

**THE USE OF SHORT STORY IN LEARNING VOCABULARY THROUGH WHATSAPP GROUP AS VIRTUAL CLASSROOM TEACHING AT THE SEVENTH GRADE OF SMPN 5 BELAWANG SCHOOL YEAR 2019/2020**

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**ABSTRACT**

Yustika Aulia (NPM 16210129) **The Use Of Short Story In Learning Vocabulary Through Whatsapp Group As Virtual Classroom Teaching At The Seventh Grade Of SMPN 5 Belawang School Year 2019/2020**. Skripsi of English Education Department Faculty Of Teacher Training And Education Islamic University Of Kalimantan (Uniska) Muhammad Arsyad Al-Banjari Banjarmasin, 2020.

The objective of this study was to know the empirical evidence about the use of short story on students' vocabulary achievement in the seventh grade of SMPN 5 Belawang. This study was held in May 2020 at SMPN 5 Belawang. The method used in this study was quantitative method and research design was pre experimental. The sampling technique used in this study was Sampling technique. The researcher took one class as the subject of this study that was VIIA class. The researcher had compared the pretest score before treatment was given and after the treatment was given. The result of gained score of pre-test and post-test in the experiment was 39.2 and 70.4. For the testing hypotheses was analyzed using t-test formula. The researcher used SPSS v.16 for windows program which is *Paired Sample Test*. The calculation of vocabulary test result between the pre test and the post test can be seen from result of t-test of this research, and the result is 12.34. The result of t-table is 1.319, it can be seen df 39.5.  $H_0$  is rejected, and the  $H_a$  is accepted because  $12.34 > 1.319$  or the t-test  $>$  t-table. It can be concluded that the use of short story is effective on students' vocabulary achievement in the seventh grade of SMPN 5 Belawang. Yustika Aulia (NPM 16210129) **Penggunaan Cerpen Dalam Pembelajaran Kosakata Melalui Grup Whatsapp Sebagai Pembelajaran Virtual Classroom Di Kelas VII SMPN 5 Belawang Tahun Pelajaran 2019/2020**. Skripsi tentang Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Kalimantan (Uniska) Muhammad Arsyad Al-Banjari Banjarmasin, 2020. Tujuan dari penelitian ini adalah untuk mengetahui bukti empiris tentang penggunaan cerpen terhadap pencapaian kosakata siswa kelas VII di SMPN 5 Belawang. Penelitian ini dilaksanakan pada bulan Mei 2020 di SMPN 5 Belawang. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dan desain penelitian adalah pra eksperimental. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah teknik Sampling. Peneliti mengambil satu kelas sebagai subjek penelitian ini yaitu kelas VIIA. Peneliti telah membandingkan skor pretest sebelum diberikan perlakuan dan setelah perlakuan diberikan. Hasil perolehan skor pre-test dan post-test pada percobaan adalah 39,2 dan 70,4. Untuk pengujian hipotesis dianalisis dengan menggunakan rumus uji-t. Peneliti menggunakan program SPSS v.16 for windows yaitu Paired Sample Test. Perhitungan hasil tes kosakata antara pre test dan post test dapat dilihat dari hasil uji-t penelitian ini diperoleh hasil 12,34. Hasil t tabel sebesar 1,319 dapat dilihat pada df 39,5.  $H_0$  ditolak, dan  $H_a$  diterima karena

12,34> 1,319 atau uji-t> t-tabel. Dapat disimpulkan bahwa penggunaan cerpen efektif terhadap pencapaian kosakata siswa kelas VII di SMPN 5 Belawang.

**Keyword:** *short story, vocabulary, what's App* **Kata kunci:** cerita pendek, kosakata, *what's App*

## INTRODUCTION

Vocabulary is the most important material in foreign language teaching for young learners. Therefore, the teaching of English vocabulary has a very essential role in enabling Indonesian students to master English as their foreign language. English vocabulary mastery, in fact, it has become a big problem for most Indonesian students. If one does not have sufficient number of vocabulary, he will not be able to communicate with his surroundings.

In teaching and learning English, vocabulary as an element of language is considered as the most important factor in improving the mastery of four language skills. They are not able to be mastered if students are still lacking vocabulary. The students cannot express their communicative needs ( ideas, emotions, desires and though) to someone clearly because of their sufficient vocabulary. Without vocabulary, we can not express our idea or understand the message. The students cannot read, speak, listen, and write without understanding the meaning of words. Nunan (1991: 117) argues that “The acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions that we may have learned for comprehensible communication”.

The teacher of English, as a foreign language should know very well how important vocabulary is. They know that students must learn thousand of words the speakers or writers use in their speech or writing. Fortunately, teachers and students agree that vocabulary is needed in learning and teaching. The English teacher should be able to find out solution in vocabulary teaching by creating interest material.

Beside that, they should establish condition that make learning vocabulary occur within a reasonable period of time. The teacher's role in applying interesting methods is one of the important factors in creating a good atmosphere in the classroom activities. They should know how to improve the students' interest and student's achievement during the class and know how to design materials which are easy to be understand by the students. Teachers should be able to be develop any kind of material so that learning vocabulary will not become such boring and monotonous thing. The teacher can enrich

the students' vocabulary through shortstory. Short story is one of the modern prose forms. As literary work, story become an interesting thing for people to read and talk. The function of story is to entertain and to enrich mental experience. Story is talking about author expression to anything about life experience concerning with human imagination. And the short stories encourage the students to think about moral, social and philosophical.

## METHOD

### *Research Design and Setting*

The design of this research is one group pre-test post-test design. It is one types in pre-experimental. Pre experimental is powerful research method to establish cause an effect relationship. According to Arikunto (2002:78), pre-test post-test one group design is done twice before the experiment (pre-test) and after experiment

(post-test) with the one subject group. Research design :O1 X O2 Where: O1: pre-test O2: post-test  
X:Treatment Using short story

### *Population and Sample*

According to (Iskandar, 2008: 38), population is the total number of units of analysis that have characteristics that would be expected. The population of this research is the seventh grade of SMPN 5 Belawang. The total numbers of the students are 36 students. They were divided into 2 classes; VII A and VII B.

Usman (2011:80) stated that a sample is part of members are taken of the population with a certain technique called sampling techniques. The researcher chose class VII A as the sample of this study. It consist of 16 students.

### *Instrument*

In this research, the researcher used short story. The students were asked to mention vocabulary as much as they could.

### *Data Analysis*

The researcher analyzed the data using SPSS application to analyze and count the data, to know the student's vocabulary achievement by using short story.

## FINDINGS AND DISCUSSION

The table below shows the result of post -test which were given short story and the pre – test which were not.

Post – Test	Paired Differences					t	dF	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of The Difference				
				Lower	Upper			
Experiment	2.73	9.88	1.10	25.1	29.5	12.34	39.5	.000

-pre test								
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Based on the hypothesis that has been explained in this chapter, which is :

Ho = By using short story is not effective on students' vocabulary achievement in the seventh grade students of SMPN 5 Belawang.

Ha = By using short story is effective on students' vocabulary achievement in the seventh grade students of SMPN 5 Belawang.

From the Table 1.5, the calculation of vocabulary test result between the post-test and pre-test can be seen from result of t-test of this research, and the result is 12.34. The result of t-table is 1.319, it can be seen df 39.5. Ho is rejected, and the Ha is accepted because  $12.34 > 1.319$  or the  $t\text{-test} > t\text{-table}$ . It can be concluded that there is a significant difference of students' score between the pre test and the post test.

The research has a purpose in improving students' vocabulary by using Short Story as media for seven graders of SMPN 5 Belawang. The data are taken by score test while implementing this efficient media. The observation and the implementation of media was done to know the effect of applying the Short Story as Media to improving students' vocabulary.

Based on the students' mean score analysis. The students' vocabulary mastery could improve by using Short story as media. It's proven that using Short Story as media in learning vocabulary was successful. This cause, using a media in teaching and learning giving more easily. Statement of Sumantri (2001:153), " on teaching or learning is a learning device are used by the teacher as mediator to conveyed an instructional materials on teaching and learning process then giving more easily to reached the objective of learning. Moreover, using Short Story as media would giving more easily for students learning vocabulary. because, in the Short Story there is many vocabulary for students learning.

The application of Short Story as media to improve students vocabulary is effective, cause in the Short story there are many vocabulary, moreover using Short Story as media is the ideal way to introducing the foreign language to students'. Statement of Collie & Slater (2011:196) state that Short Story are often an ideal way to introducing students to literature in foreign language classroom

Finally, the last activity done to teach the students by using Short Story as media is reviewing the materials through whatsapp online class. The aims of this research to be students' improving in vocabulary has done, it is very useful for students learning activity and having more vocabulary.

## **CLOSING**

### *Conclusion*

The research was an pre experimental research that aimed to improve the seven grade the students vocabulary of SMPN 5 Belawang by using Short Story as Media. It was conducted in two cycles involving three meetings in

each cycle via online class. The first cycle was conducted on Saturday, 02nd May 2020 as first meeting in cycle 1, Monday 04th May 2020 as second meeting in cycle 1, and Saturday 09th May 2020 as the Post test in cycle 1. Meanwhile, the second cycle was on Monday 11th May 2020 as first meeting in cycle 2, Saturday 16th May 2020 as second meeting in cycle 2, and 18th May 2020 as post test cycle 2. The action were implemented on 7th grade class A considered as the class which was very attracted the researcher. I was motivated to increase the students' vocabulary on these class. The subjects of the research were 20 students of 7th of class A.

The students' improvement on vocabulary could be seen based on their learning participation in the teaching and learning process using Short Story as Media and based on their result of preliminary study and post-tests. The students participated in the class at first meeting has low participation cause the learning processes that are done by online so students feel the researcher cannot monitor the activities of students and also There are few parts of students thought nothing if they don't collect the assignments that given by the researcher.

Finally, on the first meeting the researcher was giving motivation to the students to more seriously to learning English, because learning English is important for their Future. In the second meeting, the researcher could saw students more interesting in learning English using short story as media. The researcher could be seen that students' participation in learning vocabulary was increase. It could be seen that students giving a reaction when the researcher giving some questions for them. The students' vocabulary also increased in each meeting, it could seen based on their result when the students doing the task at the Short Story paper. The students could comprehend the meaning of the Short Story, although in each meeting the theme of Short story was changed. It happens, because the students comprehend the meaning in each sentence and they get meaning of the text. Although, the students' score in post-test cycle-1 were higher than preliminary study, but its' better than before the implementations of using short story as media. The researcher would apply the cycle-2, because the students' score was low than minimum score based on criteria of the success.

In the implementation of cycle-2, the researcher apply more interesting Short Story with different theme to the students give more interested in learning Vocabulary and more variously vocabulary on the students task. In this cycle the researcher could seen the students vocabulary was increase. It could be seen when the students score was increase better than the cycle-1. Moreover, the students' score in post test cycle-2 were higher than cycle-1. The students' score were improved significantly than cycle-1. Hence, it could be concluded that the implementation of vocabulary as media was successful to improve the students' vocabulary. Practically using Short story as media is effective to solve the students vocabulary problem through the following steps :

1. The researcher must giving motivation to the students to joining the online class.
2. The researcher prepared the short story file with picture to the students.
3. The researcher asks to the students to read the Short Story.
4. The researcher asks to the students to find the difficulties words at the Short Story to comprehend the meaning of sentences.
5. The researcher giving instruction to students to asked the teacher if they get any problem to comprehend the meaning of Short Story.
6. The researcher must chat personally the students' to ensure the students comprehension.
7. The researcher giving instruction to students to doing the task individually then asked the teacher if students get some question.
9. The researcher asks the meaning of the sentences to students based on the Short Story.
10. The researcher giving instruction to all of students to write on their notebook the vocabulary was their get in the last meeting.
11. The researcher discussed the meaning of short story in the end of meeting.
12. The researcher giving instruction to Students memorizing the vocabulary was they get in each meeting.
13. The researcher giving motivate to students in the last meeting. For all of the steps above, the researcher must apply in each meeting to students get the more vocabulary

#### *Suggestion*

Based on the implementing of the Using Short Story as Media to improve the students' vocabulary mastery, some suggestions are addressed to :

##### 1. The Teacher

It was expected to the English teachers that the result of this study could be one reference to teach English vocabulary towards the students in an enjoyable way to teach English vocabulary to more attractively by using Short Story as media in learning process. Using the Short Story as media proven to be effective way to increase the students' vocabulary. Hence, this strategy must used to increase the students' vocabulary.

##### 2. The Next Researcher

After the result of this study, the next researcher is suggested to see Student learning behaviour before used the Short Story as Media. Because, Student learning behaviour is an influential part in teaching vocabulary. Without see these influential part, the researcher would get difficulties to used the Short story as media to increase the students vocabulary.

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