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## THE EFFECT OF USING SHORT STORIES ON STUDENTS' VOCABULARY DEVELOPMENT AT MTS AL MUTTAQIN PEKANBARU

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### ABSTRACT

Vocabulary is one of the important aspects in English to develop the ability of speaking, listening, reading and writing in learning English. The purpose of this research to examine whether or not there is significant effect of using short stories on students' vocabulary development at MTs Al-Muttaqin Pekanbaru. The design of this research was quantitative data with the Pre-experimental design. The total of population were 272 students. The data of this research were collected from 34 students with the purposive sampling. The researcher taken one class in this research was class VIII A as experimental group. The technique of collecting data was Pre-test and Post-test design. The data analysis in this research by using statistical method of non parametric Wilcoxon signed rank test. The score analyze using was SPSS 23.0 version. The result of Wilcoxon test statistics, the value of Asymp. Sig (2-tailed) was 0.000. The result data can be seen that  $0.000 < 0.05$ , it can be conclude that the hypothesis is accepted in experimental class used pre-test and post-test. The result of data analysis showed there was significant difference of the students' vocabulary development before and after being taught using short stories at MTs Al-Muttaqin Pekanbaru.

**KEYWORDS:** vocabulary development, short story

### 1 INTRODUCTION

Vocabulary is one of the language aspects that should be learned. Vocabulary as an element of language is considered the most important in foreign language teaching for learners. In learning English, vocabulary is divided into four language skills for the students', namely speaking, reading, listening, and writing. Nation (2001) stated that students know vocabulary, it make them to succeed in speaking, reading, listening, and writing skills. Vocabulary is important role in foreign language learning. In language learning, vocabulary is what builds language proficiency. According to Richards (2002), vocabulary is the elements of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary also make the students have good language proficiency in expressing their idea.

Vocabulary is one of the language components in studying English and the foundation of English language learning. According to Wilkins (1972) in Zohreh (2023)

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stated that Without Grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed. The teaching of English vocabulary has a very essential role in enabling English foreign language (EFL) students to master English. Al-Dersi (2013) stated that vocabulary mastery can help EFL learners speak when they talk to others, interpret the word, or read and listen.

Vocabulary development is the ability of the students to explore and understand A word in English, making communication easy for everyone. Thus, to achieve the target of learning English, the student must have an understanding of vocabulary. Vocabulary development is a process by which people acquire words to make foreign language learners effective speakers, good listeners, readers, and writers. The richer the vocabulary that can be mastered by the students, the better the skill that can be reached in using language. The development of a rich vocabulary is important when learners acquire English as a foreign language (Nunan, 1991).

Meanwhile, the student vocabulary also gains the attention of English teachers at junior high school. The researcher found out that the eighth grade at MTS Al Muttaqin Pekanbaru is using the Curriculum 2013. Nowadays, the Minimal Competence Criteria (KKM) for the eighth grade is 76. Thus, the teacher must be creative to teach English. Based on the result of the interview with the English teacher, the students had problems in learning English. There are students who still lack vocabulary. The teacher must select the media appropriately to develop the students' vocabulary.

Based on the result of the interview with the English teacher, the students had problems in learning English. Some of the students did not understand the meaning of English text; they also did not know how to spell and pronounce the words. This is because the student still lacks of vocabulary and did not use it habitually in daily communication. Therefore, the teacher must be creative to teach the student vocabulary. So, the researcher is interested in using the short stories to enhance students' vocabulary development. Using short stories is an effective way to learn vocabulary in EFL. It is argued that students who read widely have extensive teaching vocabulary (Blachowicz & Fisher, 2004).

Based on the preliminary study in MTs Al-Muttaqin Pekanbaru, the researcher found the following phenomena. The phenomena it can be formulated as follow

- a. Some students did not understand the meaning in English text.
- b. Some students had difficulties with spelling word in English text.
- c. Some students lacked of vocabulary when learning English.

## 2 METHODOLOGY

The design of this research was quantitative data with the Pre-experimental design. The total of population were 272 students. The data of this research were collected from 34 students with the purposive sampling. Pre-experimental design also to examine the difference of two groups test. This research used two variables: variables X and Y, which are: variable X was the effect of using short stories, and variable Y was the students' vocabulary. The researcher taken one class in this research was class VIII A as experimental group. The technique of collecting data was Pre-test and Post-test design.

This research used a pre-test and post-test design. The researcher was taken one class. As an experimental class. The first is a pre-test to collect the data in order to know

the students' abilities before the treatment. The second is the post-test to collect the data after the treatment. It aims to determine the success or failure of this research. This design involved one group: pre-test (O1), exposure to treatment (X), and post-test (O2).

The data analysis In this research by using statistical method of non parametric Wilcoxon signed rank test. Because the data was not normal distribution. The data analyze using Wilcoxon signed rank test is recommended in situation in data not normal distribution. The Wilcoxon test is non parametric alternative to the t-test for comparing two means. According to Sugiyono, (2017), The Wilcoxon Signed Rank Test or known as the Wilcoxon Match Pair is a non-parametric test for analyzing the significance of differences between two pairs of data on an ordinal scale but not normally distributed. Wilcoxon Test is a statistic test used to test the differences between a pre-test and post-test. The result of the normality test indicated that the data was not normally distributed, so the researcher use Wilcoxon test as the alternative t-test. The result of Wilcoxon text can be conclude:

- If the value of sig. (2-tailed)  $< 0.05$ , the hypothesis can be accepted.
- If the value of sig. (2-tailed)  $> 0.05$ , the hypothesis is rejected.

### 3 RESULT AND DISCUSSION

After collecting the data, However, after being taught using short stories, it can be seen there are 10 students with the categorized is "Very Good" with the percentage was 29.4%. Then, there are 20 students the categorized is "Good" with the percentage was 58.8%. Then, there are 4 students with the categorized is "enough" with the percentage 11.8%. Based on the explained text can be conclude the experimental class students' post test scores were classified into Good category. The researcher concluded that the score of students' vocabulary development after using short stories has better score at good category and there was no students at Less category.

In the result of data, there was a significant difference of the students' vocabulary development before and after being taught using short stories at MTs Al-Muttaqin Pekanbaru by using statistical method of Wilcoxon signed rank test. The result of table Wilcoxon test of pre-test and post-test in experimental class, if the value of Asymp. Sig. (2-tailed) was  $< 0.05$ , the hypothesis is accepted. While, if the value of Asymp. Sig. (2-tailed) was  $> 0.05$ , the hypothesis is rejected. Based on the result Wilcoxon test statistics, the value of Asymp. Sig (2-tailed) was 0.000. Therefore, the value of 0.000 is lower than 0.05, it can be conclude that the hypothesis is accepted in experimental class used pre-test and post-test. It means that there was a significant difference of students' vocabulary development before and after being taught using short stories at MTs Al-Muttaqin Pekanbaru.

### 4 CONCLUSION

In this chapter, This research was conducted to determine the students' vocabulary development using short stories in experimental class. This research find out the significant difference of students' vocabulary development before and after using short stories in experimental class, Therefore, the researcher concluded that the answer of the result, There was significant difference of the students' vocabulary development before and after being taught using short stories at MTs Al-Muttaqin Pekanbaru by using Wilcoxon signed rank test. The result of Wilcoxon test statistics, the value of Asymp. Sig (2-tailed) was 0.000. Therefore, the value of sig (2-tailed)  $0.00 < 0.05$ , it can be conclude that the hypothesis is accepted in experimental class used pre-test and post-test. In other

words that, there was a significant difference of students' vocabulary development before and after being taught using short stories at MTs Al-Muttaqin Pekanbaru.

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