

CHAPTER I INTRODUCTION

1.1 Background

Vocabulary is one of the essential language components in studying English. Without a propotional amount of vocabulary anyone will get trouble in speaking, reading, listening and writing. In other words, the first that to be master for language learner in learnig language especially English is vocabulary. It means that learning vocabulary is very important, especially for students in senior high school. They must master English vocabulary and its grammatical rules to make communicate to another people.

Vocabulary also plays a very important role in the major language skills: listening, speaking, reading, and writing. Mastery over required knowledge of vocabulary can make a foreign language learner an effective speaker, good listener, reader and writer. On the other hand, lack of vocabulary significantly affects these four language skills. Therefore, the teaching and learning of vocabulary needs special attention both from teachers and learners. The bulk of language learning is vocabulary-based. Students can read, listen, and write if they have a large enough vocabulary (Widyasari, 2023). It is essential to acquire vocabulary when learning English. English is currently taught as a foreign language at every educational level. This is one of the steps taken to create human resources that are more equipped to handle global issues. Understanding English is one of the goals of studying it (Yemima et al., 2019).

At this point, the teacher's power diminishes and they take on more of a facilitator role rather than the primary source of knowledge. The teacher's role as a facilitator should include enabling students to learn whenever and wherever they feel the need. For students learning English, it is very necessary to enrich vocabulary, so in this case the role of the teacher is needed. The more vocabulary students know, the easier it is for students to understand English.

Learning vocabulary is one of the components of developing excellent reading and communication skills. When speaking, writing, reading, and listening, students can use vocabulary (Salawazo et al., 2020). This communication ability is practiced

by speaking, listening, reading, and writing. These four skills are used to react in social situations including individuals from the same culture as well as those from other cultures (Syarifudin & Rahmat, 2021). They can experience what it's like to deal with everyday, real-world issues (Nariswari & Listyani, 2020). If you want to assist pupils learn things more joyfully and prevent them from being quickly frustrated, you must find strategies to help them expand their vocabulary (Nazara, 2019). Teachers need to be able to use efficient teaching strategies in order to support their students' vocabulary growth. Students would find it easy to explain anything on their minds if they had a large vocabulary (Astriana et al., 2020). Short stories are one of the best ways to assist children in learning new vocabulary (Sulaeha et al., 2020). Short stories are more frequently used in EL classes than other literary genres, notwithstanding the diversity of literature. Short stories were introduced into EFL classes as suitable assignments and exercises meant for language learning environments. It's common knowledge that using short stories as a teaching tool is quite beneficial (Mohammed, 2022).

Based on the observations of researchers at SMPN 5 Palopo, almost all students have smartphones, but in this case the students do not use their smartphones properly. This is because students' social interactions can no longer be controlled, where teachers teach students using textbooks and smartphones. This is also caused by a lack of confidence in using English. They lack sufficient motivation and understanding about how important English is for their future. This situation makes students face one of the big problems in their English learning, namely the lack of vocabulary.

Based on the background above, the researcher would like to a research tittle “The Effectiveness of Using Short Stories to Improve Students’ Vocabulary Mastery at Tenth Grade of SMAN 5 Palopo”

1.2 Problem Statement

Based on the background above the researcher formulation a research question as follow:

Is the use of Using Short Stories effective to improve students’ vocabulary mastery At Tenth Grade of SMAN 5 Palopo?

1.3 Objective of the Research

To find out whether short stories are effective or not to improve students' vocabulary mastery At Tenth grade of SMAN 5 Palopo.

1.4 Significance of the Research

The significance of this research to the teacher, students, and future researchers.

1. Teachers can provide information about good techniques to improve students' vocabulary mastery.
2. For students, it can help improve their vocabulary mastery.
3. For future researchers, it can be used as a reference when researchers raise the same topic.

1.5 Scope of The Research

Researchers investigate short stories in the form of narrative texts that can help students improve vocabulary mastery and understanding of English vocabulary in learning, especially the main focus in this research is limited to students' vocabulary, specifically focusing on verbs, adjectives, nouns and adverbs.

1.6 Operational Definition

The researchers defined several keyword terms associated with the title of the research to give a general understanding of the title:

1. Short stories

Students can improve their vocabulary proficiency by using short stories as a teaching tool for English vocabulary. The teacher uses it when instructing the experimental group in English for example verbs, nouns, adjectives, or adverbs that have a lexical meaning, rather than indicating syntactic function

2. Vocabulary Mastery

When pupils understand vocabulary, they are able to apply new words they have learned to written or spoken language. This indicates that the pupils' grasp of vocabulary can be improved throughout treatment. the capacity to identify the terminology that is taught through the use of short stories.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent of Ideas

1. Vocabulary

a. Definition of Vocabulary

In foreign nations where English is not the native tongue, vocabulary is the fundamental knowledge that is frequently needed to comprehend and become proficient in the language. The primary element in improving all English proficiency is vocabulary. It's true that learning a new vocabulary requires a lengthy process; it's not as simple as flipping your palm sideways. Many variables might affect students and hinder their ability to master vocabulary, such as the students' inability to comprehend and retain vocabulary, difficult pronunciation when speaking due to the vocabulary's restrictions and, occasionally, the English teacher's way of teaching is far too formal or stilted, which made students depressed or afraid to expand their vocabulary and made it easy for them to forget what they had learned due to the pressures they faced in class.

According to Salawazo et al. (2020), vocabulary is the total number of words that people know and use in their language activities. Vocabulary is a collection of words with meaning to use in communication with others, which is the basic function of language. Vocabulary knowledge is necessary for students to read, write, talk, and listen.

Panjaitan et al. (2021) state that language learners view vocabulary acquisition as a difficult task. Language instruction should incorporate vocabulary instruction. The majority of EFL students struggle with vocabulary and become angry when they cannot express their ideas clearly or when they do not grasp the meaning of key terms. Since speaking in front of an audience can provide students practice voicing their thoughts in front of sizable groups, it is crucial that they have the courage to do so. They can experience what it's like to deal with everyday, real-world issues (Nariswari & Listyani, 2020). As a result, they give up on speaking, writing, or reading comprehension assignments fast because they are too hard, tedious, or demanding. If you want to assist pupils learn things more joyfully and

prevent them from being quickly frustrated, you must find strategies to help them expand their vocabulary (Nazara, 2019).

Based on the description above, it can be concluded that vocabulary are all the words in something that is heard, spoken, read, and written that is known by an individual or group. In learning a language, the first thing to do is learn vocabulary because without vocabulary we cannot communicate well.

b. The Type of Vocabulary

According to Thornbury (in Fitriani, 2015:8), before introducing a term in a vocabulary lesson, teachers must have a thorough understanding of its numerous forms. We'll talk about each of these vocabulary categories in the next section:

1) Noun

A term used to designate or refer to a creature or item that exists in fact or thought, according to Rozakis (2003:27). A noun is a name for a person, place, or object. There were various types of nouns: proper noun, common noun, collective noun, abstract noun, countable noun, uncountable noun, singular noun, plural noun, and concrete 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.

2) Verb

Verbs are terms that designate an action or state of being. Since a sentence cannot exist without verbs, they are extremely crucial. Furthermore, according to Rozakis (2003:29), action verbs (such as go, run, jump, write, read, etc.) indicate what the subject does. Verbs are words or phrases that give an action or make an assertion in a sentence. 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.

3) Adjective

Adjectives are words that characterize nouns and pronouns; they are the color of language and the words that lend flavor to your writing and speech or provide information about nouns (e.g. white, beautiful, clever, black, etc.), according to Leech (2006:5). In many languages, the adjective differs from the noun and verb in different ways. The distinctions have to do with functional possibilities; a

verb will always relate to the predicate, while a noun will always relate to the predicate argument slots and sentence structure. An adjective has both more complicated and varied functional expectations.

4) Adverbs

Adverbs are words that describe how, when, how many times and so on. A task or event is completed. Some adjectives can be turned into adverbs by adding *-ly* to the basic adjectives, for example:

Quick + *-ly* : Yoseph run quickly

Loud + *-ly* : Yoseph speaks loudly

Slow + *-ly* : Yoseph walks slowly

There are also several types of adverbs, namely as follows:

- a) Adverbs of place, for example: There, at home, in the bathroom, here, at the school or campus etc.
- b) Adverbs of time, for example: Today, yesterday, tomorrow, next day, in the morning, always, at 07.00 am, ever, seldom etc.
- c) Adverbs of how, for example: annually, by, with, gradually, quickly, etc.

Based on the aforementioned statement, the researcher concludes that we ought to endeavor to enhance our vocabulary in order to gain a deeper understanding of words, even those we use in everyday speech.

c. Technique in teaching vocabulary

Teaching vocabulary focuses on assisting students in expanding their word knowledge as well as enabling them to use the language successfully and efficiently, claims Cameron (2001:75). This means that vocabulary needs to be taught carefully if students are to find the topic of English engaging and enjoyable to learn. Learning vocabulary involves deriving meaning from words. The teacher should use the proper media, technique, strategy, etc. to teach the words that are relevant to the students' lives. Taking into account the students' levels, the teacher ought to modify them.

While teaching and learning language, educators must be aware of the needs of their pupils. This is significant since there are many different types of English words, making it hard for a teacher to teach them all. Therefore, the instructor

should apply the fun of the teaching process in the classroom using a variety of strategies.

The lower intermediate vocabulary teaching process, which may be used with junior high school students, is as follows:

- 1) The teacher decides which vocabulary category or area to focus on.
- 2) Teacher asks each student to think of word in the chosen area of vocabulary.
- 3) Each student writes some words on a piece at paper and gives it to the teacher to check and keep.
- 4) Teacher check students' work and distributed among the student. Each student has a piece of the paper on their table.
- 5) Match the piece of paper the correct answer, making sure one gets their own work. Student matches the word key has been dealt on the whiteboard with in deviation.

d. Kinds of vocabulary

Nuttal in Fitria (2017:7) distinguishes between two categories of vocabulary:

- 1) Active vocabulary consists of words those we known will to use by ourselves, this kinds of words we use to speaking.
- 2) Passive vocabulary consists of words that we understand approximately when we meet them.

Burhanuddin (2003:7) classifies terminology into four categories, which are as follows:

- 1) Oral vocabulary, consist of words actively used in speech.
- 2) Writing vocabulary are the words which are actively used in writing.
- 3) Listening vocabularyis the stock of words to which one responds with meaning and understands meaning and in the speech other.
- 4) Reading vocabulary are the words to which one responds with meaning and understanding in the writing of others.

According to Hamer (1991:59), vocabulary is divided into two groups:

- 1) Active vocabulary refers to vocabulary that has been learned by the students. They are expected to be able to use it.
- 2) Passive vocabulary refers to words which students will recognize when they meet them, but they probably not are able to produce it.

It is possible to draw the conclusion that there are numerous types of vocabulary that we can use in the four language skills, specifically oral vocabulary, based on the description given above. Language used in writing, listening, and reading, as well as passive and active vocabulary.

Thornbury states that he clarified the six categories of terminology. They are as follows:

1) Verb

A verb is a that indicates an action, event, or state come, go, read, write, drink, eat, etc.

2) Adjective

Adjective are words that describe nouns and pronouns. Adjective answer the quistions What kind. How much. Which one. How many. For example:

What kindred nose gold ring

How much more sugar little effort

3) 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.

Example :

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

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

4) 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).

2. Writing Skill

a. Definition of Writing Skill

Many people study the international language in Indonesia. English is one of the international languages. From elementary school through university, it is taught as a foreign language in the classroom. It is now a subject that all students

must take and receive instruction in. Thus, it plays a crucial part in communication while interacting with others around the globe. There are basically four language abilities in English: speaking, writing, listening, and reading (Saleh 1992: 27 as referenced by Sari 2013: 1). Writing is a component of language proficiency in addition to speaking, reading, and listening. Writing is a process that allows people to explore and uncover their thoughts and ideas in written form, according to Zamel (2007:207). In addition, a writing system is a set of inscribed symbols that correspond to the syllables, sounds, or words of a language (Richards, 1985: 409).

The aforementioned statement suggests that writing is a crucial subject since it requires us to express our thoughts in written form. It is difficult to select the right words and put them together in a coherent text. In addition, we must focus on the grammar of the statement. Thus, it makes sense that students would believe writing is a challenging subject because they have to pay close attention to several details like idea, concept, vocabulary, and grammar. According to Sari (2013: 2), there are three reasons why students struggle with writing: (1) a lack of vocabulary mastery that prevents them from expressing their ideas in suitable English words; (2) a lack of grammar mastery that prevents them from writing grammatically correct sentences; and (3) a lack of motivation to learn writing that results in poor writing performance.

b. Writing Concept

Writing allows us to communicate by putting our thoughts, feelings, and ideas into written form. Writing to provide individuals with knowledge or to explain something in writing is permissible, according to Hogue (1996: 2). Furthermore, writing demands mastery of conceptual and judgmental aspects in addition to grammatical and rhetorical methods (Heaton 1990: 135). Zhaminang (2013: 2) cites Triagan (1986: 15) who further states that writing is an activity that involves the written expression of an idea, message, or piece of information. Additionally, Basturmen, referenced by Cenrikawaty (2008: 7), states that writing is a means of putting thoughts, feelings, and opinions into written form. Writing is regarded as a challenging skill due to its multifaceted nature. Some of them refer to language use is the ability to write correctly and appropriate sentences; mechanical skills

refer to the ability to use punctuation correctly and grammatical sentence; the content refers the ability to think creatively and develop thought including all relevant information; stylistic skill refers to the ability to manipulate sentences and use language effectively; judgment skill refers to the ability to select, organize and order relevant information.

From definition above, it can be assumed that writing is a process of expressing ideas, thoughts, feels in order to communicate to other people in written form but we have to pay attention of grammatical sentence.

3. Short Stroies

a. Definition of Short Stories

An interesting short story will usually be liked by readers, namely the use of clear language, a unique title, an opening paragraph that makes you curious, a tense conflict and an astonishing ending. One of the various forms of English literature is the short tale. Short stories are suitable for use in the classroom because, despite their gory content, they nevertheless include poignant lessons about morality and human nature. A short story is designed to be read aloud in a single sitting. A short narrative typically has a word count of 2000–7500. Short stories are simpler than novels and frequently center on a single event. There aren't many characters in them. Literary critics have given short stories, a condensed form of prose fiction, less consideration than novels. The short story's origins are in antiquity and the Middle Ages, just as those of the novel. 20 Short stories have the archaic trait of having drawn less attention from literary experts than novels.

A brief story is one that is suitable for one sitting. Something that might not be done in a novel, roughly between half and two hours (Burhan, 2012:10). A brief narrative is exactly what its name suggests. The brief story's actual length varies. There are three different types of stories: short, lengthy, and sufficient (middle short story). Short fictions are those that are read aloud "once" in a sitting. There is only one message, one crisis, and one effect that short stories have on the reader. The short story's author merely wishes to clarify a few points (Jacob, 2001: 184).

Stories that cover a single subject of fiction to the smallest extent are called short stories. Not because the structure is significantly shorter than the book, but rather because the problem aspect is very constrained, the story is short for a short story (Sumardjo and Saini, 1986). Fiction comes in the form of short stories. As the name suggests, short stories are characterised by their briefness in terms of the number of actors, words utilized, story themes, and revealed events. This analogy relates to other literary genres, such novels. Short stories are, as their name suggests, brief pieces of prose. This school is small, but that's relative. This brief book can be read in less than an hour if it is finished in one sitting. Regarding Saini and Sumardjo (1986), This brief measure is primarily grounded on the constraints of its constituent elements' growth. The impact of a short story must be distinct and intricate.

According to Hornby (2000), a short tale is a narrative that is meant to be read from start to finish without pausing, typically involving fictional characters and events. As stated by Flanagan: a brief piece of fiction is called a short story. It often only has one main character and one main conflict. Its succinctness typically indicates a condensed story and a small scene. Concerning the unique qualities of short stories, Burroway, cited by Koesnosoebroto in Setyani (2009), asserts that, A short story doesn't waste words because it is brief. The short story can only address one or a small number of consciousnesses. This sentence demonstrates that each word, A short story's sentences must be placed in such a way as to prevent word or sentence waste. In addition, each sentence in a short story needs to be carefully picked so that it connects to the topic or theme of the narrative. This is what Alan Poe said in his *Twice-Told Tales* assessment of Nathaniel Hawthorne, which Koesnosoebroto cites in Setyani (2009). As stated by Koesnosoebroto, "Short stories are economical," according to Alan Poes' assertion, which means that since each word in a short story has a lot of power, wordy sentences are uncommon.

An experienced Australian teacher and storyteller named Scott (1985) elucidates how the following general and practical goal relates to the advantages of using short stories: It can: 1) expose kids to a variety of narrative experiences; 2) give young pupils examples of narrative devices, topics, characters, and

occurrences to aid in their own writing, thinking, speaking, and vocabulary development; 3) foster and support a child's sense of humor; 4) assist in placing the statements of the youngsters in context; 5) broaden awareness and comprehension of diverse locations, racial groups, and ideologies; 6) present fresh perspectives and be utilized to challenge preconceived notions without endangering the person; 7) lead to conversations that are diverse and frequently more fulfilling than those that result from formal instruction; and 8) act as the least painful approach to educate kids how to pay attention, listen, and follow the logic and thrust of an argument.

b. The Element of Short Story

a. Setting

Setting is the time and location in which a story takes place. Short story has some parts, there are:

- a) Place, the place where is the action of the story taking
- b) Time, when is the story taking (historical, period, time of day, year, etc)
- c) Weather conditions, conditions when is the story taking, is it rainy, sunny, stormy, etc.
- d) 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.
- e) Mood or atmosphere, the feeling is created at the beginning of the story. Is it bright and cheerful or dark and frightening

b. 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:

- a) Exposition (the introduction of setting, situation, and main characters). An initial incident sets the story in motion.
- b) 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.

- c) Climax (the point highest interest in terms of the conflict and the point with the most action).
- d) Resolution (the point when the conflict is resolved) and moral.

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.

- a) 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.
- b) 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).
- c) 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.

c. Teaching Procedure of English Short Story

There are many ways in presenting vocabulary, those are:

- 1) Teacher explains about short story.
- 2) Give an English example to show how the word is used.
- 3) 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.

- 4) Get the class to repeat the word in chorus Teacher tries to repeat word, so that students can practice more, and they understand it.
- 5) 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.
- 6) 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.
- 7) 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.
- 8) 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.

d. The Advantages of Using Short Story to Teaching Vocabulary

As we know there are many techniques 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.

e. Disadvantages of Using Short Story to Teaching Vocabulary

As we know, there are several technical weaknesses in teaching vocabulary.

- 1) Lack of student motivation is believed to be one of the main problems of English language learning. Furthermore, the researcher explained that student motivation can come from outside, such as interactions with friends, family conditions and the living environment that is less supportive in that direction.
- 2) The second obstacle is that many students consider English a difficult subject. This may be due to students' previous knowledge of English being minimal and the striking differences between English and Indonesian, especially in the pronunciation of vocabulary and sentence patterns used.
- 3) No less important, which he believes is one of the problems that contributes to failure in learning English is the lack of resources and teaching materials. Resources and materials here refer to various objects that can be used for teaching such as models, cards, computers, language laboratories, and so on. They play an important role in the success of the teaching and learning process in the classroom, because they represent real-world elements, intended to help students understand and explain reality.

Based on the benefits of short stories listed above, the author can infer that children will develop their language, imagination, and critical thinking skills through them. Should this situation arise, the youngster may be able to express inventiveness that could lead to a greater sense of familiarity. Additionally, a short narrative will strengthen the bond between a student and their teacher or between a parent and their child. It can also assist them in resolving issues that are related to the narrative. to increase their empathy for the environment and other people.

2.2 Previous Studies

1. Oktaviani, h. (2019). "The effectiveness of using short stories on students vocabulary mastery" (an experimental research at tenth grade students" of man 2 cilegon) (doctoral dissertation, uin smh banten). The research investigates the effectiveness of using short stories on students vocabulary mastery. This research conducted based on the research question 1) how is the students" vocabulary mastery at the tenth grade of man 2 cilegon?. 2)how is short stories applied in teaching vocabulary?. 3) how is the effect of short stories on

students' vocabulary mastery this research is. 1) to know the students' vocabulary mastery at the tenth grade of Man 2 Cilegon. 2) to know the application of short stories in teaching Vocabulary. 3) To Know The Effect Of short stories on students' vocabulary mastery. To answer question, the writer collect data from 30 students at tenth grade of Man 2 Cilegon with population is 90 students. The result of the research shows that use short stories has significant effect on students' vocabulary mastery. It can be seen from the result that researcher has got the mean of pre-test 1860, and post test score 2400 from the experimental class and the pre-test score is 1700 and post test score is 2040 from control class. The writer got to $t_{\text{count}} = 6,8$ $df = 70$, $t_{\text{table}} 5\% = 2,00$. It means the alternative hypothesis of the research is accepted that there is significant improvement of effect using short stories on students' vocabulary mastery. The conclusion of the research is that there is the effectiveness of using short stories on students' vocabulary mastery. It can be seen from the result that researcher has gotten the average score of observation = 6,8 $df = 70$ and $t_{\text{table}} 5\%$ and 2,00 with the level is significant of 5% or 1%. So t_{count} is bigger than t_{table} , it shows the technique is effective.

2. Ihsan, M., & Dakhalan, A. M. (2022). Improving vocabulary mastery by using short stories. *Datokarama English Education Journal*, 3(2). This research aims to find out whether short stories can be successful in improving students' vocabulary mastery or not. The researcher used quantitative research with experimental design using one-group-pretest-posttest. The sample of this research is class XI IPA 2 students of SMA Negeri 6 Palu that consists of 15 students. This class is taken as the experimental class, and the class is taught by using a short story, specifically about the legend. The selection of samples in this research used purposive sampling. After conducting the test, the researcher got the mean score of the students' pre-test is 48.33 while the average score of the post-test is 74.00. Then the data were analyzed using the t_{test} formula. The result of data analysis shows that t_{count} was greater than t_{table} , $t_{\text{count}} = 6.282$ and $t_{\text{table}} = 1.771$ at a significance level of 0.05. It can be concluded that there is a significant improving in students' vocabulary mastery after using short stories as learning materials.

3. The Journal of Teacher Action Research indicates that using short stories improves vocabulary development and reading fluency. An earlier study examined the pronunciation of The Effect Short Story. According to the results of the previous study, students benefit from cooperative reading when they are given short stories to read since they require their professors' help to comprehend the next. Teachers cannot identify the areas where students struggle without the use of short stories. Furthermore, it is unavoidable to read short stories to enhance pronunciation. Short stories can be used to help kids learn how to pronounce words correctly as they get more proficient at it. Pronunciation instruction can be more successful and raise students' pronunciation achievement by employing short stories.

Based on previous research, this research and this research discuss the same topic regarding short stories. What differentiates previous research from this research is the time the research was carried out, the schools studied, and the number of samples used in the research.

2.3 Conceptual Framework

A framework of Mind is a temporary explanation of a symptom that becomes the object of the problem. The framework in this research is:

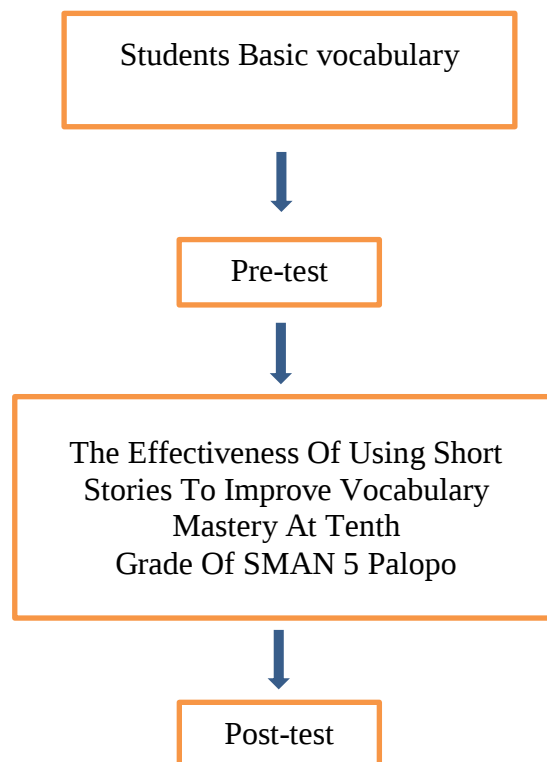


Table 1.1 Conceptual Framework

Based on the framework above, it can be explained that the researcher gave a pre-test to class X students of SMAN 5 PALOPO to see the students' vocabulary abilities with the scores obtained before being given treatment. Next, the researcher applied short stories in the treatment process. The final stage after providing treatment, the researcher gave a post-test to students to see students' vocabulary skills with the scores obtained after being given treatment.

2.4 Hypothesis

The hypothesis of the research is formulated as follow:

1. Null hypothesis (H₀): Using short stories is not effective in increasing students' vocabulary mastery.
2. Alternative hypothesis (H_i): The use of short stories is effective in increasing students' vocabulary mastery.

The statistical formulation is:

$\alpha < \text{sign. (2-tailed)}$ = H0 is accepted and H1 is rejected.

$\alpha > \text{sign. (2-tailed)}$ = H1 is accepted and H0 is rejected.