



## Improving Students' Vocabulary Achievement Through Short Story at the Eight Grade of SMP Negeri 4 Kendari

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**Abstract.** This study was a classroom action research (CAR) on improving students' vocabulary achievement through short story to Junior High School. This research was conducted within two cycles in which each cycle consisted of three meetings. Either first cycle or second cycle consisted of planning, action, observation/evaluation, and reflection. The subject of this study was 8<sup>th</sup> Grade students' at SMP Negeri 4 Kendari. A number of the students in the class were 32 students. Then, the instruments were used in this study include observation sheet of teacher's and students' activity, vocabulary test. The improvement could be seen in the result of students' achievement after conducting this study was 90.62% proved that it achieved classical achievement. Moreover, percentage of teacher's and student's activity also achieved 800% in the second cycle. In other words, the students' vocabulary at Grade 8<sup>th</sup> of SMP Negeri 4 Kendari improved through short story.

**Keywords:** Short Story, Vocabulary Achievement, Classroom Action Research

### 1. INTRODUCTION

Vocabulary is important aspect and becomes the priority basic in learning all languages all over the world, involving English language. The knowledge of vocabulary also plays a very crucial role in their major language skills: listening, speaking, reading, and writing. Al-Dersi (2013) stated that the mastery of vocabulary can support learners in speaking when they read and listen. Thus, by having sufficient vocabulary students can also produce many sentences easily and the students can communicate with other people fluently and express our opinion or ideas conveniently. It means that without enough vocabulary, the students will get difficult to communicate in English. Therefore, vocabulary is much needed in teaching learning process. In order the other skills in language can be done fluently.

According to Scrivener (1994), vocabulary is a powerful carrier of meaning. Beginners often manage to communicate in English by using the accumulative effect of individual words. Moreover, Harmer (2007) suggest teaching vocabulary is a major part of the teachers' art. According the selective way, perhaps of introducing new words is for students to read texts or listen to audio tracks and see or hear those words in action.

The result of preliminary study show that throughout the observation at SMPN 4 Kendari on August 12, 2019 at eight grade students. In the teaching process, teacher just give instruct students for read the passage that have given from the teacher. After that, teacher asks students to read by pair work and share the worksheet form of text. In narrative text they must be comprehend the content of the text especially. Then, reading section was finish, students

must find out verbs noun and adjectives on the text. Students pronounce what they have found verb, noun, and adjective. The result observation is there were still found students who had little vocabulary or very poor in vocabulary, especially how to pronounce the words correctly and they were difficult to identify noun, verb, and adjectives. Moreover, the teacher taught students with monotone technique, it made students cannot memorize vocabularies that were taught. Furthermore, during teaching process it was found that the teacher only used LKS. Hence the students fell shy and afraid to ask questions. Thus, the researcher is interested to investigate the use of short story to improve the students' English vocabulary.

The use of short story is very interesting and enjoyable for the students to develop students' vocabulary when the teacher gives reading skill. Proposed a list of such advantages for making reading comprehension skill easy, interesting and fun (Pathan and Al-Dersi . 2013). Collie and Slater (2001) said that integrating short-stories in EFL classrooms also paces the way to the EFL learners' involvement with rich, authentic use of the foreign language

The function of story is to entertain and to enrich mental experience. Thus, short story may make the students enthusiastic to enrich their vocabulary in order to understand whole of story. Therefore, to propose some methods or techniques that could enjoy the teaching and learning of the language. Referring to the opinion, the researcher concludes that the effort for improving the students' English vocabulary is an essential part in the teaching and learning process with use of short story.

## **2. METHOD**

In this study, the researcher used Classroom Action Research (CAR) design. The subject of the study is the eight grade students' of SMP Negeri 4 Kendari.

## **3. FINDINGS AND DISCUSSION**

Finding consists of students' and teacher's activities in cycle 1, cycle 2 and result of students' vocabulary. Students' and teachers' activities in each cycle is appropriate aspect of the lesson plan with KTSP by pre-activity, main activity and the closing activity, evaluation for each meeting, and vocabulary test for the end of the both cycles.

### **Meeting 1**

#### **Planning**

Before conducting the activity, the researcher prepared the instrument of the study that was observation sheets for teacher and observation sheets for students to observe. In this activity, the teacher prepared lesson plan and taught material which were used. The teacher informed the students for several meetings and teacher would teach in the class and conducted

the researcher about implementing of miming technique for improving students vocabulary achievement. a Researcher had two meetings in cycle 1. Each cycle will be discussed as follows;

**Meeting 1:**

- The lesson focused on teaching narrative texts. The teacher started with a brainstorming session to engage students.
- Students were asked about their familiarity with narrative texts and were introduced to the concept and its structure.
- The main activity involved reading a passage, followed by group work where students analyzed nouns, adjectives, and verbs in the text.
- The session concluded with students presenting their findings

**Meeting 2:**

- The second meeting followed a similar structure, but the focus was on reinforcing students' understanding of the narrative text's generic structure.
- Students participated in reading and group discussions, analyzing the text, and presenting their findings.

**Observations & Evaluations:**

- In the first meeting, the teacher did not write the definition of narrative text on the whiteboard, which led to some misunderstandings among students.
- In the second meeting, the teacher did not provide a brainstorming activity, and some students still struggled with the generic structure and vocabulary.

**Cycle 1 Reflection:**

- Strengths: Students were engaged, especially with the teacher's use of gestures and clear intonation. They participated actively in discussions.
- Weaknesses: Students faced challenges in vocabulary, which slowed down their progress in analyzing the text.
- Problems in Vocabulary Test: Students struggled with understanding instructions and felt anxious during the test, leading to confusion and noise towards the end.

**Summary of the Second Cycle:**

Meeting I

**Planning:** The researcher identified students' problems and weaknesses from the previous cycle and planned improvements for the second cycle.

**Action:** The first meeting took place on January 13th, 2020. The researcher began with greetings, attendance checks, and reviewing the generic structure of narrative texts.

Students were divided into groups and asked to analyze nouns, adjectives, and verbs in the text. The teacher closely monitored the discussions and provided feedback. Due to time constraints, group presentations were not conducted.

## Meeting II

### **Planning:**

The researcher prepared a lesson plan based on a narrative text titled "Four Little Rabbits" for the second meeting.

**Action:** The second meeting occurred on January 15th, 2020. The session began with greetings, attendance, and a review of the previous lesson. Students continued to analyze verbs, nouns, adjectives, and the generic structure of the narrative text. Each group presented their analysis in front of the class, and the teacher provided feedback and encouragement. The meeting ended with a vocabulary test on January 18th, 2020, to measure students' vocabulary improvement from the first cycle.

## Evaluation Cycle II

### **Reflection:**

**Strengths:** Significant progress was observed in students' active participation, understanding of narrative text structure, and vocabulary knowledge.

**Weaknesses:** The researcher struggled to motivate less engaged students and needed to improve control and motivation strategies.

**Vocabulary Test:** The test was conducted calmly, with minor disturbances. The researcher ensured that students completed their answers within the given time.

### **Students' Score and Teacher's Activity**

In this part, this research roll out the result of vocabulary activity through vocabulary test and the completeness of learning process which is taken from observation sheet for teacher and students and from vocabulary test.

**Table 1.** The Percentage of Students' and Teacher's Activity during Teaching and Learning Process.

<u>Meeting / Cycle</u>	<u>Percentage (%)</u>	
	<u>Teacher</u>	<u>Students</u>
<u>I/1</u>	<u>100%</u>	<u>83.33 %</u>
<u>I/2</u>	<u>100%</u>	<u>83.33%</u>
<u>II/3</u>	<u>75%</u>	<u>75%</u>
<u>II/4</u>	<u>66.66%</u>	<u>83.33%</u>

#### **a. Students' Score of Vocabulary Test in Cycle I**

The result of students' score in cycle I the researcher was taken from the value which was marked by teacher. The result showed that in first cycle, there were 25 respondents who reached the target and there were 7 respondents did not. From 32 students the total grades of students were 2469. The student who get highest score 100 and the student get lowest 50. There were 25 students KKM with mean 77%. the classical completeness in this cycle was 78.12%, meanwhile expected classical completeness according the school rule was 75. These mean that the KKM reached and indeed exceeds the KKM standard 75 score of classical completeness.

#### **b. Students' Score of Vocabulary test in Cycle II**

The result of students' score in cycle II is taken from the value which is marked by teacher. Mostly students who complete this cycle. From 32 students the total grades were 2783. The students who get higher score were 100 and the lowest were 61. The classical completeness in this cycle is 90.62 % of 100% which is hoped. The result of cycle II is mostly of students get KKM.

### **4. DISCUSSION**

After conducting the research on the use of short story at class VIII<sup>4</sup> of SMP Negeri 4 Kendari, the researcher found that there was an improvement on students' vocabulary achievement. The improvement was significantly positive from the first cycle to second cycle. The analysis of findings from first cycle to second cycle will be discussed further in this section.

In the first cycle, the researcher found that there were 25 students who reached the target and there were 7 students did not. The total grade of 32 students was 2469. The highest score was 100 and the lowest was 50. The classical competence in the first cycle was only 78%. Meanwhile expected classical completeness according to school standard was 80%. It indicates that the expected classical completeness in the first cycle was not achieved. This occurs because students still had some problems during the learning process.

First of all, during the lesson, some students made some noise in the class. The students, especially some students busy to speak with other students. It made the other students lose their concentration when apply short story in learning process. Moreover, when the teacher was explaining the material, several male students spoke to their friends instead of paying attention. The researcher found it very difficult to control the students and make them understand the lesson. This argument is supported by Hagen et al (2002) that noise are unfavorable for learning cause many problems for instructors and students then the risk of hearing damage, noise may cause on memory, performance, headache, and increase blood

pressure, and disturbance with activities. Berglund et al (1990) added that noise not only affect the verbal quality of communication but also contribute to serious problems in the intellectual development of students, such as impaired learning, writing and speaking difficulties, limitations in reading comprehension and development of vocabulary.

## **5. CONCLUSION, LIMITATION AND RECOMMENDATION CONCLUSION**

The implementation of short story can improve students' vocabulary achievement in narrative text particularly in identifying noun, verb and adjectives. This study used Classroom Action Research (CAR). The instruments of the study were observation sheet and vocabulary test. This classroom action research was conducted in two cycle's through miming technique could improve students' vocabulary achievement based on two sides includes success of student's vocabulary test, teacher's activity and student's activity in learning process. So, the result of the use of short story to help students in understanding vocabulary in narrative text in this study were improved during the cycle conducted

### **Limitation**

In conducting this study, the researcher had plenty of limitations. First, This research just used one class to investigate because classroom action research was used which focused on the learning process not on the result which need class control and class experiment. Second, the researcher just focused on the implementation and result of short story to improve students vocabulary achievement at grade VIII<sup>4</sup> of SMP Negeri 4 Kendari. Third, Because of the time was limited, researcher applied 6 meetings in taking research data, 2 meetings for vocabulary test and 4 other meetings are in the first cycle 2 meetings and the second cycle 2 meetings.

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