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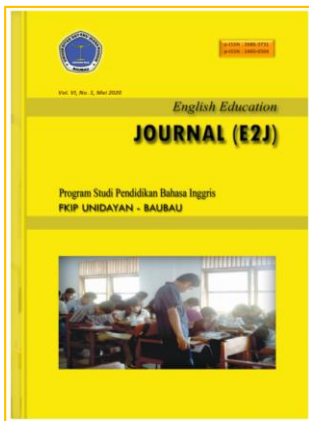
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## SUMMARIZING SHORT STORY TO IMPROVE ENGLISH VOCABULARY MASTERY IN SMP NEGERI 2 BAUBAU

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### Abstract

Problem in this research was whether summarizing short story improved students' vocabulary mastery in SMP Negeri 2 Baubau. This research aimed at improving students' vocabulary mastery by summarizing short story in eight grade of SMP Negeri 2 Baubau. This research applied quasi experimental design with two groups, control and experimental class. The population of the research were 330 students. The sample of this research consisted of 62 students selected by using random sampling technique. The instrument used in this research was test. Research outcome showed that the mean score of pre-test from experimental class was 54.35, while in post-test 87.74. Meanwhile, the mean score of the pre-test result from control class was 52.77 and in the post-test 75.81. From hypothesis test result by using t-test, it obtained t-count was -.12.285 and the significant value  $0.000 < 0.05$ . So that, it can be concluded that  $H_a$  was accepted and  $H_0$  was rejected. Therefore, the summarizing short story to improve English vocabulary mastery in SMP Negeri 2 Baubau was effective.

*Keywords: summarizing short story, vocabulary mastery*

### Abstrak

Masalah dalam penelitian ini adalah apakah meringkas cerita pendek dapat meningkatkan penguasaan kosakata siswa pada SMP Negeri 2 Baubau. Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa melalui meringkas cerita pendek pada siswa kelas delapan SMP Negeri 2 Baubau. Penelitian ini menerapkan

jenis penelitian quasi eksperimen dengan dua kelompok yaitu kelas kontrol dan kelas eksperimen. Populasi pada penelitian ini adalah 330 siswa. Sampel pada penelitian ini adalah 62 siswa yang dipilih dengan menggunakan tehnik acak sederhana. Instrumen yang digunakan dalam penelitian ini adalah tes. Hasil penelitian menunjukkan bahwa nilai rata-rata tes awal pada kelas eksperimen adalah 54,35, sementara pada tes akhir 87,74. Sementara itu, nilai rata-rata tes awal pada kelas kontrol 52,77 dan pada tes akhir adalah 75,81. Dari hasil uji hipotesis dengan menggunakan uji t, diperoleh nilai hitung t adalah -12,285 dan nilai signifikansi  $0,000 < 0,05$ . Sehingga, dapat disimpulkan bahwa  $H_0$  diterima dan  $H_1$  ditolak. Oleh karena itu, meringkas cerita pendek efektif meningkatkan penguasaan kosakata bahasa Inggris pada SMP Negeri 2 Baubau.

Kata Kunci: *meringkas cerita pendek, penguasaan kosakata*

## 1. INTRODUCTION

Vocabulary is a subject at school about words which studied by students. Vocabulary is one of linguistic features which influences the communicate competence. This is as line as Hiebert & Kamil [1] state that vocabulary is the knowledge of meanings of words. We must master vocabulary to be able using language. Teaching vocabulary is important to make students are to communicate by using language that learnt. The learners have to master English vocabularies before mastering English. They will be not able to express themselves clearly and effectively if they do not master vocabulary before. McCarthy and O'Dell [2] state that English has a very large vocabulary, which adds greatly to our opportunities to express the meaning in different styles. The teachers must be able to choose good technique to improve the students' vocabulary. The students would be easy to express all of in their mind if they have a large vocabulary. Rider [3] state that helping students improve their vocabularies is a project with enormous benefits. When students improve their vocabularies, they feel smarter they find it easier to express themselves because they have a better command of their language.

They feel more powerful because indeed, they more powerful.

There are many ways to improve the learners' vocabulary but as a teacher she must be able to choose good technique to teach them. Now days, we can see many learners or students are not serious in learning English. They feel bored when learning English because they think English is hard to learn. We can see it when the students find new words and they do not know the meaning of words, but they do not try to find the meaning of the words, so they will never know the meaning of the words. It is because the teaching technique which is not effective, so that students cannot learn English well. It would make them difficult to accept the explanation of teacher and improve their English especially in improving their vocabulary the teachers have to use good technique in teaching. It is supported by Setyani [4] who defines that the short story is interesting, can also help to stimulate the students' curiosity toward the target culture and language.

Based on the primary observation at SMP Negeri 2 Baubau, the research found some problems faced by the students in learning English, such as students did not know the meaning of the word, students were less of enthusiasm, students got difficulties when they had to translate the words, students also got difficulties in writing words or group of words correctly, students felt difficult to do the task because they did not know what they had read before.

Due to the facts above, the researcher tries to enrich vocabulary mastery of the students and wants to make the students interest in learning English by using Summarizing Short story. The researcher will use Summarizing Short story because Summarizing Short story will help to solve the problems that are faced by the students. The aim is easy to understand by the students, and also can be developed any kind of teaching material so that the vocabulary learning will not become monotonous and boring. The reason why choosing short stories as materials of reading learning is literary work is often more interesting than the text found in course books. It is supported

by Rider [3] who defines that the short story is interesting, can also help to stimulate the students' curiosity toward the target culture and language. Then, the short story is one of the modern prose forms. In addition, the short story becomes an interesting thing for learners to read and talk. As Ghasemi [5] said that the short stories have distinctive features, namely, its modernity, brevity, and variety make it appealing and interesting to language learners. Therefore, in short stories is more using literary devices to tell the story, and the short story is simpler to learn vocabulary.

Summarizing Short story is one of an interesting material that helps the students to find out the case to remember and understand many new vocabularies. Besides that, the students will be easy to write down the correct words or group words. It is because all words or word groups are inside of the Summarizing Short story.

Based on the description above, the research aimed at improving students' vocabulary mastery by summarizing short story at the eighth grade of SMP Negeri 2 Baubau.

## 2. METHODS

### 2.1 Design of the research

This research was quantitative approach by applying a quasi-experimental design which is comparing between two classes were experimental class given a treatment and control class that was not given a treatment.

### 2.2 Population and Sample

The population of this research consisted of 11 classes and total of the students were 330 students from the second grade students of SMP Negeri 2 Baubau in academic year 2019/2020. Sample used in this research was taken by using cluster random sampling technique. In taking sampling, there were two classes chosen that is class VIII<sub>10</sub> as experimental class and VIII<sub>9</sub> as control class and the total number of sample in both classes were 62 students.

### 2.3 Instrument

The instrument used to collect the data in this research was test. The test consisted of pretest and posttest. Pretest was used to find out the students' initial knowledge before treatment applied. While posttest was used to find out the students' knowledge after treatment applied. Both tests consisted of 20 items with four optional answers.

### 2.4 Technique of Data Analysis

Data in this research analyzed in two stages. The first was analyzed the data from the instrument and the second analyzed the research question. The techniques of data analysis applied in this research calculated by using SPSS 21.0.

#### a. Descriptive Statistics

Creswell [6] states that descriptive statistic is require to indicate general tendency (mean, mode, and median), the spread of score (variance, standard deviation, range), besides that, the descriptive statistic is also use to display the minimum and maximum score). To determine the influence of summarizing short story and vocabulary mastery, the test will be administered. The result of the test will be analyzed by the following steps:

The vocabulary mastery test was used for evaluating the students' vocabulary mastery in English. The test in this research used multiples choice test, and the scoring criteria is as follows:

1. If the answer is wrong, the score is 0
2. If the answer is correct, the score is 1
3. The scores obtained the raw scores then converted to final score using scale of 100 using the following formula:

$$Final\ Score = \frac{Raw\ score}{Ideal\ max\ score} \times 100$$

**Table 1.** Classification of Vocabulary Mastery Score

No	Score Range	Criteria
1	91-100	Excellent
2	81-90	Very Good
3	71-80	Good
4	61-70	Moderate
5	<50	Low

b. Inferential Statistics

Sugiyono [7] explained that inferential statistics is a technique of statistics used to analyze the simple data and the result applied to population. This type of this statistic used if the sample taken from the obvious population and the technique of determining the sample from the population is cluster selected. To test hypotheses in this study SPSS 21.0 program windows. Criteria of analysis with significant critical value: 0.05:

- 1) If  $t_{\text{test}} > t_{\text{table}}$ , so  $H_1$  is accepted and  $H_0$  is rejected (there is significant improving in students' vocabulary mastery achievement after and before the application of summarizing short story at seventh grade students of SMP Negeri 2 Baubau).
- 2) If  $t_{\text{test}} < t_{\text{table}}$ , so  $H_0$  is accepted and  $H_1$  is rejected (there is not any significant improving in students vocabulary mastery achievement after and before the application of summarizing short story at seventh grade students of SMP Negeri 2 Baubau).

**3. RESULT AND DISCUSSION**

**3.1 Result**

**3.1.1 The Result of Data Analysis in Pretest of Both Groups**

Furthermore, the main objective of the analysis was to find out whether the score produced by two groups. The objective test was a test to measure students' vocabulary between taught through summarizing short story and without summarizing short story in learning English. Thus the researcher found the classification on students' vocabulary in the following table.

**Table 2.** The Score Classification of Students' Pretest Result in Both Groups

Classification	Score	Pretest			
		Experimental		Control	
		F	%	F	%
Excellent	91-100	-	0%	-	0%
Very Good	81-90	1	3.2%	-	0%
Good	71-80	3	9.7%	2	6.4%
Fair	61-70	6	19.4%	4	13%
Poor	51-60	5	16.1%	11	35.5%
Very Poor	< 50	16	51.6%	14	45.2%
Total		31	100%	31	100%

Table 2 indicated that from 31 students, in experimental group pretest there were none of students (0%) were in the score level of interval class 91-100 or excellent classification, 1 student (3.2%) was in the score level of interval class 81-90 or very good classification, 3 students (9.7%) were in the score level of interval class 71-80 or good classification, 6 students (19.4%) were in the score level of interval class 61-70 or fair classification, 5 students (16.1%) were in the score level of interval class 51-60 or poor classification, 16 student (51.6%) obtained the score under the interval class <50 or very poor classification.

While in the control group pretest none of students (0%) were in the score level of interval class 91-100 or excellent classification, none of students (0%) were in the interval class 81-90 or very good classification, 2 students (6.4%) were in the score level of interval class 71-80 or good classification, 2 students (6.4%) were in the score level of interval class 71-80 or good classification, 4 students (13%) were in the score level of interval class 61-70 or fair classification, 11 students (35.5%) were in the score level of interval class 51-60 or poor classification, and 14 students (45.2%) obtained the score under the interval class <50 or very poor classification.

Based on table, it can be concluded that none of students get excellent or very good and good score most of the students in both of the group were in poor classification

**3.1.2 The Result Of Data Analysis in Posttest of Both Groups**

The main objective of analysis was to find out whether the score produced by two groups. The objective test was a test to measure students' vocabulary between who use summarizing short story and who do not summarizing short story in learning English.

The researcher found the classification on students' vocabulary in the following table.

**Table 3.** The Score Classification of Students' Posttest Result on Both of Groups

Classification	Score	Posttest			
		Experimental		Control	
		F	%	F	%
Excellent	91-100	10	32.3%	-	0%
Very Good	81-90	13	41.9%	12	38.8%
Good	71-80	8	25.8%	5	16.1%
Fair	61-70	-	0%	10	32.2%
Poor	51-60	-	0%	4	12.9%
Very Poor	< 50	-	0%	-	0%
Total		31	100%	31	100%

Table 3 indicated that from 31 students, in experimental group posttest there were 10 students (32.3%) were in the score level of interval class 91-100 or excellent classification, 13 students (41.9%) were in the score level of interval class 81-90 or very good classification, 8 students (25.8%) were in the score level of interval class 71-80 or good classification, none of students (0%) were in the score level of interval class 61-70 or fair classification, none of students (0%) were in the score level of interval class 51-60 or poor classification, and none of students (0%) were in the score level of interval class <50 or very poor classification.

While in the control group posttest, none of students (0%) were in the score level of interval class 91-100 or excellent classification, 12 students (38.8%) were in the score level of interval class 81-90 or very good classification, 5 students (16.1%) were in the score level of interval class 71-80 or good classification, 10 students (32.3%) were in the score level of interval class 61-70 or fair classification, 4 students (12.9%) were in the score level of interval class 51-60 or poor classification, and none of students (0%) were in the score level of interval class <50 or very poor classification.

Based on table, it can be concluded that both of group got the improving after giving the treatment. The capability both of the group was different because can be seen the classification and the percentage on the posttest. It means that the improving students' vocabulary by summarizing short story is better than conventional way.

### 3.1.3 Mean Score and Standard Deviation

The researcher calculated the mean score and standard deviation of students by using SPSS program version 21.0. It was shown in the following table:

**Table 4.** Mean Score and Standard Deviation

Test	Group	Mean Score	Standard Deviation
Pre test	Experimental	54.35	14.648
	Control	52.77	14.198
Post test	Experimental	87.74	7.510
	Control	75.81	9.840

Based on the table 1.4 it stated that the mean score of the students' pretest of experimental group was classified 54.35 with standard deviation 14.648 and pretest of control group was classified low (52.77), with standard deviation 14.198 and posttest of experiment group mean score was (87.74) and standard deviation 7.510 and posttest of control group 75.81 and standard deviation (9.840).

Indicated that the mean score of experimental and control group was mostly in the same score before giving the treatment. After giving the treatment, the score of posttest of experimental and control group showed the different score of the mean score, it mean that there was improving after conducting the treatment.

### 3.1.4 The Difference of Students' Pretest And Posttest in Experimental Dan Control Groups

To find out whether or not there was significant difference between experimental and control group, the researcher calculated the mean score, standard deviation, maximum value, and minimum value of students by using SPSS program version 21.0.

**Table 5.** Mean Score and Standar Deviation, Maximum and Minimum Value

Name of Score	Experimental Group		Control Group	
	Posttest	Pretest	Posttest	Pretest
Mean	87.74	54.35	75.81	52.74
Max	100	85	90	80
Min	75	30	60	20
Std. Deviation	7.510	14.648	9.840	14.250

Based on the table 1.5, it stated that the mean score of the students" posttest of experiment group was classified low (87.74), with standard deviation 7.510. Maximum value was 100 and minimum value was 75, while the mean score of student pretest in experiment group was classified low (54.35), with standard deviation 14.648. Maximum value was 85 and minimum value was 35. It can be seen the significant difference between experimental group and control group after conducting the treatment where the mean score of control group in posttest classified high (75.81) with standard deviation 9.840. Maximum value was 90 and minimum value was 60, while the mean score of control group in pretest was classified moderate (52.74) with standard deviation 14.250. Maximum value was 80 and minimum value was 20. In connection to the table and explanation of the mean score of the posttest and pretest both of group, it can be concluded that the mean score of experimental group was higher than control group, it is proved by the comparison of the means score of both group ( $15.132 > 2.718$ ).

Based on the table above, it showed that the mean score of experimental group and control group was mostly in the same score before giving the treatment. After giving the treatment, the score of posttest of experimental group and control group showed the difference score of the mean score, where the means score of experimental group was higher than the control group. It means that there was improving after conducting the treatment in experimental group.

### 3.1.5 Test of Hypothesis(t-Test)

Hypothesis testing of students' vocabulary achievement to calculate the hypothesis testing of students' vocabulary achievement, it using the SPSS program by applying t-test of paired sample t-test. The result of the test can be seen in the following table:

**Table 6.** Test Hypothesis (t-Test)

Score	T	Df	Sig (2-tailed)
	-12.285	30	.000

It can be concluded that the value of  $t_{\text{count}}$  is -12.285 that consulted to the  $t_{\text{table}}$  of the significant level 0.05 with the degree of freedom (df) is 30, the result of  $t_{\text{count}}$  is then compared to  $t_{\text{table}}$  (2.04523). Because of  $t_{\text{count}}$  is greater  $t_{\text{table}}$   $H_0$  is rejected and  $H_1$  is accepted, it means that there analyzing by using summarizing short story method can improve students' vocabulary achievement at grade VIII.10 of SMA Negeri 2 Baubau.

### 3.2 Discussion

After the data collected, the data analyzed by using SPSS. The mean score of pre-test before treatment was 54.35, it was in good category and standard deviation was 14.648. After giving treatment, the mean score was 87.74 it was in moderate category and standard deviation was 7.510 it was increased and the mean score of post-test was higher than the mean score of pre-test. After sampling T-test, it was found that there was difference of the mean score between pre-test and post-test was -33.387, in T-test analysis that is used by the researcher, the result of  $t_{\text{count}}$  is -12.285.

From the finding, it was known that  $t_{\text{count}}$  is higher than  $t_{\text{table}}$ . So, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. It means that there was significant improvement of the using of summarizing short story to increasing vocabulary achievement at the eighth grade students of SMP Negeri 2 Baubau. Therefore, in this research, the null hypothesis ( $H_0$ ) which is stated that states that the using of summarizing short story was not significant to improve students' vocabulary achievement was rejected.

Based on the research finding, by using summarizing short story in teaching vocabulary ability shows the real effectiveness, because it can help the students to improve vocabulary achievement, by using summarizing short story can make the students understand the text easily, and enthusiastic to study vocabulary achievement was an alternative strategy to make the students feel enjoyable and more active.

The result of the research was stating that applying short story strategy in teaching learning was effective. It was proved by the

significant difference score of students' vocabulary achievement between before and after taught by using summarizing short story.

According to Loomax [8], he states that the learning with funny stories can make atmosphere of class more conducive because the student more attention is wended on learning. Also it adds joy and motivation for learners to be more energetic. Beside that Murdoch [9] states that summarizing short story can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate level of proficiency. Research by David [10] he said that teaching vocabulary by using summarizing short story can help the students in understanding the English word easily and improve the students' acquisition in vocabulary.

#### 4. CONCLUSION

Based on the research findings and discussion in the previous chapter, the researcher can concluded that the using summarizing short story increased students' vocabulary achievement at the eighth grade of SMP Negeri 2 Baubau. This can be seen from the result of the mean score of pre-test and before giving the treatment was 54.35 and the result of mean score of post-test after giving the treatment was 87.74. Besides the inferential statistics analysis obtains the value of  $t_{test}$  (-12.285) which is greater than  $t_{table}$  (2. 04523). So, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. It means that there is significant the using of summarizing short story in improving students' vocabulary achievement at the eighth grade students of SMP Negeri 2 Baubau.

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