

A THESIS

**THE INFLUENCE OF USING SHORT STORIES IN ENGLISH TO
INCREASE STUDENTS' VOCABULARY MASTERY**



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UNIVERSITAS SULAWESI BARAT

2025

APPROVAL SHEET

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of the Examiner Team of Faculty of Teacher
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ABSTRAK

NURHIDAYAH MORALITA UMAR, 2024, *Pengaruh Penggunaan Cerita Pendek dalam Bahasa Inggris terhadap Peningkatan Penguasaan Kosakata Siswa. Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat.*

Penelitian ini bertujuan 1) Untuk mengetahui apa pengaruh dari Cerita Pendek terhadap penguasaan kosa kata siswa, dan 2) untuk mengetahui persepsi siswa tentang penggunaan cerita pendek dalam pembelajaran kosa kata. Jenis penelitian ini menggunakan metode kuantitatif dengan desain pre experimental. Populasi dalam penelitian ini adalah kelas VII di SMPN 3 MAJENE. Sampel penelitian ini adalah kelas VII E COLOMBUS dan VII G ELIAS HOWE yang terdiri dari 23 siswa. Pengumpulan data dilakukan dengan instrument 1) Test yaitu pre-test dan post-test yang terdiri atas 10 soal pilihan ganda, 2) Questionnaire yang terdiri dari 20 pernyataan. Teknik analisis data menggunakan Aplikasi SPSS versi 25. Dari hasil analisis penelitian mengidentifikasi bahwa hasil rata-rata nilai post-test yaitu (84.34) yang termasuk kategori ‘Sangat Baik’ lebih tinggi dari rata-rata nilai pre-test yaitu (59.13) yang termasuk dalam kategori ‘Cukup’. Itu artinya (H_a) bisa diterima. Untuk hasil questionnaire menunjukkan bahwa rata-rata respon siswa yaitu (87,6%) yang berarti dinyatakan sangat positif terhadap penggunaan cerita pendek dalam pembelajaran kosa kata. Oleh sebab itu, cerita pendek berpengaruh dalam pembelajaran kosa kata siswa.

Kata kunci : Cerita pendek, Pengaruh, Kosa kata siswa.

ABSTRACT

NURHIDAYAH MORALITA UMAR, 2024, *The Influence of Using Short Stories in English to Increase Students' Vocabulary Mastery*. Thesis. Majene: Faculty of Teaching and Education, Sulawesi Barat University.

This research aims 1) to find out what effect short stories have on students' vocabulary mastery, and 2) to find out students' perceptions about the use of short stories in vocabulary learning. This type of research uses quantitative methods with a pre-experimental design. The population in this study was class VII at SMPN 3 MAJENE. The sample for this research was class VII E COLOMBUS and VII G ELIAS HOWE which consisted of 23 students. Data collection was carried out using instruments 1) Test, namely pre-test and post-test consisting of 10 multiple choice questions, 2) Questionnaire consisting of 20 statements. The data analysis technique uses the SPSS application version 25. From the results of the research analysis, it is identified that the average post-test score, namely (84.34), which is included in the 'Very Good' category, is higher than the average pre-test score, namely (59.13), which is included in the 'Fair' category. That means (H_a) is acceptable. The results of the questionnaire show that the average student response is (87,6%) which means that it is stated to be very positive towards the use of short stories in vocabulary learning. Therefore, short stories have an influence on students' vocabulary learning.

Keywords: Short stories, Effect, Students vocabulary.

CHAPTER I

INTRODUCTION

A. Background

English is the language which have important part in International relationship. Every countries have difference language, every people use it for communication with people from difference country. English is become an important language. As developing country, Indonesia should be able to use English in communicating. Teaching English to young learners can be used as the main foundation for students to learn English at a higher level.

In addition, English as an international language is very important to master in this era of globalization. Good English skills would certainly be one of the assets to face global competition. Realizing the importance of mastering English, English learning must be given and applied as early as possible in both formal and non-formal education institutions (Andries et al., 2019 in Intan Korompot, 2022). The following language-related skills must be taught in an integrated manner without disregarding them: grammar, phonology, pronunciation, and vocabulary (Marianca et al., 2022).

Vocabulary consists of all the terms a person knows or uses when talking about a particular topic in a particular language (Liando,2020). People need a basic knowledge of vocabulary in order to perform any task in their daily lives (Putri Dilago et al., 2022 in Intan Korompot, 2022). Vocabulary is a collection of alphabets that form words and have meaning (Nasria et all., 2022). Thus, vocabulary is the most important factor in English. If students do not master the vocabulary, students would not understand what they read, listen, write, and talk about (Nasria et all., 2022). According to (Bai, 2018) vocabulary is the most essential and liveliest part of the three elements (Fara Hanindita Widayarsi, 2023).

Vocabulary is difficult for most students and pretty much, there are many reasons why vocabulary is difficult to master. First, English vocabulary differs from Indonesian in terms of its form, including pronunciation and spelling,

meaning and use of words (Agung Guritno). Second, to master English we have to read and memorize many words. Although it's pretty boring. Third, the teacher is not a genuine graduate of the English Department. Based on these reasons, variations are needed in teaching English. To make students interested in reading and memorizing vocabulary, props should be provided (Sakkir, 2018). To steal students' hearts so that they are interested in reading, teachers can use short stories as a medium (Nunan, 1991).

The researcher choose short story, because it has many various kinds that are fables, folktales, fairy tales, myths and legends. Usually, junior high school students' like a fairy tales. That would attract students' more interested to read. When students read a story that attract them, students can find so many new vocabulary. And that means, the students can develop their vocabulary (Ega Dwi Febriyanti & Riandi, 2020).

Short stories tend to be less complex than novels. A short story would focus on only one incident, has a single plot, a single setting, a limited number of characters, and covers a short period of time. In this research, the researcher would use short story to improve student vocabulary mastery, and the researcher would explain more about short story. Short stories can be written in a variety of formats, but the most typical features a small cast of characters with names and focuses on a single, selfcontained incident. Short stories make use of a plot and other normal literary components, just to a lesser and shorter degree than a novel (Ega Dwi Febriyanti & Riandi, 2020).

The teacher must offer interesting media to develop student activities in learning vocabulary. One of the tools for teaching vocabulary is short stories, short stories are free essays in the form of stories that tell in a relatively shorter number of words and pages and contain a more limited plot. One of the strongest characteristics of short stories is that they can be read in one sitting. Of course, this is different from a novel which can take days to complete. Short stories are designed to expand students' vocabulary. Most short stories only give impressions and focus on characters and situations, full of conflicts, events and experiences (Nurhayati, 2019, p. 116). Short stories can also be said to be fictional

compositions that only contain a part of the character's life story (slice of life). However, short stories can also contain entire life stories that are told briefly and focus on certain characters. This is in accordance with Semi's opinion (Nurhayati, 2019, p. 116) that short stories are literary works that contain narratives that focus on only one main event. New things can be fun and creative to expand students' reference vocabulary and help teachers increase students' interest and motivation in learning vocabulary. So that students feel comfortable and not bored during the teaching and learning process in class. The students' vocabulary skills are expected to increase because students use short stories as a vehicle for learning English. In short, it can be said that vocabulary mastery is very important for students. This gives students the basis for communicating in English. Once they master the vocabulary, they can easily communicate their ideas and opinions. Given the importance of vocabulary mastery for students, the researchers conducted research related to students' vocabulary mastery.

Based on interviews with teachers, the researcher found that most of the 7th grade students of SMPN 3 Majene lacked vocabulary. Students struggle to understand the meaning of words and find it difficult to read long words in English. According to the researcher's experience, most of the students could not answer questions in English. They also asked the teacher to translate the questions into Indonesian. There is also the problem that some teachers do not use any media to learn vocabulary. Teachers often ask students to read the material and look up the meaning in the dictionary. It makes students bored to learn English vocabulary. With this, the researcher chose to use short stories in grade 7 students to increase their vocabulary knowledge, short stories were used because they were quite appropriate for grade 7 students because based on the observations of researchers, some of them did not study English lessons in elementary schools, this made limited knowledge of their vocabulary when they entered junior high school, the researcher also got the idea after reading journals about short stories and using short stories as research subjects. In addition, the use of words in short stories can be easily understood by students because they do not use language that is difficult to understand/too formal. Besides that, short story texts are quite fun and not boring for grade 7 students to read because they only amount to one page.

Finally, students would have a rich vocabulary of languages. By used short stories, it would add to their knowledge of language vocabulary, because sometimes the languages contained in short stories combine. Also, it can be used as a reference. By reading short stories, we would get references to the characteristics and characters of the short story characters.

B. Problem Identification

Based on the background the problem of the research was formulate as follows :

1. Student are lack of vocabulary in English.
2. Students are difficult to understand the meaning of words in English
3. Students are difficult to read long words in English

C. Problem limitation and formulation

a) Problem limitation

Based on problem identification, this research is based on vocabulary mastery skills during learning. When conducting observations at SMPN 3 Majene, the dominant problem found was the lack of students' vocabulary mastery. The media used to teach vocabulary is short stories. Short stories can help students to increase vocabulary knowledge in English.

b) Formulation

Based on the research background, the research question are formulated as follows :

1. What can short stories improve students' vocabulary mastery at SMPN 3 Majene?
2. What are the students' perception towards the short story?

D. Research Objective

Based on the formulation of the problem above, the purpose of this study is to increase the English vocabulary of Majene 3 Public Middle School students by using short stories.

1. To find out how the effect of applying short stories is to enrich/improve students' vocabulary mastery.
2. To determine students' responses to the use of short stories to increase vocabulary.

E. Research Benefits

This research is expected to have several advantages in the process of learning English, as presented below:

1. For English teachers, it is hoped that the findings of this study can provide information on one of the effective learning methods, namely short stories that can be applied in class. This can support and motivate other teachers to create new ways of teaching and learning so that learning activities become more exciting and not fun.
2. For students, research results are expected to offer interesting and varied learning experiences. So that in class they can read more actively.
3. For other researchers, the findings of this study can be an important and useful reference for conducting research studies related to teaching English.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Related Studies

The Following are some studies related to research that would be carried out by researcher :

1. The first research conducted by korompot, et all (2022) with the title *The Use of Short Story to Increase Students' Vocabulary*.

Short stories are stories that are written shorter than novels longer than a fairy tale. Short stories focus on a bigger or smaller problem and focus on building strong emotions in the reader. Short the story tells about the life of a character. this part of life It can be events, emotional images or simple actions in life about character. Short stories can also influence or even inspire reader. Because the distribution of short stories is no longer taboo used in learning English. Important point learning English requires vocabulary. This aspect is also not taught light or heavy. Teachers can use many things expand vocabulary because vocabulary in learning must use the correct techniques/methods, one of which can through short stories. Therefore, this research wants to find out how the influence of short stories to expand students' vocabulary. This study used a quantitative approach experimental design. In this model, the model is a set of pre-test and post test. 20 students from class VIII A were accepted the sample used in this study to calculate student test scores,the researchers used the average formula to analyze the data. As a result, there are a lot of them in narrative short stories vocabulary to expand the vocabulary of students, this as an indication of significant differences between pre-test students and take the exam.

2. The second research conducted by Febriyanti, et all (2020) with the title *The Influence of Using Short Story Toward Students' Vocabulary Mastery at the Seventh Grade Students of An'nur Junior High School Tanah Abang Jakarta Academic Year 2019 – 2020*.

As an international language, English is important for everyone in the world to learn. That the important thing that must be mastered when someone learns

English is vocabulary. This research used quantitative methods experimental design. The researcher chose two sample classes namely 7-A for the control class and 7-B as the experimental class. After checking the validity of the device used in this study, researchers used 25 valid question numbers as instruments. That the researcher conducted the same pre-test for both sample categories. The researcher then enters "The short story 'Turtle and Rabbit' as a treatment for the experimental class in the control class the researcher teaches by using the poem 'Following My Dreams Delilah'. After treatment the researcher also gave both classes the same post-test samples. The test involves the same questions for the pre-test, but the researchers were confused by the number of questions. After acceptance research data researchers also analyze the data. The data results show difference between the results of the two sample classes. The researchers found a score the experimental class is better than the control class. This can be seen in $T_{count} 3.3153 > T_{table} 1994$. Based on the results of the research data above, H_0 was rejected and H_a was accepted. That the results also show a significant increase in scores between the pre-test and post-test experimental class. And there is no significant increase in the control before and after the test that is, using short stories to increase students' vocabulary is effective.

3. The third research conducted by Nasria, et al (2022) with the title *Improving Vocabulary Mastery by Using Short Stories*.

The purpose of this study is to find out whether short stories can be successful improve students' vocabulary or not used by researchers quantitative research with experimental design using one group pretest posttest. The sample of this research is students of class XI IPA-2 SMA country 6 hammers, 15 students. This course is in progress experimental lessons and lessons with short stories, especially legends. Selection of the sample in this study through purposive sampling. After the test, the researchers accepted the student's pre-test average was 48.33, the average so far Posttest is 74.00. The data were then analyzed using the t-test formula. The results of data analysis show that the number t is greater than t table, t-score = 6.282 and t-table = 1.771 at a significance level of 0.05. but it can be concluded that the students'

vocabulary experienced a significant increase check after using short stories as learning material.

4. The fourth research conducted by Sariana, et all (2022) with the title *Using Local Short Stories to Improve Students' Vocabulary*.

The purpose of this research is to find out whether the use of local short stories can be increased or not the vocabulary of the students. A total of 25 students of class IX.B UPTD SMPN 6 Barru participated in this study. this sample sampling was done because the results of observations showed a shortage of students achieve vocabulary and have little motivation to learn English. This pre-experimental research uses a group pretest-posttest design; The treatment of this study consisted of four class sessions. That data was collected using vocabulary before and after giving local short stories as a treatment in four cases met. The results before and after the test were analyzed using SPSS version 25 which showed significant results the increase after using local short stories shows the experimental nature of students the average posttest score of 79.92 is higher than the average pretest score of 41.84. This indicates that the local short circuit Stories can increase students' vocabulary.

5. The fifth research conducted by Beno, (2019) with the title *Effectiveness of Using Short Story to Improve Students' Vocabulary Mastery*.

The purpose of this research is to find out how effective short stories are in expanding students' vocabulary Management of Class X SMA Kristen Dian Halmahera for the 2018/2019 Academic Year. That the design used in this study is a true experimental design. Researchers participated randomly, the division of participants into two groups, experimental and control groups. Both groups were successful both before and after the test, but the treatment was only given to the experimental group. an investigator conducted this research at Dian Halmahera Christian High School from January to March 2018. Theme all of them are students of class X. Researchers divided them into two categories. Each class consists of 20 people Student. The researchers used tests to collect data. The tests were carried out in pre-test and post-test. That students in the pretest class achieved a score of 6.65. Control class from

posttest class Student score is 7.65. The score of the experimental class students in the preparatory class was 6.15. and the posttest score of the experimental class students was 8.45. After applying the procedure The researchers were able to increase the students' vocabulary. By using short stories in vocabulary, students can easily do it understand and remember new vocabulary.

Based on previous research, it can be seen that this research has differences, from the journals listed, the research and methods carried out have different subjects. In the first journal, researchers used the average formula to analyze a data. Next is the second research journal, where the researcher tries to study the effect of using short stories on students' vocabulary management in two classes VII of An'Nur Middle School VII-A and VII-B, namely the control class and the experimental class. The researcher took 72 students as samples for this research. This research is almost similar to the research that would be researched by the researcher, the difference is in the number of students to be researched, the researcher took a sample of two classes, namely class VII students at SMPN 3 Majene. Where class VII Elias Howe was the control class with 34 students and class VII Columbus was the experimental class with 34 students, the result was that the researcher took 68 students for this research, and the researcher did not use poetry to be taught in the control class like the second researcher's journal. Apart from that, the instrument used by the second journal was 25 questions, while the instrument used by the researcher himself was 20 questions. In the third journal, researchers used quantitative research with a one group pretest-posttest experimental design, with purposive sampling used in this research. Fourth journal, as many as 25 class IX.B students participated in this research, with pre-experimental research using a group pretest-posttest design. The last journal in this journal explains that the design used in this study is a true experimental design. Researchers participated randomly in dividing the participants into two groups, the experimental and control groups. Each class consists of 20 students. The researchers used tests to collect data. The tests were carried out in pre-test and post-test. The five

studies above used quantitative research methods in vocabulary problems. In conducting this research it is necessary to pay attention to how the results of this research are expected to be useful in the future. Almost the same, namely the researcher has conducted the previous research above, and hopefully its application in the classroom can be used by English teachers and studied widely by other researchers.

B. Theoretical Framework

a. Definition of Vocabulary Mastery

The understanding of vocabulary is widely expressed by experts but basically the understanding is complementary. Based on Indonesian Big Dictionary, vocabulary is words or the number of words a language has. This opinion is in accordance with the opinion expressed by (Heron Beno, 2019) that vocabulary is words which are treasury of a language. Michael Graves (2006) provides a framework for effective teaching and successful vocabulary programs that support learners' vocabulary knowledge development. The basis of his educational program includes four approaches to developing a strong vocabulary: (1) providing a rich and diverse language experience, (2) teaching individual words, (3) teaching vocabulary learning strategies, and (4) improving word recognition [11, 56] (Umida Khamroeva, 2021). According to Kridalaksana (2015) , (Heron Beno, 2019)“vocabulary or lexicon, are as follows: (1) Language component that contains all information about the meaning and usage of words in language. (2) The wealth of words that a speaker has the author of a language. (3) A list of words arranged like a dictionary, but with a brief and practical explanation”. Based on some of these opinions it can be concluded that vocabulary is all words contained in language. In addition, vocabulary is all words that are owned by someone who contains all the information about the meaning and usage of words in language . (Nunan, 2020)(1991 in Alqahtani : 2015) stated: “Furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we would be unable to use the structures and functions we may have learned for

comprehensible communication.” According to (Richard & Rodgers, 2001) in research (Muhammad safdar Bhatti, 2022) Vocabulary is the most important element of language proficiency and improvement in how well students read, speak, listen, and write

According to Thorburry, vocabulary can be defined, roughly, as the words we teach in the foreign language. While Richard and Rodgers state that vocabulary is one of the important elements of language proficiency that becomes the basis of how well learners speak, write, listen and read. In the past, vocabulary teaching and learning were often given little priority in second language programs. It means if students want to be proficient in English, students must be able to master vocabulary (Nasria et al., 2022).

Vocabulary is a critical element of the language that should be learned. Learning vocabulary is prime because we can read, speak, write, and listen competently. A person said that to ‘know’ a word, they can recognize its meaning when they see it (Sariana, 2022). In research (Latifah, 2024) According to Burton (1985) as cited in Wardani (2015) says that vocabulary is one of the components of the English language, defined as the total number of words in the language. According to (Hornby 2000 in Sariana, 2022) a vocabulary list of words that a person knows or uses. Without words, there would be no language. Words are symbols or signs of ideas; it indicates that words can express what people think. By learning vocabulary, people can communicate whether to convey their thoughts, messages or express their ideas.

Vocabulary is an important part of language learning mastery. Alqahtani (2015) argues that vocabulary refers to the words we use communicate effectively by speaking (expression). Vocabulary and listening (receptive vocabulary). Others like (Sedita, 2015), vocabulary is one of the five cores read the portion of the lesson that includes the following phonemic awareness, sound and word exploration, language competence vocabulary and understanding.

Vocabulary is the words of a language that contain individual elements and phrases or parts of many words that convey a certain meaning, such as single words. According to Morin (2003) in research (Erfin Wijayanti, 2020) states that vocabulary is the key not only to literacy but also to oral and written communication, starting at the most basic levels of the second language (L2) study. Some researchers view vocabulary as a group of words that someone knows (Caroline, 2005).

1. Vocabulary Types

Based on the Journal of English Teaching with the title The Principle and the of English Vocabulary: A Review by, Saniago Dakhi and Tira Nur Firda (2019:18), explains in general, vocabulary is divided into several categories, including:

1. Receptive vocabulary is defined as the type of vocabulary that readers would encounter from time to time read and listen. Receptive vocabulary is the vocabulary we understand when reading and listening, or the total vocabulary we process when we receive information. These words are used by both readers and listeners understand the message given. Vocabulary is closely related to the addressee language proficiency. In a broader sense: cutting edge Goldstein (2004) shows that receptive vocabulary is related to listening and listening for reading.

2. Productive vocabulary, on the other hand, refers to the collection of words used for production news Tgzwo basic skills naturally use this productive vocabulary speak and write. In short, they are given the appropriate name productive language skills. Another equally important explanation for word types is their contribution reception and productivity development. (Farahani, 2012) reported on vocabulary knowledge predict reading comprehension positively. It explains that this is how it works predictor of reading comprehension ability, marker of receptive ability. More specifically, vocabulary knowledge appears to have an impact on research results contains information about the form, meaning and use of the word.

3. Active vocabulary is the words used by listeners and writers usually use it because it is really understood, or a collection of words that are understood and used in everyday conversation and writing. They are words that exist. Remember and use it at would when speaking and writing situations require it. In practice, active words are words that we can use automatically when writing we talked incessantly, forcing ourselves to remember.

4. Passive vocabulary, on the other hand, is for incomplete words understood, so they are rarely used in writing and speaking, or words that we can recognize but are not normally used in normal communication. related from this it can be concluded that passive vocabulary is a prerequisite active vocabulary. This is of course an optional step as people have different levels of understanding of skills and words that must be acquired beforehand.

b. Definition of Short Stories

In research (Ummul Nasyirah, 2023) A short story is a work of fiction usually written in prose and narrative format. Short story is a complete narrative and only has 1 episode and the reader does not need a long time to finish 1 story. In short stories there are only 1 to 6 characters, one scene and the time that occurs in the story is relatively very short (Reid, 2017). In other words, the reader does not need much time to comprehend what the short story tells about. According to (Ryandi, 2010 in Sariana, 2022) there are various short stories. Some types are ancient tales, fantasy humor, satire, education story, and local stories. (Nurmy, 2010, p. 6).

In research (Nabila, 2020) In learning foreign languages, short stories are a rich resource for literacy and provide an abundance of linguistic resources for students that can be used in learning activities (Damayanti, 2017). Short stories are stories that limit themselves in discussing one of the elements of fiction in the smallest aspect. Short stories are one form of fiction. Short stories as the name imply, show a short nature, both the events revealed, the contents of the story, the number of actors, and the number of words used. This comparison is related to other forms of prose, such as novels.

Webster dictionary explains that, short story is a piece of prose fiction, usually under 10.000 words. Short stories are much shorter than novels; short story usually has only a few characters and focused on a single incident. Lazar said that short story is a work of fiction. It tells one event in a very concentrated way, describes something at moment of crisis, introduces people who are told do not really exist, has plot and characters who are somehow connected with each other.

Short story is a type of literary work in the form of fictional narrative prose which tells the story of a character and all his problems and presents a solution. (Martin, 2013) argues that a short story is a storyline that tells about an event or incident related to man. This agrees with Sutardi (2012) who says that short stories are a series of events that are woven together, apart from that in the story there are problems with characters or within the characters themselves and there are backgrounds and plots. These activities include determine the theme, start writing or start an essay, arrange events, build conflict and end the story. In writing short stories, the writer also needs to determine intrinsic elements of the story. Basically, intrinsic elements are components contained in a story that have parts to build a story in a literary work.

1. Types of Short Stories

(Land, n.d. 2023) writes that, Short Stories can be further classified into the following classes:

- Anecdote
- Fable
- Fiction in a Hurry
- Storytelling Framework
- Mini-saga
- Story Sequence
- Sketch Story

- Anecdote

An anecdote is fiction based on a true story about a real person or event. This short description of something is both informative and entertaining. They are short but not too long.

- Fable

It depicts anthropomorphic beings (usually animals, but often legendary creatures, plants, inanimate objects or forces of nature) telling stories that are morally educational. The moral is usually at the end of the most popular children's stories.

- Fiction in a Hurry

This is a very short piece of literature. There is no general agreement on length, but the 300–1000 word limit is often discussed.

- Storytelling Framework

Nested stories, also called frame stories or nested stories, are techniques for introducing or compiling the main story or a series of short stories by inserting stories into the story.

- Mini-saga

We can call it a mini-saga if we can describe the story in exactly 50 words. It's about the ability to express a lot with very little information.

- Sketch story

In sketch stories we find descriptions of characters or places. The stories are slightly shorter than the others and have little to no plot.

Short story features (Ruangguru, n.d.):

- Not more than 10,000 words.
- Reading short stories usually only takes 10-30 minutes.
- The story focuses on one character in one situation.
- The story is fictional.
- Often describes everyday stories.

- Character development is not detailed.

Generally, short stories are written between 4 and 15 pages. However, there are also short stories that exceed the number of pages. Jakob Sumardjo divides short stories into three types according to the number of pages:

- One page short story
- Short story 4-15 pages
- Short stories 20-30 pages long.

Based on the writing technique, short stories are divided into two parts, namely (Experts, n.d.):

Perfect short story (well made short-story), namely the author's short story technique, in which the short stories written focus on one subject only, have a very clear plot, and the ending or closing is easy to understand. Usually this type of short story is conventional and based on reality (facts).

Incomplete short story (slice of life short-story), namely a short story writing technique in which the author writes short stories without focusing on a theme or the short stories are scattered, the plot structure or plot is irregular, and the ending is fluid. Usually, short stories of this type are contemporary and based on original ideas.

2. Advantages and Disadvantages of Short Stories

Some of the advantages of short stories are as follows (Putri, n.d.):

- Short stories present short stories so that readers don't get bored.
- The characterization of short stories directly aims to make it easier to understand.
- The conflict is easier.
- Short. So that one can read it once without spending much time.

The disadvantages of short stories are:

- The story is long and the story is not very interesting, so it can make the reader bored and bored.

- There are short stories that are less important so that the reader would not get any benefit from the short story.
- There are short stories that have no dialogue so that the reader gets bored.

C. Conceptual Framework

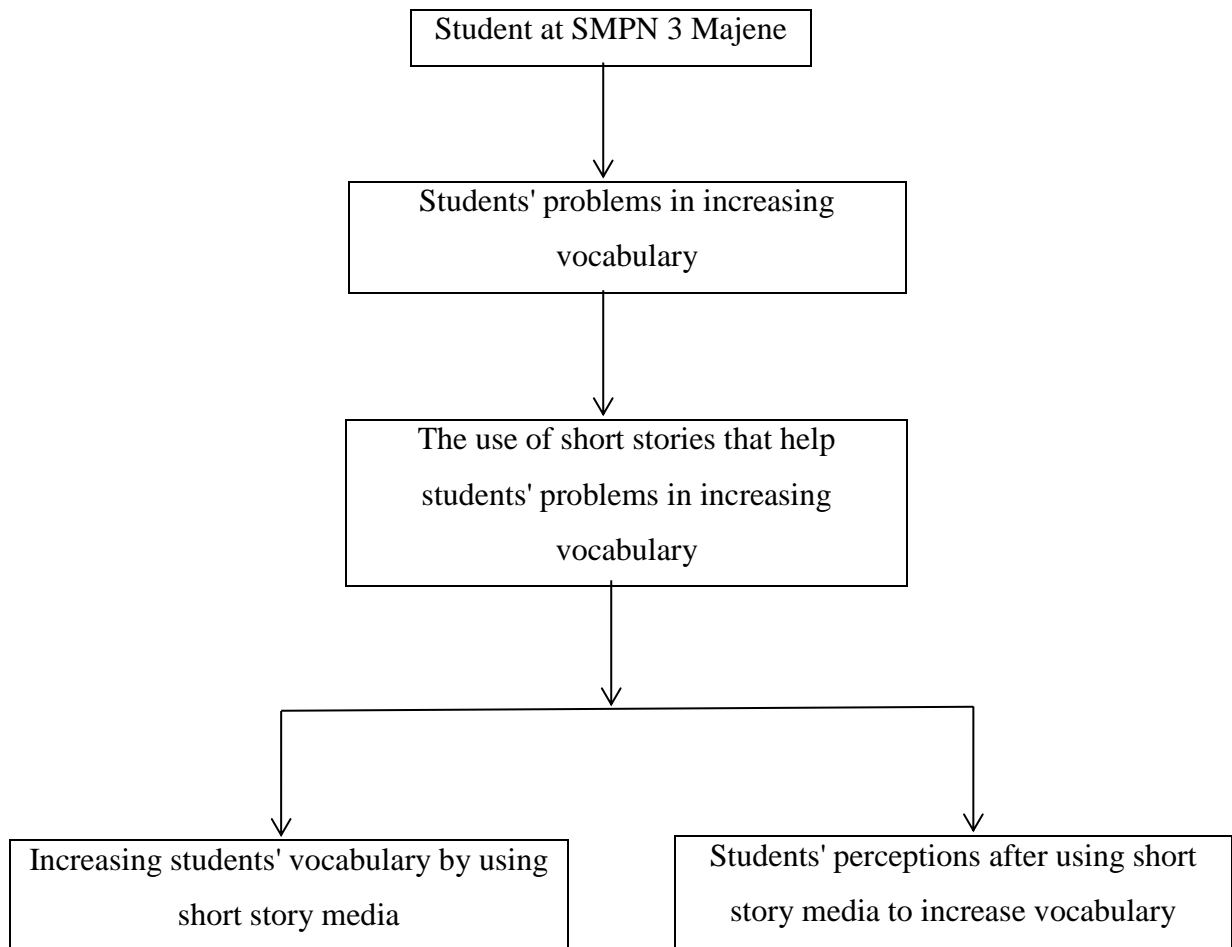


Figure 1. Conceptual Framework

In learning English, students are required to be more creative and have a variety of media such as short stories to enrich their vocabulary mastery. Vocabulary is a list of words and their meanings, especially in a book for learning a foreign language. Vocabulary is all the words that form a language. This is one of the basic elements in achieving language skills. It is impossible for students to understand the explanations in their English without use more vocabulary. In this research, the use of English short stories is very useful in

their daily lives wherever and whenever they are, whether at home, at school, on trips and elsewhere. Based on this theoretical and conceptual framework, it is hoped that students' vocabulary mastery would be better by using short stories in English.

D. Hypothesis

1. Null hypothesis (H_0) : The Use of the Short Stories improve student' vocabulary skills.
2. Alternative hypothesis (H_1) : The Use of the Short Stories does not affect student' vocabulary skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the results and discussion of the previous data analysis, the researcher draws the following conclusions.

1. The influence of using a short story in English can enhance student vocabulary mastery.

Based on the problem identification, when observing the class the dominant problem is discovered, is the lack of student vocabulary mastery. Researcher use short stories to teach vocabulary in English, which may enhance knowledge of student vocabulary in English. The Effect of the Short Stories in Improving Students' Vocabulary Mastery was low before being given treatment or using the short story of the learning process. This is evidenced to the results of the average pre-test score 59.13 and a significant increase thereafter received treatment with the average post-test 84.34.

2. Students' perceptions about the influence of using short stories in English to the mastery of the student vocabulary in the class.

Students' perception of the impact of the short stories in increasing the vocabulary suggests that students' responses mostly reach an average of 60,9 scores of positive statements. For example, 14 (60,9%) students answer agree to statement 5 (I feel I have more options in writing when I read the short story regularly). Which means short stories have a positive impact on the increase in students' vocabulary.

B. Suggestions

There are several suggestions proposed by the author to increase students' vocabulary in English, based on the findings of studies regarding the results of learning a short story.

1. For students, who learn English especially vocabulary, using short stories while studying other materials can help them develop a vocabulary to achieve desired goals, thus expecting, fun, and easy.

2. For teacher,teachers are encouraged,especially the SMPN 3 majene English teacher to use this method when teaching to arouse students' interest, have fun, and motivate them in memorizing vocabulary.
3. For researchers, the first study enables them to develop this method and its results, making further researchers more successful in its research. Researchers,in turn,may also develop this study to be more modern and to keep up with the use of sophisticated technology with completed school facilities and institutions.

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