Competence

The minimum criteria competence determined in this research was the students' average score ≥ 75 .

4. Preparing the instrument of the research

The researcher prepared the observation sheet of students' learning activities, the observation sheet of teacher's teaching activity, interview

sheet of students' problem in vocabulary, interview sheet teacher's problem in teaching vocabulary, and also the test. The test was subjective test in essay form.

b. Action

Action was certainly conducted based on the planning which has been arrange before. Thus, there were some activities done by the researcher. They were:

1. The researcher provided the pre-test to the students. While doing the pre-test, the researcher observed the situation of the class by asking the students about short story.
2. The researcher told the students the learning material being discussed and the learning purposes. The researcher explained what short story was, the sosial function, the generic structure, the linguistic features of the text.
3. After the researcher gave the explanation about short story, then the researcher asked the students to find new vocabulary in the short story the post-test I.

c. Observation

The observation done in the classroom while the action in cycle I was conducting. It was focused on the learning activities of learning vocabulary through the short story. The learning activities included the teacher's activities and the students' activities during the teaching learning process.

Based on the observation, the teacher's activities during the learning can be seen in table 4.10 below.

Table 4.10
The Result of Observation on the Teacher's Activities in Cycle I

Num	Teacher's Activities	Cycle I		Category
		1 st Meeting	2 nd Meeting	
1	The teacher comes on time to the class.	4	4	Very Good
2	The teacher greets and checks the students' attendant list.	3	3	Good
3	The teacher gives motivation to the students.	3	3	Good
4	The teacher gives warming up to the students, such as given some questions about the topic that will be discussed.	4	4	Very Good
5	The teacher tells to the students the goal of learning.	3	3	Good
6	Teacher's explanation is clear when delivering the materials.	3	3	Good
7	The teacher gives a chance to the students to ask some questions related to vocabulary mastery	3	3	Good
8	The teacher concludes the material.	4	4	Very Good
9	The teacher gives test to the students related to vocabulary mastery.	4	4	Very Good
Number of Score		31	31	
Total Score		36		
Percentage of Teacher's Activity		86.11%		

Category: 1= Poor 2 = Fair 3 = Good 4 = Very Good

$$\text{Score} = \frac{\text{Number of Score}}{\text{Number of Activity}} = \frac{31}{9} = 3.4 \text{ (Good)}$$

$$\text{Percentage of Teacher's Activity} = \frac{\text{Number of Score}}{\text{Number of Activity}} \times 100\%$$

$$= \frac{26.5}{40} \times 100\% = 66.25\%$$

Based on the table above, the researcher had maximal in category “Good” in applying short story in vocabulary mastery with the percentage of teacher’s activities was 86.11%

The data related to the students’ activities during the learning can be seen in table 4.11 below.

Table 4.11
The Result of Observation on the Students’ Activities in Cycle I

Num	Students’ Activities	Cycle I		Category
		1 st Meeting	2 nd Meeting	
1	The students give the response to the teacher’s greeting before starting the lesson.	3	3	Good
2	The students are motivated by the teacher.	2	3	Good
3	The students participate in teaching learning process.	2	3	Good
4	The students pay attention to the teacher’s explanation.	2	2	Fair
5	The students show their interesting in doing the learning activities through short story method.	3	3	Good
6	The students do instruction from the teacher.	3	3	Good
7	Students are not confused about short story in the teaching learning process.	3	3	Good
8	The students response some questions that given by the teacher	2	3	Good

9	The students ask the question to the teacher about what they do not understand well.	2	2	Fair
10	The students do the test independently.	3	3	Good
Number of Score		25	28	
Total Score		40		
Percentage of Students' Activity		66.25%		

Category: 1= Poor 2 = Fair 3 = Good 4 = Very Good

$$\text{Score} = \frac{\text{Number of Score}}{\text{Number of Activity}} = \frac{26.5}{10} = 2.65 \text{ (Good)}$$

Based on the table above can be concluded that student activity during the teaching learning process in applying short story is “Good” with percentage of students activities was 66.25%. That is from:

$$\begin{aligned} \text{Percentage of Students' Activity} &= \frac{\text{Number of Score}}{\text{Number of Activity}} \times 100\% \\ &= \frac{26.5}{40} \times 100\% = 66.25\% \end{aligned}$$

d. Reflecting

After students' writing test was corrected, it was found that students' vocabulary mastery was better than before. There were two test that had been taken (the pre-test and the post-test I). From the result of the students' writing test. The students' score in post-test I of cycle I were better than their scores in pre-test. This proved that the implementation of short story method is able to improve the students' vocabulary mastery.

Nevertheless, there were still some obstacles found in cycle I. Firstly, there was not enough time for applying the method. Secondly, they still found it difficult to organize sentences in English because they had less vocabulary so that

it took long time for them to write. Thirdly, there were some students who were not active during the learning. The evaluation of three meetings became the reflection to the researcher in conducting cycle II. The evaluation were obtained from the result of students writing test, the researcher's observation of students' attitude in the teaching learning process. The researcher also made diary notes about the situation when teaching learning process was doing and took some photographs to show that they were serious when the teaching learning process.

4.2.2.2 The Second Cycle

Based on the reflection of the cycle I, it was needed to conduct the cycle II. This cycle was intended to solve problems found in the cycle I and to improve the success that had been achieved in the previous cycle. This cycle was also done in three meetings. A writing test was also administered in the last meeting. The detail steps of cycle II was described as follows:

a. Planning

The researcher still concentrated to the same goals of learning as the cycle I, but it would be higher level to students. In this phase, the researcher planned to explained the short story deeper by giving more examples of short story. In this cycle, the researcher as the teacher

1. The researcher would be active in monitoring all students in helping them to solve their difficulties in writing.
2. The interaction between the researcher and the students was improved in asking question, responding students' questions and giving explanation.
3. The time would be managed effectively and efficiently.

b. Action

The students were taught to write narrative text by implementing short story method. The procedures of implementation of this method were same as the cycle I. But in this cycle, the teacher explained deeper about Short Story Method. There were three stages in doing the action, they were:

1. At the pre-writing stage, the teacher gave explanation about short story clearly. Then the teacher gave a chance to the students to ask a question related to its.
2. At the writing stage, the teacher asked the students to read aloud their writing. Then, the other students listened to the students' performance. When the student was reading, the teacher made a list of the new words they got. The teacher asked them to find out the meaning of those words. After that, the teacher asked them to revise the content of their writing.
3. At the post writing stage, the students are being to write again a short story. The teacher asked them to find new words in short story. Then, the teacher collect their worksheet.

c. Observation

In the cycle II, the students were more serious and focused when they were writing. They were also active in asking questions and they felt interesting to find new vocabulary by implementing Short Story Method. Thus, the obstacles which happened in cycle I could be overcome. They had better knowledge in vocabulary mastery. The teacher had been successful in improving her interaction with the students. The observation of the teacher's activities during the teaching learning process in cycle II can be seen in table 4.12 below.

Table 4.12
The Result of Observation on the Teacher's Activities in Cycle II

Num	Teacher's Activities	Cycle II		Category
		4 th Meeting	5 th Meeting	
1	The teacher comes on time to the class.	4	4	Very Good
2	The teacher greets and checks the students' attendant list.	3	3	Good
3	The teacher gives motivation to the students.	3	3	Good
4	The teacher gives warming up to the students, such as given some questions about the topic that will be discussed.	4	4	Very Good
5	The teacher tells to the students the goal of learning.	4	4	Very Good
6	Teacher's explanation is clear when delivering the materials.	3	3	Good
7	The teacher gives a chance to the students to ask some questions related to short story	4	4	Very Good
8	The teacher concludes the material.	4	4	Very Good
9	The teacher gives test to the students related to vocabulary mastery.	3	3	Good
Number of Score		32	32	
Total Score		36		
Percentage of Teacher's Activity		88.89%		

Category: 1= Poor 2 = Fair 3 = Good 4 = Very Good

$$\text{Score} = \frac{\text{Number of Average Score}}{\text{Number of Activity}} = \frac{32}{9} = 3.56 \text{ (Very Good)}$$

$$\text{Percentage of Teacher's Activity} = \frac{\text{Number of Average Score}}{\text{Number of Activity}} \times 100\%$$

$$= \frac{32}{36} \times 100\% = 88.89\%$$

Based on the table above, the researcher had maximal in category “Very Good” in applying Short Story in vocabulary mastery with the percentage of teacher’s activities was 88.89%

The data related to the students’ activities during the learning in cycle II can be seen in table 4.13 below.

Table 4.13
The Result of Observation on the Students’ Activities in Cycle II

Num	Students’ Activities	Cycle II		Category
		4 th Meeting	5 th Meeting	
1	The students give the response to the teacher’s greeting before starting the lesson.	3	4	Very Good
2	The students are motivated by the teacher.	2	3	Good
3	The students participate in teaching learning process.	3	3	Good
4	The students pay attention to the teacher’s explanation.	2	3	Good
5	The students show their interesting in doing the learning activities through implementing of Short Story Method	3	4	Very Good
6	The students do instruction from the teacher.	3	4	Very Good
7	Students are not confused about short story in the teaching learning process.	3	3	Good
8	The students response some questions that given by the teacher	3	3	Good

9	The students ask the question to the teacher about what they do not understand well.	2	3	Good
10	The students do the test independently.	3	3	Good
Number of Score		27	33	
Total Score		40		
Percentage of Students' Activity		75%		

Category: 1= Poor 2 = Fair 3 = Good 4 = Very Good

$$\text{Score} = \frac{\text{Number of Average Score}}{\text{Number of Activity}} = \frac{30}{10} = 3 \text{ (Good)}$$

Based on the table above can be concluded that student activity during the teaching learning process in applying Short Story is “Good” with percentage of students activities was 75%. That is from:

$$\begin{aligned} \text{Percentage of Students' Activity} &= \frac{\text{Number of Average Score}}{\text{Total Score}} \times 100\% \\ &= \frac{30}{40} \times 100\% = 75\% \end{aligned}$$

d. Reflection

As the result of observation in cycle II, it was found that the percentage of the students' activities improved. It was very different from the students' activities in cycle I in which the students still passive in learning. While in cycle II, most of the students involved actively during the teaching learning process.

The improvement of students' activities certainly affected the students' score in cycle II. Those who were involved actively in learning were able to achieve the Minimum Completeness Criteria (KKM) ≥ 75 score. It could be seen on the result of students' writing test in cycle II (see table 4.6) that there were 20

students who got score ≥ 75 . It meant that the students' vocabulary mastery by using the short story.

4.3 Hypothesis Testing

Testing hypothesis was aimed to know whether the hypothesis presented by the researcher accepted or rejected on the use of English short story to enrich students' vocabulary mastery at VIII- Grade of MTS.S Islamiyah YPI Batang Kuis. The result of students' writing test in cycle I and II were analyzed by using statistical analysis t-test. The analysis of t-test can be seen in table 4.14 below.

Table 4.14

The T-test Analysis of the Students' Writing Score in Cycle I and II

Num	Students' Initial Name	Cycle I (Post-Test I)	Cycle II (Post-Test II)	D	D²
1	AM	65	69	4	16
2	AR	75	76	1	1
3	AA	71	79	8	64
4	AS	61	70	9	81
5	ARP	72	77	5	25
6	COR	70	76	6	36
7	DAN	77	83	6	36
8	DHD	79	81	2	4
9	DH	69	80	11	121
10	FR	74	80	6	36
11	FF	69	72	3	9
12	FAH	68	78	10	100
13	HA	69	74	5	25
14	IAI	71	72	1	1
15	IH	70	79	9	81
16	MI	76	77	1	1
17	MG	75	82	7	49

18	MM	80	85	5	25
19	MFB	69	74	5	25
20	MFK	54	69	15	225
21	MRN	63	68	5	25
22	MR	63	72	9	81
23	NAT	76	86	10	100
24	NAW	77	80	3	9
25	NNS	71	77	6	36
Num	Students' Initial Name	Cycle I (Post-Test I)	Cycle II (Post-Test II)	D	D ²
26	RTL	63	78	15	225
27	RR	66	72	6	36
28	RS	65	71	6	36
29	SM	67	70	3	9
30	SRA	62	80	18	324
31	SI	69	72	3	9
32	TRH	70	76	6	36
33	TSE	61	74	13	169
34	ZFP	72	78	6	36
35	ZN	69	72	3	9
Total				Σ D = 231	Σ D² = 2101

From the table 4.14 above, it can be seen that the analysis of the students' writing result in cycle I and II is differ. The items those were required to calculate the $t_{\text{observation}}$ (t_o) can be listed as follows:

$$\bar{D} = \frac{\sum D}{N} = \frac{231}{35} = 6.6$$

$$\sum D = 231$$

$$\sum D^2 = 2101$$

$$N = 35$$

Then, $t_{\text{observation}} (t_o)$ can be obtained through the use of t-test formula with the data above are inserted. The calculation is presented below:

$$\begin{aligned}
 t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
 &= \frac{6.6}{\sqrt{\frac{2101 - \frac{(231)^2}{35}}{35(35-1)}}} \\
 &= \frac{6.6}{\sqrt{\frac{2101 - 1524.6}{35(34)}}} \\
 &= \frac{6.6}{\sqrt{\frac{576.4}{1190}}} \\
 &= \frac{6.6}{0.69} = 9.56
 \end{aligned}$$

After calculated the t-test, the researcher used critical values of students' distribution (t) at the level of significance (α) = 0.05.

$$df = N-2$$

$$= 35-2$$

$$= 33 \text{ (} t_{\text{table}} = 2.03 \text{ at } \alpha = 0.05 \text{)}$$

The result shows that $t_{\text{observation}} > t_{\text{table}}$ ($9.56 > 2.03$) at the level of significance 0.05. It means that H_a (alternative hypothesis) is accepted and H_o (null hypothesis) is rejected. It can be said that the use of English short story to enrich students' vocabulary mastery. (See appendix 14).

4.4 Research Finding

The finding of this research involved all the quantitative and qualitative data from all the meetings. In the first meeting, there were pre-test. It was found that the students' writing score was still low. They were confused in writing down their ideas and the use of grammar, structure and sentence construction were bad. However, they still had some problems in vocabulary mastery, the result of the post-test I was better than the result of the pre-test. After the researcher conducted the cycle II, the result of post-test II was better than the post-test I of the cycle I.

Table 4.15
The Improvement of the Students' Vocabulary Score

	Pre-Test	Post-Test I	Post-Test II
	1st Meeting	3rd Meeting	6th Meeting
Total Score	1846	2428	2659
Mean	52.74	69.37	75.97
Number of students who got score ≥ 75	4	8	20
Percentage of the students who got score ≥ 75	11.42%	22.85%	57.14%

Table 4.15 showed that the students' improvement of writing test from the pre-test to the post-test II. The mean score of the pre-test was 52.74%. In the pre-test, the students who got score ≥ 75 were only 4 students (11.42%). It indicated that the result of students' writing scores in pre-test was low.. After the cycle I was conducted, the mean score of the post-test I was 69.37. In the post-test of cycle I, the students who got ≥ 75 were 8 students (22.85%). It indicated that the students' writing scores in post-test I showed the improvement from the pre-test.

The improvement was about 11.42%. The researcher were not satisfied for the result of the cycle I because the percentage of the students who got score up to 75 had not achieved yet. So, the cycle II was conducted. In this cycle, the mean score was 75.97. It indicated that the mean score in cycle II was better than cycle I. The percentage of students who got score ≥ 75 improved. There were 20 students or 57.14% of the students had been successfully achieved score ≥ 75 in their writing test. In other words, the students' writing score kept improving in each meetings. It indicated that the use of English Short Story was effective as technique can improve students' vocabulary mastery.

The result of the data analysis of the students' writing score in cycle I and II showed that $t_{\text{observation}} > t_{\text{table}}$ at the level of significance ($\alpha=0.05$) was 2.03 or $9.56 > 2.03$, it indicates that the use of English short story was able to enrich the students' vocabulary mastery at VIII-Grade of MTS.S Islamiyah YPI Batang Kuis. Therefore, alternative hypothesis (H_a) is accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this action research, it can be concluded that:

1. The students' vocabulary mastery before using English short story was low. It was showed from the mean score of pre-test, where there were only four students who got score 75 above (≥ 75) or it was only 11.42%. It indicated that the students have low vocabulary mastery.
2. After analyzing the data, it was found that the students' score improved from the first cycle and the second cycle. The total score of pre-test showed that the percentage of students' score was 11.42%, there were only four students who got score 75 above. In the post-test I of cycle I, there was 22.85% or eight students who got score 75 above. It meant that there was improvement about 11.42%. In the post-test II of cycle II, there was 57.14% or 20 students who got score 75 above. It meant that improvement was about 34.29. The total improvement of the students' score from the pre-test to the post-test II was 45.72%. It meant that the total students' score had been achieved the Minimum Completeness Criteria (Kriteria Ketuntasan Minimum: KKM).
3. The use of English short story to enrich the students' vocabulary mastery at VIII-Grade of MTS.S Islamiyah YPI Batang Kuis. It was proved by the statistical analysis t-test in which $t_{\text{observation}} = 9.56$ and t_{table} with the level of

significance ($\alpha=0.05$) is 2.03. It means that $t_{\text{observation}}$ is greater than t_{table} .

Therefore, the hypothesis is accepted.

B. Suggestion

The finding of this study showed valuable contribution for those who are interested in teaching writing narrative text, especially for:

1. The English teacher, it is expected to apply the various learning models; one of them is Short Story to enrich students' vocabulary mastery, so it make the students interest and active in the the teaching learning process.
2. The students, it is useful for them to practice their vocabulary mastery because Short Story helps the students to find new words in the text.
3. Other researcher who are interested for further study related to this research should explore the knowledge to enlarge their understanding about how to enrich vocabulary mastery and search the other references.

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Appendix I

LESSON PLAN

School : MTs.S Islamiyah YPI Batang Kuis
Subject : English
Class/Semester : XIII/1
Time Allocation : 2 × 45 minutes
Meeting : I

A. Core Competence

1. Appreciating and applying the religion study they believe.
2. Appreciating and applying the honest behaviourism, discipline, responsible, care (work together, cooperative, tolerance, peaceful), polite, responsive and pro-active and show attitude as a part of solution for every problem in interacting effectively with social and natural environment and also in putting themselves as nation reflections in world association.
3. Understanding, applying, analyzing the factual knowledge, conceptual, procedural based on his curiosity about science, technology, art, culture, and humanity with knowledge og humanity, national, state, ad civilization related to the cause of phenomenon and events, as well as applying procedural knowledge in a specific field of study according to their talents and interests to solve problems.

4. Processing, reasoning, and presenting in concrete and abstract domain related to the development of what is learned individually at the school, and be able to use the methods according to the rules of science.

B. Basic Competence

1. Appreciate the opportunity to learn English as an International language which is shown in the spirit of learning.
2. Show responsibility, care, cooperation, peace and love behavior in performing functional communication.
3. translate well and understand what the meaning of short story.

C. Indicator

1. Students know more vocabulary and the meaning.
2. Students understand and memorizing vocabulary from short story.
3. Students can pronoun well the word in short story that they read.
4. Students can translate well the short story.

D. Learning Objectives

Through the process the students are expected to be able to:

1. Identify translate the short story in good text.
2. Identify vocabulary students.

E. Learning Materials

- a. Short story (short story is a brief prose fiction that includes all intrinsic elements such as character, plot, setting, theme and point of view that can be read in one single setting.)

The Example of Short Story

Two frogs had lived in a village all their lives. they thought they would like to go and see the big city that was about ten miles away.

They talked about it for a long time, and at last they set off to see the city.

It was a hot day, and they soon began to feel tired. They had only gone a little way when one said to the other, "We must be nearly there. Can you see the city?"

"No," said the other frog; "but if I climb on your back I might be able to see it."

So he climbed up on the back of the other frog to see the city.

Now when the frog put up his head, his eyes could only see what was behind, and not what was in front. So he saw the village they had just left.

"Can you see the city?", asked the frog who was below.

"Yes," answered the frog who had climbed up. " I can see it. It looks just like our village."

Then the frogs thought that it was not worthwhile going any farther. They went back and told the frogs round the village that they had seen the city, and it was just like theirs.

b. Vocabulary is the total number words which make up language

Example : book = buku, pencil = pencil, bag = tas

F. Learning Method

a) Method : Discussion, question and answer

b) Technique : observation

G. Learning Resources

a) Media : Children fairy tale short story book, whiteboard.

b) Source : Relevant text book

H. Learning Activities

Meeting 1

	Teacher's Activity	Students' Activity	Time Allocation
Pre-Activities	a) Teacher greets the students b) Teacher asks the class leader to lead the prayer c) Teacher checks the students' attendance d) Teacher motivates the students e) Teacher gives an orientation test about short story and vocabulary	a) Students give response to the teacher's greetings b) Students pray c) Students give response to the teacher d) Students listen to the teacher's explanation e) Student do the test	
Main Activities	Observing f) Teacher gives warming up to the students, such as given some questions about the topic that will be discussed. g) Teacher gives some clues to guide students into the topic of the text	f) Students pay attention to the teacher's explanation. g) Students listen to the teacher's clues carefully h) Students are not confused	

	<p>Exploring</p> <p>h) Teacher gives a chance to the students to ask some question related to vocabulary mastery</p> <p>Associating</p> <p>i) Teacher concludes the material and gives test to the students related to vocabulary mastery</p> <p>Questioning</p> <p>j) Teacher asks the other students to pay attention and gives question or suggestions for the student who present</p>	<p>about short story in the teaching learning processes.</p> <p>i) Students ask the question to the teacher about what they do not understand well</p> <p>j) The other students pay attention and give question and suggestion to the student who present</p> <p>k) Students ask a question related to the topic</p>	
Post-Activities	<p>l) Teacher asks the students to conclude what they have learned during the learning activity as a reflection for the next meeting</p> <p>m) Close the meeting and motivates students to learn more about the lesson at</p>	<p>m) Students conclude the material of the lesson</p>	

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I. Assessment

1. Attitude assessment

a) Scoring technique : Non-test

b) Scoring form : Rubric for the Aspect of Attitude

Attitude	Criteria	Number of VIII-1 Student Attendance Lists														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Students show confident behavior when communicate their task	Very Good															
	Good															
	Fair															
	Poor															
	Very Poor															
Students show responsible behavior in completing the task given to both individual and group	Very Good															
	Good															
	Fair															
	Poor															
	Very Poor															

Criteria:

5 = Very Good 4 = Good 3 = Fair 2 = Poor 1 = Very Poor

Maximum score for attitude is 10

Scoring technique : $\frac{Score}{10} \times 100\%$

2. Knowledge assessment

Name : Class/Number :
...../.....

KKM : 75

Scoring Aspects	Criteria	Indicators	Score
Content	Poor	Does not show knowledge of subject, non substantive, and not pertinent	1-13
	Fair	Limited knowledge of subject, little substance in development of the main idea	14-17
	Good	Some knowledge of subject, adequate range, limited development of the main idea	18-22
	Very Good	Knowledge, substantive, development of the main idea	23-27
Organization	Poor	Does not communicate, no organization or not enough to evaluate	1-9
	Fair	Does not communicate, no organization or not enough to evaluate	10-13
	Good	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing	14-17

	verage	as clearly stated/supported, cohesive, time sequenced, spatial, particular to general, general to particular	20-18
Vocabulary	or	essentially translation, little knowledge of English vocabulary and word form or not enough to evaluate	9-7
	ir	imited range, frequent errors of word form, choice, usage, meaning confused or obscured	13-10
	ood	lequate range, occasional error of word form, choice and usage but meaning not obscured	17-14
	ry Good	act word, effective word choice and usage word form mastery appropriate register	20-18
Language Use	or	ually no mastery of sentence construction rules, dominated by errors, does not communicate	16-13
	ir	ajor problems in simple/complex construction, frequent errors	21-17
	ood	ffective but simple construction, several errors of agreement	26-22
	ry Good	ffective complex construction, few errors of agreement	30-27
Mechanics	or	o mastery of conventions, dominated by errors of spelling, punctuation, capitalization and paragraphing	5

	ir	requent errors of spelling, punctuation, capitalization and paragraphing	4
	ood	casional errors of spelling, punctuation, capitalization and paragraphing	3
	ry Good	monstrates mastery of conventions, few errors of spelling, punctuation, capitalization and paragraphing	2
		Total Score	

Scoring technique:

$$Final\ Score = \frac{Total\ Score}{5}$$

Medan, Nov , 2017

Known by:

Head of SMA Swasta Al-Ulum

The English Teacher

The Researcher

(Muhammad Iqbal, S. Pd.I)

(Jufrianina)

(Rizka Tria Paramita)

NIM. 34133021

Appendix II

Questioners

Questions	Yes	No
1. Apakah membaca cerita pendek bahasa inggris merupakan kegiatan rutin yang harus Anda lakukan?		
2. Apakah Anda membaca cerita pendek bahasa Inggris lebih dari 1 jam?		
3. Apakah membaca cerita pendek bahasa Inggris Anda lakukan dua kali dalam seminggu selama masa liburan?		
4. Apakah anda membuat catatan kosa kata ketika Anda menemukan kata baru dalam cerita pendek bahasa inggris?		
5. Apakah cerita pendek bahasa inggris merupakan salah satu cara anda untuk mengingat kosa kata bahasa inggris?		
6. Apakah anda mengulang membaca cerita pendek bahasa inggris agar dapat mengingat kosa kata baru?		
7. Apakah timbul rasa bosan ketika anda membaca cerita pendek bahasa Inggris?		
8. Apakah membaca cerita pendek bahasa Inggris merupakan kegiatan rutin anda saat bosan?		
9. Apakah lebih mudah menghafal kosa kata bahasa inggris ketika anda membaca cerita pendek bahasa inggris?		
10. Apakah anda lebih sering membaca cerita pendek bahasa inggris daripada menonton televisi?		
11. Apakah anda lebih memilih mencari kegiatan lain daripada membaca cerita pendek bahasa inggris ketika sedang bosan?		
12. Apakah anda lebih suka membaca buku lain daripada membaca cerita pendek bahasa inggris?		
13. Apakah saat anda susah tidur lebih baik membaca cerita pendek bahasa inggris?		

3. _____

Appendix IV

Terjemahkan cerita pendek berikut ini!

The Hungry Mouse

A hungry mouse was having a very bad time. She could find no food at all. She looked here and there, but there was no food, and she grew very thin.

At last the mouse found a basket, full of corn. There was a small hole in the basket, and she crept in. She could just get through the hole.

Then she began to eat the corn. Being very hungry, she ate a great deal, and went on eating and eating. She had grown very fat before she felt that she had had enough. When the mouse tried to climb out of the basket, she could not. She was too fat to pass through the hole.

“how shall I climb out?” said the mouse.

“oh, how shall I climb out?”

Just then a rat came along, and he heard the mouse.

“Mouse,” said the rat, “if you want to climb out of the basket, you must wait till you have grown as thin as you were when you went in.”

The translation :

Terjemahkan cerita pendek berikut ini kedalam bahasa inggris!

Semut dan Burung Merpati

Suatu hari yang panas, seekor semut sedang mencari air. Setelah berjalan disekitar beberapa saat, dia menemukan mata air. Untuk mencapai mata air itu dia harus memanjat rumput.

Ketika dia berjalan dia terpeleset dan jatuh kedalam air. Dia akan tenggelam jika burung merpati diatas pohon tidak melihatnya. Melihat semut dalam kesulitan, burung merpati memetik daun dan menjatuhkannya kedalam air dekat semut yang sedang berjuang. Semut yang naik keatas daun. Berhasil selamat kedaratan.

Kemudian, seorang pemburu didekatnya melempar jaring kearah burung merpati untuk menjebaknya. Dengan menebak apa yang harus dia lakukan. Semut dengan cepat menggigit tumit pemburu. Dengan kesakitan pemburu menjatuhkan jaringnya. Merpatipun terbang ketempat yang aman.

The translation :

Appendix V

Answer key of pre-test

Singa dan Tikus

Suatu hari ketika singa sang raja hutan tengah tertidur, tikus kecil berjalan naik dan turun diatasnya, hal ini membuat singa terbangun dan mencakar tikus dan membuka rahang besarnya untuk menelan tikus itu.

“maaf wahai raja,” tangis tikus kecil

“maafkan aku kali ini, aku tidak akan melupakan kebaikanmu, dan siapa tahu, mungkin aku akan menolongmu juga” lalu dia melepaskan cakarnya dan membiarkannya pergi.

Beberapa waktu kemudian, beberapa pemburu menangkap singa, dan mengikatnya dipohon, setelah itu mereka pergi mencari gerobak untuk membawanya ke kebun binatang.

Kemudian tikus kecil lewat dan melihat apa yang terjadi pada singa, dia datang kepada singa dan segera menggerogoti tali yang mengikat raja hutan tersebut. “bukankah aku benar?” kata tikus kecil yang senang telah menolong singa.

Appendix VI

Answer key of post-test 1

Tikus yang Lapar

Seekor tikus yang lapar mengalami hari yang buruk. Dia tidak dapat menemukan makanan sama sekali. Dia melihat kesana kemari, tetapi tidak ada makanan, dan dia menjadi sangat kurus.

Akhirnya tikus menemukan keranjang penuh dengan jagung. Ada lubang lubang kecil di keranjang dan dia merayap masuk, dia hanya bisa melewati lubang itu.

Lalu dia mulai makan jagung. Dengan sangat lapar dia makan banyak, makan dan makan terus menerus. Dia menjadi gemuk, sebelum dia merasa bahwa dia sudah cukup.

Ketika tikus mencoba memanjat keluar dari keranjang, dia tidak bisa, dia terlalu gemuk untuk melewati lubang itu.

“bagaimana aku harus keluar?” kata tikus itu

“oh, bagaimana aku bisa keluar?”

Saat itu seekor tikus datang, dan mendengar tikus itu

“tikus,” kata tikus itu

“jika kamu ingin keluar dari keranjang, kamu harus menunggu sampai tubuhmu sekecil ketika kamu masuk”.

Key answer post-test 2

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass.

While making her way up, she slipped and fell into the water. She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Just at that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his

Appendix V

The List of Students

No	Name	Initial Name
1.	Adinda Maria	AM
2.	Ari Riyanda	AR
3.	Andika Aditya	AA
4.	Astria Sastri	AS
5.	Arya Rahmad Purnama	ARP
6.	Chairunnisa Olivia Rayana	COR
7.	Dini Ayunda Nadia	DAN
8.	Dian Hidayat Daulay	DHD
9.	Dwi Hayati	DH
10.	Fery Ramadhan	FR
11.	Fandi Firmawan	FF
12.	Fanny Ainul Harahap	FAH
13.	Hendy Ardiansyah	HA
14.	Ismadi Adnan Islami	IAI
15.	Indah Hani	IH
16.	Maya Indah	MI

17.	Mimi Giani	MG
18.	Muhammad Mahfuz	MM
19.	Muhammad Fikri Baizil	MFB
20.	Muhammad Ridho Nainggolan	MRN
21.	Mira Rantya	MR
22.	Nanda Alvin Tahir	NAT
23.	Nayla Arsyika Wani	NAW
24.	Nur Nabawi Siregar	NNS
25.	Rayyani Tri Lestari	RTL
26.	Rizal Rasyid	RR
27.	Raina Syahidah	RS
28.	Safrizal Marpaung	SM
29.	Selviana Rahmi Adya	SRA
30.	Siska Indah	SI
31.	Tri Rizki Haryati	TRH
32.	Tio Septian Egi	TSE
33.	Zafran Fitra Pulungan	ZFP
34.	Zaidan Nafi'	ZN

Appendix VIII

Documentation**Documentation**

The researcher give explanation about short story and vocabulary and ask student one by one about the vocabulary that they know.



The resercher give post test 1 to the student.



The resercher explain about the matery for the second time to the student, after give pretest.



The resercher give posttest 2 to the students.