

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English as an International language is spoken almost all over the world. Nowadays, English takes an important role as communication language used in many sectors of life such as, trading, bilateral relationship, science, technology, and many others. English has become the language used by many people all over the world to connect and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information, and technology.

In learning a foreign language, vocabulary plays an important role. It is one element that links the four language skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life.

Vocabulary is one of English sub skills that must be taught to the students because vocabulary has an important role for all language skills. David Wilkins in Thornburry (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary. In listening, students' vocabulary influences their understanding toward teacher's speech, class discussion, and other speeches. The words that they choose in speaking affect how well they deliver a message. In reading, students'

vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, students' vocabulary also influences how clear they convey their thought to the reader. In conclusion, vocabulary takes an important role in equipping students to be able to communicate in English.

Based on observations students at SMP HKBP PAJAK BARU BELAWAN faced some difficulties in mastering vocabulary and some problems in the field were identified. The first problem was related to the students. The Eight grade students of SMP HKBP PAJAK BARU BELAWAN did not have high motivation in learning vocabulary. They have difficulties in memorizing new words. Most of the students were passive during teaching and learning process. They did not have confidence in their ability and they were afraid of making mistake. So they tend to answer the questions if only the teacher called their name and forced them to answer. The second problem was related to the teacher. They did not know how to make the students interested in lesson. They applied a traditional method by looking for difficult words and finds the meaning in the dictionary and students supposed to memorize the words. It makes the students bored with the lesson and unmotivated to learn. The third problem was related to the materials. There were various English materials from other resources for supplementary materials, but the material used in teaching and learning activities were mostly taken from the course book and LKS (Lembar Kerja Siswa).

Short story is one of many kinds of a books are students likely. Because, the students interesting to read Short story. Short story has many title are various with different themes. Usually, the students' of junior high school likes the story with a themes fairy tales or fables. In the Short story, the students can also find out many kinds of vocabulary. So, with these methods automatically the students can increase their vocabulary.

As a matter of fact, most students, especially, the second graders students of SMP HKBP PAJAK BARU Belawan found it difficult to guess the meanings of new words. The students felt difficult to understand the meanings of the unknown words appearing in sentences or text. When the teacher had the students guess the meanings of the underlined words of two sentences; there is a book on the table, and my father has booked a room in the hotel. They looked confused and did not know the appropriate meaning of those words. All of them said that the meaning of the word is *buku*. These all that caused the students' vocabulary achievement was very low

Based on this problem, the writer wanted to develop a good teaching and technique to taught vocabulary in enriching the students' vocabulary mastery. Therefore, the writer choose the title "Improving students' vocabulary mastery through short story at SMP HKBP PAJAK BARU Belawan."

The writer tried to applied the Short Story to improve the students' vocabulary mastery and could reach of the Minimum Mastery Criterion (KKM) is 70.

Table 1.1 Students' Score on Observation Eight Grade of SMP HKBP PAJAK BARU BELAWAN

No	Name of students	Number of questions	Number of correct answer	Score
1	Amos	5	4	20
2	Bayu	5	4	20
3	Andika	5	3,5	40
4	Pariden	5	2,5	30
5	Aulia	5	5	45
6	Gladys	5	5	60
7	Yoga	5	2,5	60
8	Krisna	5	4	40
9	Lidya	5	2	20
10	Elvi	5	5	50
11	Reza	5	4	40
12	Puja	5	4	40
13	Sonia	5	4,5	45

14	Ilham	5	2,5	25
15	Annisa	5	3	30
16	Farhan	5	3	30
17	Wahyu	5	5	50
18	Angel	5	3,5	35
19	Monica	5	2,5	20
20	Sapna	5	5	50
Total				= 750
Mean				X=37,5

The students' main score

In the test, total score of students was 750 and the number of the students took the test were 20, so the mean of students score was:

$$\begin{aligned}
 X &= x/N \\
 &= 750/20 \\
 &= 37,5
 \end{aligned}$$

Note: X= mean

x= all total students score

N= the number of the students

Based on the observation that was conducted in SMP HKBP PAJAK BARU BELAWAN, the writer founded some problems related to the vocabulary teaching and learning process. The traditional method is usually used by looking for difficult words and finds the meaning in the dictionary and students supposed to memorize the words. They were lazy to memorize the unfamiliar words that they heard or reading the text. They had difficulties in understanding or comprehending the meanings of unfamiliar words and memorizing new words. They had low vocabulary mastery. The class activities depend on textbook and LKS (LEMBAR KERJA SISWA).

Based on the phenomena above, the writer tried to find the effective solution to improve the students' vocabulary by using Short Story in the teaching learning process. Short Story is technique for the whole class that encourages students to study and review their vocabulary words. There are some reasons why I choose Short Story as the technique to improve their vocabulary mastery. First, Short Story can be used as one of interesting activities to review their vocabulary during the lesson. It can attract the students' attention and their involvement in the teaching and learning process. Second, students can learn how to work and cooperate as a group and also learn how to appreciate each other. Third, Short Story can create an enjoyable environment. Students can enjoy fun and joyful learning. Fourth, Short Story can help students revise their vocabulary and recalling something that happened in the learning process. It may help students remember the language connected with it.

Based on the problems and the potentials of Short Story in improving students' vocabulary mastery, the writer intended to improve the students' vocabulary mastery through Short Story. Therefore, this study was important for SMP HKBP PAJAK BARU BELAWAN in order to improve the students' vocabulary mastery in the teaching and learning process.

1.2 The Problem of the Study

Based on the background of study, the writer formulated the research problem as follows "Does the use of short story can improve students' English vocabulary of SMP HKBP PAJAK BARU BELAWAN?"

1.3 The Objective of the study

In reference to the research questions the objectives of the research was: To find out the use of reading short story technique in students' vocabulary mastery at the second grade of SMP HKBP PAJAK BARU BELAWAN.

1.4 The Scope of the Study

In this research, the writer focussed on her study on word meaning. Short Story as a technique to improve the vocabulary mastery. The writer has a reason why choose word meaning as aspects to focus in her research. The writer saw that most students in SMP HKBP PAJAK BARU Belawan have a lacks of vocabularies. In this case the meaning word of vocabulary is important to students comprehensively. So, if the students know what is meaning of vocabulary students can to easier to understanding the Short Story.

According to John (2000: 16), vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary –tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

To make the discussion clearer, Harmer's opinion can be added. In his book, Harmer (2001: 16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym and antonym) and the grammar of words which comprises noun, verb, adjective and adverb.

And this situation, the students needed a lot of time in understanding the text. The text that used for short story technique in this reseacrh was monologue text (a text that displays story teller) this research focused on narrative text (imaginative experiences) particularly,

narrative text was related to the syllabus of the second semester for second grade of junior high school.

1.5 The Significances of the Study

Hopefully, the findings of the research were expected to be beneficial result the following points:

1. Theoretically, the result of this expected to confirm the previous theories of teaching vocabulary by using short story technique
2. Practically, the result of this research was expected to give information to the English teacher about technique in teaching vocabulary, especially by using short story technique. Besides, it also explains about the influence of short story technique to improve students' vocabulary mastery.

1.6 The Hypothesis

1. Hypothesis zero (Ho): there was not significantly of students' vocabulary mastery by using Short story technique at SMP HKBP PAJAK BARU BELAWAN.
2. Hypothesis alternative (Ha): there was significantly of students' vocabulary mastery by using Short story technique at SMP HKBP PAJAK BARU BELAWAN.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research, theories were needed as the basic concepts for further action. The terms take was about to make clear explanation concern with what this study was deliver about.

2.2 The Nature of Vocabulary

In learning a foreign language, vocabulary plays an important role. It is one element that links the four language skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life.

According to Ur (1996: 60) vocabulary can be defined roughly as the word teacher teaches in the foreign language. The term “words” here means that the new item of vocabulary maybe more than a single word, for example, *father-in-law* and *police office*, which are made up from two or more words but express a single definition or idea. In other case there are also compound words called as multi-word idioms, for example *call it a day*.

Based on the definition above, it means that it can be concluded that vocabulary is a set/list of words of a particular language including single words, compound words and idioms that individual speakers of a language might use. This research took eight grade students of SMP HKBP BELAWAN as the subject and English vocabulary as an object. Vocabulary in this research is limited into a set/list of English words which is related to the theme that should be taught in term of describing people, tourism place, and historical place.

Hornby (1995: 1331) mentions his definition of vocabulary as the total number of words in a language and vocabulary as a list of words with their meanings. Richard and Schmidt (2002: 580) argue that a set of lexemes, including single words, compound words and idioms. Shared reading, defined by Hatch and Brown (1995) as the term vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use.

Based on the definition above It means that vocabulary is have the relationship between the writers and readers and should was combined with the written to result comprehending the message. And communicate is really only known by the author.

2.2.1. Vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to “know” a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby’s

first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

Based on the definition above, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English.

2.2.2 Vocabulary Assessment

To make the discussion clearer, Harmer's opinion can be added. In his book, Harmer (2001: 16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

1. Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning.

Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest

unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning.

Based on the definition above, A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

1) Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean “same and name”. Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

2) Antonym

Antonym is the opposite of meaning. It derives from Greek, “ant- and -onym”, the two parts mean “opposite + name”. Antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

2. Use

According to Nation (2001:1), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc.), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc.), and giving a well-known opposite or a well-known word describing the group or lexical set it fits into.

Based on the explanation above, it means that there are many ways attentions to the use of words especially in vocabulary. We can know the grammatical pattern the words into synonym, antonym or etc.

3. Spelling

According to Ur (1996: 60) there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

Based on the explanantion above, it means that spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together.

4. Pronunciation

According to Hewings (2004:3), pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning).

Based on the explanation above, it means that pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct or indistinct pronunciation.

It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly.

According to Ur (1996: 60), there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the words will be perceived by the learners when encountering the items for the first time.

Based on the explanation above, it means that it can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

2.2.3 Kinds of Vocabulary

There are many kinds of vocabulary according to some experts. Harmer (1991:150) distinguishes two kinds of vocabulary. The first kind of vocabulary refers to the stock of words which have been taught by the teacher or learnt by the students and which are expected to be able to use. While the second term refers to the words of which the students will recognize when they meet them, but of which they will probably not be able to pronounce.

According to Nation (2001:24), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use. It is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. Listening vocabulary is generally larger than speaking vocabulary while reading vocabulary is relatively larger than writing vocabulary. Therefore it can be

concluded that vocabulary can be presented in four units. They are listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary.

Based on the explanation above, it means that reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

In relation to kinds of vocabulary, Nation (2008:13-14) states that there are four kinds of vocabulary in the text:

1) High frequency words.

These words are almost 80% of the running words in the text;

2) Academic words.

Typically, these words make up about 9% of the running words in the text.

3) Technical words.

These words make up about 5% of the running words in the text.

4) Low frequency words.

These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

Based on the explanation above it means that the point of the explanation above is that we often read about the various types or kinds that the general vocabulary can provide us with information and involve us many processes involved in understanding the text. But all of them are in stages. Besides explaining, he also interpreted. And the best level of

vocabulary level is the extent to which students are able to understand information from the text he has read.

2.3 Genre

Genre is a kind of text that has a function and consists of some text, they are narrative, recount, descriptive, explanation, report, analytical exposition, procedure, discussion, review, spoof, anecdote and news item.

1. Narrative

Purpose: to amuse the readers and to tell a story in the past

2. Descriptive

Purpose: to describe a particular person, thing or place in detail

3. Report

Purpose: to present information about something

4. Recount

Purpose: to retell something that happened in the past and to tell a series of past event

5. Analytical Exposition

Purpose: to persuade the readers that something is the important case

6. Explanation

Purpose: to explain the process involved in the information of natural phenomena

7. Procedure

Purpose: a step to do or make something completely

8. Discussion

Purpose: to present information or opinion about issues in more one side of an issue

9. News item

Purpose: to inform readers about events of the day which are considered newsworthy or important.

10. Review

Purpose: to tell event with humorous twist

11. Anecdote

Purpose: to share with others some unusual or amusing incidents.

The genres of the text that are needed to be mastered in reading are descriptive text, procedure text and narrative. And in this study, the researcher limits the genre only in narrative.

2.3.1 Narrative

Narrative text is a story occurred in past time which its social function is to amuse or entertain the readers. It is written with certain characteristics and its language features.

Narrative text can be imaginary or factual (fairy tales, fable, romances and adventure stories, and legends)

The Generic Structure of Narrative Is:

1. Orientation that sets the scene (when and where) and introduces participants/character (who)
2. Complication where a crisis arises and something happened unexpectedly.
3. Resolution when the crisis is resolved in which the characters finally sort out the complication
4. A code which is closing to the narrative (an optional step).

Language feature of Narrative are:

1. Using simple past tense
2. Using internal conjunction
3. Using temporal conjunction
4. Focuses on specific participants
5. Linking words are used, related with time

<i>Generic Structure</i>	<i>Contents</i>
<i>Orientation</i>	<i>What we call "orientation" is actually an introduction of the story. It inform the readers who, when and where the story happened. It tells readers the specific participants in the specific place and time. In the legend of malin kundang, the first paragraph is clearly seen as an orientation. It introduces the participants involved in the story. Once Upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.</i>
<i>Complication</i>	<i>This section will appear a problem or conflict in the story until the conflict is the climax or culmination of the conflict One day, a big ship closed to the beach near</i>

	<p><i>their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument... and finally he sailed with the big ship. Several years later, Malin Kundang succeed and he became rich trader. Then, he came to his native village with his beautiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cake which brought by his mother until scattered.</i></p>
<p><i>Resolution</i></p>	<p><i>In this section problems or conflicts begin to be resolved. And there are signs that the story will end happily or sadly</i></p> <p><i>His mother very broken heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone. Suddenly, the big ship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.</i></p>

2.4 Technique

Technique is a detailed list of rules or a guideline for any (teaching) activity. It is based on the description of the steps, or a set of do's and don'ts, and is often associated with the method or strategy. According to brown (2001) technique (also commonly referred to by others terms): any of a wide variety of exercise, activities, or task used in language classroom for realizing lesson objective. Technique is the way a person in order to implement a method.

I think basically, teaching is important part to help students in mastering knowledge culture and attitude. So teaching will be successful when the students get the meaningful lesson.

Based on the explanation above, that technique is including the way someone implements a method. Where this method is the way a teacher makes students succeed in achieving the learning goals that exist in the lesson or the assessment itself.

2.4.1 Short Story

Short story deals with important elements that build the story itself. All of these elements take their own role to make the story sensible. They are theme, plot, setting, character and point of view (Al Alami, 2016). A short story refers to a work of fiction that is usually within prose in narrative format. It tends to be less complex than novels. Usually a short story focuses on only one incident, has a single plot, a single setting, a small number of characters, and over a short period of time.

Based on the definition above, it is clear that short stories are the most suitable literary genre to use in English teaching due to its shortness, as supported by Collie and Slater (1991) when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to in one or two class sessions. Second, short stories are not complicated for students to work with on their own. Third, short stories have a variety of choice for different interests and tastes. Finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes.

Pardede's (2011) study at Christian University of Indonesia revealed that the majority of English teachers training students basically found short stories interesting to use both as materials for self-enjoyment and of as components language skill classes. The findings denoted that only 0.37% of the responses went into "Disagree" criterion; and 18.4%, "Neutral". The other 81.5% went into the criteria of "Agree" and "Strongly Agree".

Based on the explanation above this section the teacher gives students time to search for specific information in the text quickly, so that students are more racing to quickly find meaning in the text given by the teacher. Then the teacher will give a question session to students and thus, students will more easily answer the question.

Based on the explanation above we can sharpen or assess students' vocabulary mastery by using short story. They will quickly find information by reading a specific part of each vocabulary and making their own conclusions. You can also find the synonym, antonym, connotation and denotation. And it can also be an example definition. And in my opinion every sentence has a relationship with other sentences, so students only need to find a difficult vocabulary and then make their own conclusion and then be able to write it back freely.

The Legend of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother

Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates.

The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother.

She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed

wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last MalinKundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

2.4.2 The Strength and Weakness of Using Short Story to Improve Students' Vocabulary

Mastery

It is undeniable that most of the methods or techniques have their negativeside in addition to their benefits, without exception for short story technique. Thewriter presents the strength and the weakness of short story technique in order to ease readers in choosing which material is suitable to be taught using short story technique.

2.4.3 The Strengths of Short Story

Based on Al-Dersi (2013), there are several strengths of short story:

1. Short story makes learningEnglish as an enjoyable and attractive process for learners.
2. Short story stimulates learners' curiosity about the target culture and language.
3. Short story encourages language acquisition and learners' language awareness.
4. Short story offers new words with the actual usage in many forms, thus learners are able to understand the meaning and the usage in the context of the new words.
5. Short story makes the readers guess what would happen next and therefore involve them in that process actively and help them understand the meaning of new words they encounter through context.

6. Short story offers opportunities for EFL teachers to integrate them with the productive skills like speaking and writing.

7. Short story makes the students can bring it everywhere; it does not need much time to read it.

8. Creative opportunities: it encourages the students to be creative students. From the statements above, it can be concluded that short story technique has many advantages, such as increasing vocabulary, enjoyable, offer the usage in context, and not consuming much time. Therefore, it is suggested for teachers to apply this technique in teaching English, especially in teaching vocabulary.

2.4.4 The Weakness of Short Story

It is understandable that all techniques have strength and weakness.

Similarly, beside its strength, short story also has weaknesses. Joseph (2015) says that one of the weakness of short story lies in its plot line. He says that the plot line of short story often gets confusing when more than one stories are becoming related since it rarely ever happens. Furthermore, when it is a large series of short stories are written by the same author, the stories tend to get repetitive. In addition, Coconi (2017) also points out that most short stories lack exposition and begin the narrative from the middle of the story, cutting straight to the chase or get to the main point of the story directly. Very often a short story will have a sudden beginning and an abrupt ending instead of a meaningful resolution, focusing more on describing one event and creating a certain emotion, rather than answering questions and solving problems.

2.4.5 The Relationship Vocabulary Mastery and Short Story

According to Harmer (2001; 4) vocabulary is one of the most obvious components of language and one of first things applied linguists turned their attention. Mastery English vocabulary is very important because, it will support the student's ability to master four language skill that are reading, speaking, listening, and writing, (Fauziati, 2002;115).

Short story deals with important elements that build the story itself. All of these elements take their own role to make the story sensible. They are theme, plot, setting, character and point of view (Al Alami, 2016). A short story refers to a work of fiction that is usually within prose in narrative format. It tends to be less complex than novels. Usually a short story focuses on only one incident, has a single plot, a single setting, a small number of characters, and over a short period of time.

Based on the explanation above it means that there are many ways to test students' vocabulary. Like with multiple choices or essays. There is an assessment of vocabulary, grammar, relationship control and others. And in this section of the research technique this time we will use a Short story technique. Where is the type of speed reading technique by looking at specific parts to get information and understand the text to be able to make their own conclusion.

2.4.6 Teaching Vocabulary Using Short Story

According to Harmer (2001; 4) vocabulary is one of the most obvious components of language and one of first things applied linguists turned their attention. Mastery English vocabulary is very important because, it will support the student's ability to master four language skill that are reading, speaking, listening, and writing, (Fauziati, 2002;115).

Teaching is very personal activity, and it is not surprising that individual teacher being to teaching very different beliefs and assumption about what constitutes the effective teaching (Richard, 1994; 36).

Teachers should the students to always keep their memorization and ask the students to always replay and practice the new words when they teaching vocabulary. The basic elements in the teaching vocabulary are memorization and seriousness. The teacher can activate these notions, provide the essential vocabulary for them, and discover gaps in the learner's knowledge. This is a typical form of pre-teaching of vocabulary before saying, reading a text, or listening to tape of a new subject.

The presentation of vocabulary in the classroom is very must from the teacher's point of view, but success in the vocabulary lesson crucially depends on the interaction between teachers and learners and on the work the learners themselves put in the assimilation and practicing of new words. The process of teaching and learning vocabulary is consider the mechanism of teacher learners interaction in the transmission of new words and new meaning, the strategies adopted by learners to achieve their goals in vocabulary learning, and the ways in which they put their limited lexical resources to use. There are some problems in learning foreign language especially English language. In Indonesia English language used as foreign language in their activity. This is giving some effect in the process of teaching and learning English language that is some students feel difficulties in learning English language.

In the process of learning vocabulary not only the teachers that must be active, but also students must be more active in the learning process. According to McCharty (1990;121) active learners seem to make similar contribution to those of the teachers in classroom interaction, they accept to organize new words in relation to words already known, they define and paraphrase words and try using words in example.

According to Scrivener (1994;80) a simple vocabulary lesson at beginner level might involve the teacher using techniques such as to introduce the learners to a short list of new words if the words are related to each other in some way. The teaching of new vocabulary would probably be followed by a practice activity in which the learners could find ways to use the words that they had just met or revised.

Based on the explanation above, the students must be active in searching for information in detail by carefully looking at the specific sentence sentences for each paragraph. As I know, the sentence is usually at the beginning, middle and end. The reader must be able to understand what he or she is reading. Therefore the reader must adjust the vocabulary technique with the text he reads. The teacher must be able to make students succeed in applying Short story technique and achieving the target learning objectives.

2.4.7 Procedures of Teaching Vocabulary Using Short Story

Shilpa (2015) states that in a short story there is always a point of view, that means – who is seeing the events of the story. It could be either an:

1. First person narrator; here the narrator is the character of the story, or
2. Second person narrator; here readers are the character of the story, or
3. Third person narrator; this is the most common point of view used in stories.

There are two key ideas to create a short story, it is either showing or telling. Showing means to describe the characters and their actions and the telling means that the author would tell or explain something. The beginning can be designed either with an

introduction or exposition or the reader will be throw directly into the action of the story (Lepaludier, 2011).

Based on the explanation above, it means that two key ideas to create a short story, it is either showing or telling. And to describe the characters and their actions and the telling means that the author would tell or explain something.

Pre-activity

Pre-activity facilitated students to build up their schemata before come to the topic of the lesson. According to makstein and hirasawa (1981:183) said that if the teacher spends more time in the introducing the reading, the result will be a better. Careful reading preparation really helped the intermediate level students which give them benefit to the more receptive to the content. Pre-activities were conducted in a class as follow:

1. Teacher greets the students
2. Teacher checks students attendance
3. Teacher explains what scanning technique is

While-activity

The aims of this stage are to help students to understand the specific content and to perceive the theoretical structure of the text. With these tasks teacher takes the learners through the reading and they interact in the text. While-activities were conducted in a class as follow:

1. Teacher distributes paper that contains of questions such as main idea, specific information, inference, reference, and vocabulary as the first task and gives the students time to understand questions

2. Teacher asks students to stop understanding the questions and distributes the story
3. Teacher gives students time to answer the questions
4. Teacher asks the students to collect the paper
5. Teacher distributes the second task and give time to understand the questions
6. Teacher ask the students to stop understanding the questions and options then distributes the story related to the question of second task
7. Teacher gives students time to answer the question
8. Teacher asks the students to collect the second task
9. Teacher gives feedback based on students tasks
10. Teacher distributes the questions and gives time for students to understand the questions
11. Teacher asks the students to stop understanding the questions
12. Teacher distributes magic mirror story
13. Teacher gives students time to answer the questions
14. Teacher and students discuss the answer of the question together.

Post-activity

Post-activities are tasks in which learners, after interacting with the reading, reflect, argue and give their points of view. Post-activities were conducted as follow:

1. Teacher reflects on the lesson that they learned
2. Teacher gives the students homework to do individually
3. The teacher closes the meaning.

2.5 Previous Research

There are some researches previously held by some researchers related to this study. Here some previous studies from the strategies to increase students' vocabulary.

Peningkatan Penguasaan Kosakata Bahasa Inggris siswa SMPN 2 Jember Melalui Teknik Permainan Kata Berbasis Komputer by Annur Rofiq. He uses this method to make seventh grade students at SMPN 2 Jember understand vocabulary easily. He explains that this method can be an alternative to learn English for children because technology becomes trending method today. In the application of this method, he needs LCD to show the words. The result is the students easily understand the meaning of vocabulary and the students feel fun when they learn it.

Actually Roffiq's reason to do his research is good. But in another side, not all of the schools have LCD in each class. In some schools, LCD is available in multimedia room. Of course the using of LCD cannot be used all of the time. In this research, the instrument of "Slap the Word" is easy to find. It just need whiteboard/blackboard and board marker. So, the application of this game can be held anytime the teacher wants to do.

Improving Students' Vocabulary by Using Riddle Game at the Second Grade Students of Mts. Miftahul Ulum, Bendung, Mojokerto by Siska Yuliana. Yuliana said that riddle game can be used as a way to teach vocabulary because it requires ingenuity to solving the riddle words. She uses classroom action research to conduct her study. Students can improve their vocabulary as the result.

The Use of Authentic Reading Materials to Improve First Years Students' Vocabulary at SMPN 2 Surabaya by Syinfatul Was'iyah. This research is reported in classroom action research which is conducted in vocabulary class at seventh grade. After opening the lesson, the researcher gives students discourse context before reading the magazine article. The

result after implementation of extensive reading material is students' vocabulary mastery is getting better.

2.6 Conceptual Framework

Vocabulary is one of the essential parts of language which are taught for language learner. David Wilkins in Thornburry (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary. It is known that vocabulary mastery supports the mastery of four language skills. All of those skills will be easily reached if the students understand the meaning of the words or vocabulary well. Therefore, vocabulary is very important in teaching English.

Short Story the students will create a sense of curiosity, how does it work, what are the advantages, is it interesting or not. So that, students will study carefully and they will feel a different atmosphere, yet still fun. Short Story can be used as one of interesting activities to review their vocabulary during the lesson. It can attract the students' attention and their involvement in the teaching and learning process. Students can learn how to work and cooperate as a group and also learn how to appreciate each other. Short Story can create an enjoyable environment. Students can enjoy fun and joyful learning. Short Story can help students revise their vocabulary and recalling something that happened in the text. It may help students remember the language connected with it. Because of that students will be lured to become more active in the classroom.

Based on the theories and all about Short Story and vocabulary mastery, the writer believes that by using Short Story in teaching and learning process the students' motivation,

attention, and enthusiasm will be stimulated and the classroom environment will be conducive for studying so that the quality of teaching-learning process will improve. Then finally, the vocabulary mastery of the student in this case Junior High School was improved.

The conceptual framework could be described as follows

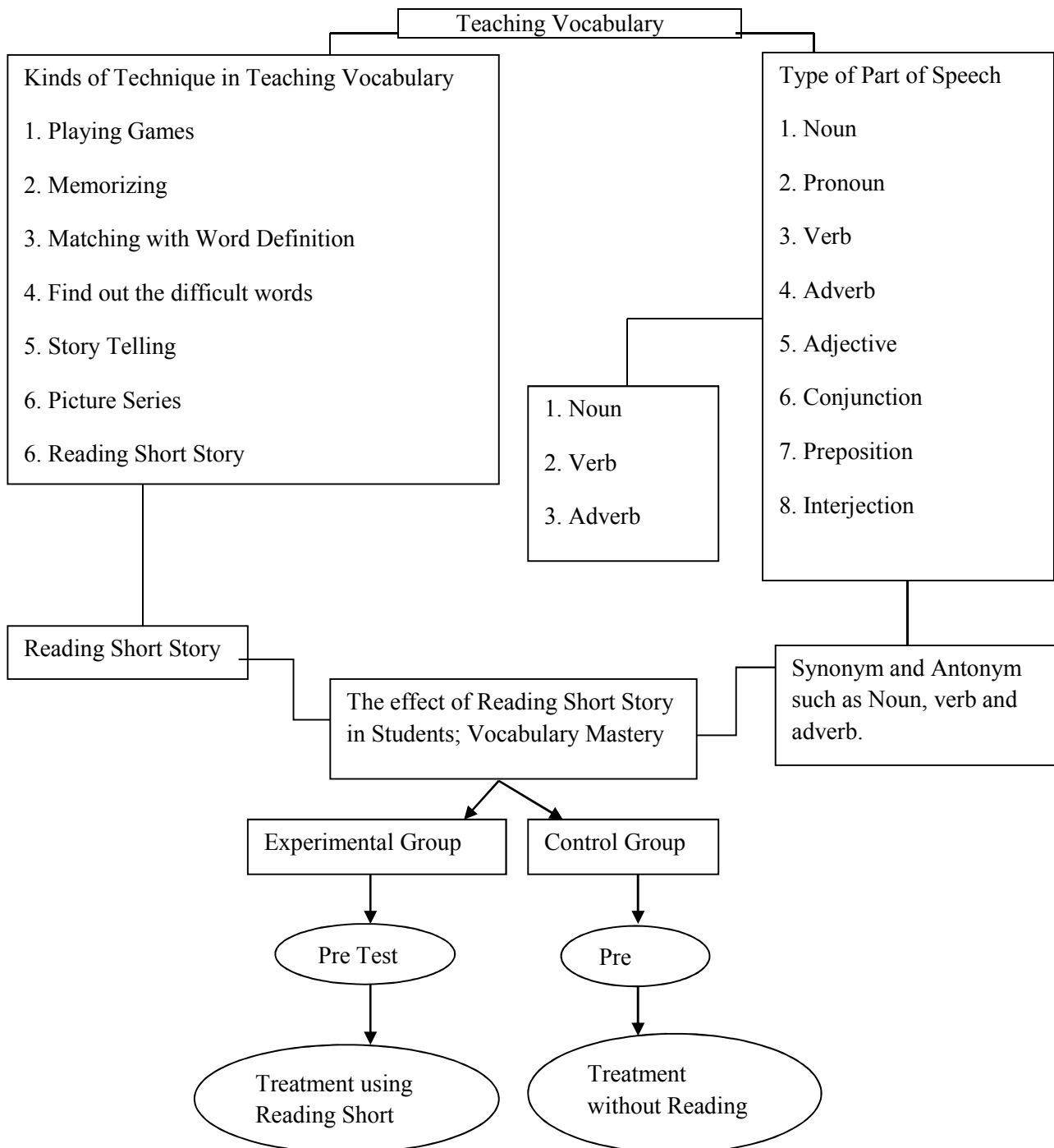




Figure 2.1 Conceptual Framework of Students' Vocabulary Mastery. (Aritonang Melly, 2019).

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this study was experimental quantitative research. There were two kinds of variable such as: independent and dependent variable. Independent variable was by Short story technique while dependent variables were the students' vocabulary skill. In this case, the writer was investigated whether the independent variable affects the dependent one or not. Furthermore, in conducting the experimental research, there was two different groups; that was experimental group that will be received the treatment by applying Short story Technique and control group which was be treat without special treatment. Then both of them will be given pre-test and post-test with the same item.

The design of the study is figured out as the followings:

Table 3.1 the Design of the Study

Group	Pre-Test	Treatment	Post-Test
Control	√	Without Using Short story Technique	√
Experimental	√	Using Short story Technique	√

Table 3.2 Table of Specification in Vocabulary Synonym and Antonym

Content	Kinds of Word Meaning	Content	Test Item	Score
Word Meaning	Synonym	Noun	3	15
		Adverb	3	15
		Verb	4	20
	Antonym	Pronoun	3	15
		Adjective	4	20
		Conjunction	3	15
Total			100	

3.2 Population and Sample

The subject of this study was the second grade of SMP HKBP PAJAK BARU BELAWAN.

3.2.1 Population

The population of this research was the second grade of SMP HKBP PAJAK BARU BELAWAN which is located at Jl. Terubuk No 17, Belawan Bahagia, Medan Kota Belawan. There was three classes. Each class has 20 students. The writer choosed this population because based on the writer experience while doing observation it was found that most of the students have minimum skill in Vocabulary English especially in Vocabulary mastery when the writer asked to read in front of the class. So this research was conducted for this

population to know how the Improving Students' vocabulary mastery by using reading short story Technique for students' Vocabulary Achievement.

3.2.2 Sample

The sample of this research was the second grade students of eighth grade of SMP HKBP PAJAK BARU BELAWAN. The students was taken as the sample is about 20 students from the total number of population, and then they were divided into two groups : the experimental group and control group.

3.3 Technique of Collecting Data

In this section, the research was used experimental design. Where in experimental and control class, in getting the data needed to support this research, the writer used a Test as the technique of collecting data. In this case, in order to find out the effectiveness of using Short story Technique to improve the students' vocabulary mastery, the writer was given the test. The test was consisting of pre test, treatment and post test. The pre test was given to the students in the experimental and control class to know the students' vocabulary mastery. Before giving post test to the students, the writer gave the treatment based on the activities in Short story Technique. The treatment was given only to the students in the experimental class to find out the effectiveness of using Short story Technique to increased the students' vocabulary mastery. Then, the post test was given after conducting eight meetings in both experimental class and control class.

3.4 Technique of Data Analysis

To analyze the data, the writer was used score of post-test of the experimental and control groups. These scores was analyzed by using statistical analysis. The data was analyzed by using T-test (pair sample t-test).

To know the effect of result of this research, the test was calculated using-test formula as follow that developed by Arikunto:

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{dx^2 + dy^2}{(N_X + N_Y) - 2} \right] \left[\frac{1}{N_X} + \frac{1}{N_Y} \right]}}$$

Where:

M_x = the mean of experimental group

M_y = the mean of control group

dx^2 = standard deviation of experimental group

dy^2 = standard deviation of control group

N_x = the total number of experimental group

N_y = the total number of control group

The T-table was employed to see whether or not there is significant different between the mean score in both experimental and control groups.

3.5 Validity and Reliability of the Test

There was two important concepts of language testing. They were validity and reliability.

3.5.1 Validity of the Test

Arikunto (2010:168) state the validity is a measurement with shows the level of the instruments validity. An instrument can be said valid if it caan measure what is supposed to be measured. There were four types of validity, namely, content validity, construct validity, concurrent validity and predictif validity . this research was conducted with content validity. Content validity considers whether a test will the necessary and appropriate content to measure what is supposed to. So in this case the validity of the test is to know whether the test really measures the students' vocabulary mastery or not.

The Table of the Test Specification

Content	Test item	Kinds of Test	Score
Synonym	10	Multiple choice	50
Antonym	10	Multiple choice	50
Total	20		100

3.5.2 Reliability of the Test

Arikunto (2010:178) say that reliability shows as instrument that can be trusted use as a tool of collecting the data because it has already a good enough. A good instrument is tendencies to lead the respondent in choosing certain answer. If the data appropriate to the fact, the result will be the same although it is exercises many times. It means that reliability refers to the consistency of the measurement.

In order to find out whether the test reliable or not, the writer used the formula 20 of Kuder Richards in Arikunto (,2007:100) as following :

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where :

R : Reliability of Instrument.

n : The number of items in the test.

M : The mean of the test score.

T : Total of variance

S : Standard deviation of the test score.

The calculation shows that the reliability of instrument of the test was $R=$

0.0-0.20 : The reliability is very low

0.20-0.40 : The reliability is low

0.40-0.60 : The reliability is fair

0.60-0.80 : The reliability is high

0.80-1.0 : The reliability is very high