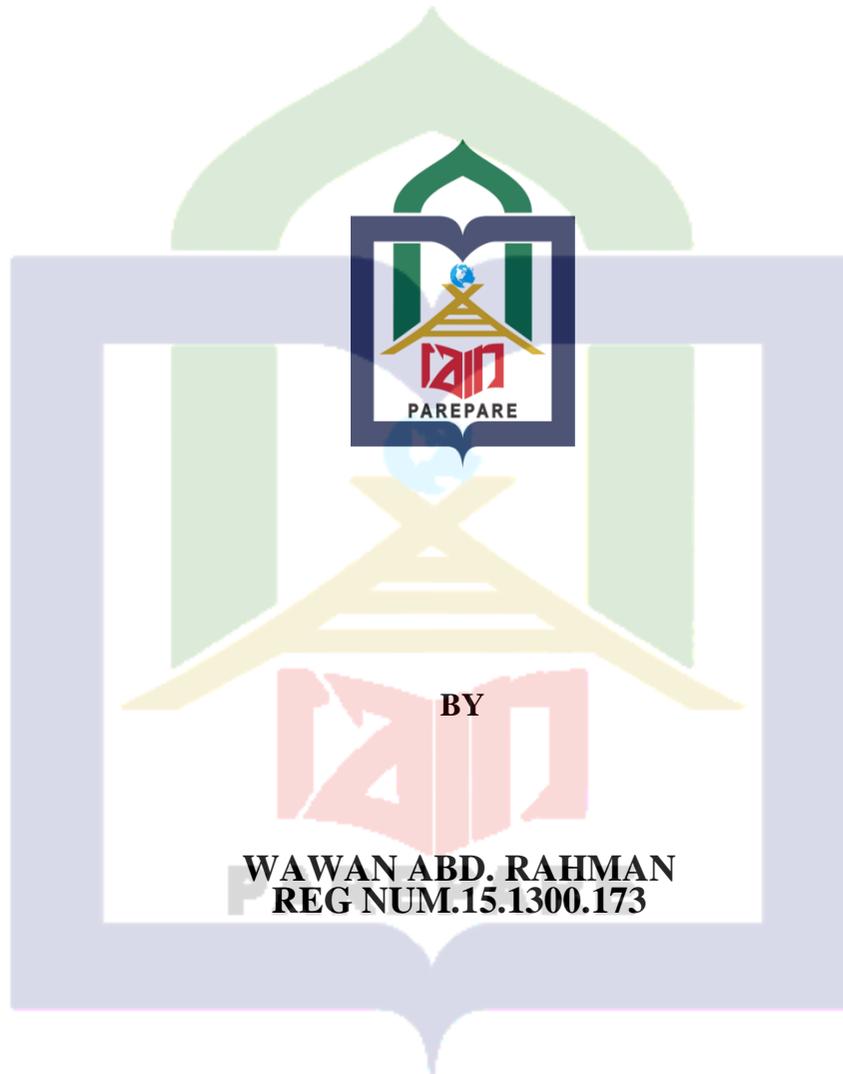


SKRIPSI
THE USE OF SHORT STORY TO ENRICH STUDENTS'
VOCABULARY ACHIEVEMENT AT
SMAN 9 PINRANG



BY
WAWAN ABD. RAHMAN
REG NUM.15.1300.173

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

SKRIPSI
THE USE OF SHORT STORY TO ENRICH STUDENTS'
VOCABULARY ACHIEVEMENT AT
SMAN 9 PINRANG



BY

WAWAN ABD. RAHMAN
REG NUM. 15.1300.173

TARBIYAH FACULTY OF STATE ISLAMIC INSTITUTE OF PAREPARE IN
PARTIAL OF FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF
SARJANA PENDIDIKAN (S.PD)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

**THE USE OF SHORT STORY TO ENRICH STUDENTS'
VOCABULARY ACHIEVEMENT AT
SMAN 9 PINRANG**

SKRIPSI

**AS PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE
OF SARJANA PENDIDIKAN (S.PD.)**

ENGLISH EDUCATION PROGRAM

SUBMITTED BY

**WAWAN ABD. RAHMAN
REG NUM. 15.1300.173**

PAREPARE

TO

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis : The Use of Short Story to Enrich Student
Vocabulary Achievement at SMAN 9 Pinrang

Name of Student : Wawan Abd. Rahman

Student Reg. Number : 15.1300.173

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree : SK the Dean of Tarbiyah
No: B.926/In.39/FT/5/2019

Has been legalized by

Consultant : Dr. Abd. Haris Sunubi, S.S. M.Pd.
Nip. : 19750308 200604 1 001 (.....)

Co. Consultant : Dr. Ali Halidin, M.Pd.I.
Nip. : 19760425 200912 1 002 (.....)

PAREPARE

Approved by:

Tarbiyah Faculty
Dean,



Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Thesis : The Use of Short Story to Enrich Students' Vocabulary Achievement at SMAN 9 Pinrang

Name of the Student : Wawan Abd. Rahman

Student Reg. Number : 15.1300.173

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree: SK. The Dean of Tarbiyah Faculty

No: B.926/In.39/FT/5/2019

Date of Graduation : March 24th 2021

Approved by Examiner Commissions

Dr. Abd. Haris Sunubi, S.S., M.Pd. (Chairman) (.....)

Dr. Ali Halidin, M.Pd. (Secretary) (.....)

Wahyu Hidayat, Ph.D (Member) (.....)

Mujahidah, M.Pd. (Member) (.....)

Cognizant of:

Tarbiyah Faculty

Dean,



ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most Gracious, the most Merciful.

First of all, the researcher would like to extend her sincere to Allah swt, the king of the king, and the lord of the universe who has been giving opportunity and courage to accomplish this script by the title “The Use of English Short Story to Enrich Students’ Vocabulary at SMAN 9 Pinrang” peace and blessing be upon beloved prophet Muhammad saw, and his family, his companion, his followers. The best messenger for people all over the world.

The researcher wants to thank a lot to all people who have supported and helped his. He realizes that without their support and help, he was not able to finish this skripsi.

In this opportunity, the researcher wants to give his sincerest gratitude to his beloved family for their supporting, given her strengths and motivation to pass this study, and always pray for her until the Undergraduate Degree. The researcher would like to express his gratitude also to Dr. Abd. Haris Sunubi, S.S., M.Pd. and Dr. Ali Halidin, M.Pd.I for their explanation, advice, guidance, dedication, correction, and suggestions in finishing this skripsi.

There are also some people that the researcher would like to thank to:

1. The Rector of State Islamic Institute (IAIN) Parepare, Dr. Ahmad Sultra Rustan, M.Si. and his staffs for their help during he finished her study.

2. Dr. H. Saepudin, S.Ag. M.Pd. as Dean of Tarbiyah Faculty of IAIN Parepare, who has arranged a positive education for the students in Tarbiyah Faculty.
3. Mujahidah, M.Pd. as the Chairman of English Education Program of IAIN Parepare for the fabulous serving to the students.
4. All lecturers of English Education Program who have already taught the researcher during her study in IAIN Parepare.
5. Drs. Abullah Rahman, SE.MM as headmaster of SMAN 9 Pinrang who has allowed the researcher to conduct and observe the research at the school.
6. His beloved parents are Abd. Rahman and Kasmawati who always pray about a good life for his life, and always motivated him until finished his skripsi.
7. His best friends: Purnamasari, Selvy Afriyanti, Nasrullah, Yunita Wahyuni, Riska Afriyanti, Rabiyyatul Adawiyah, Zam-Zam Adam, Hamdan, Adri Aladin, who always motivate and accompanied his start from the first semester until now and always give their support, share knowledge, give advice, and courage as well as their helping for finishing this script.
8. All of her students in SMAN 9 Pinrang as respondents of this research and inspiring her to research this game for giving various appropriate activities in teaching.
9. His other family in PC. MATAN Parepare who always praying for blessings from masyaikh to finished the research with fluent.
10. His other family in Historic 15 who have pushed her to finish the research.
11. The big family of LIBAM for being one of place to study and get experiences.
12. His friends in English Education Program of Tarbiyah Faculty 2015. Thanks for giving support and sharing their time and being good friends.

13. All awesome people and amazing friends that the researcher can't mention it one by one who have given their support to his sincerely.

Finally, the researcher expresses his gratitude to many people who saw through this skripsi for their support and contribution to accomplish it. May Allah swtcounts our effort as kindness in this world and hereafter.

At least, it is undeniable that this skripsi is still far from perfection although many efforts have been made to make it complete. Therefore, critics and suggestions from the reader are necessary to complete the lack of this writing. Hopefully, this skripsi can assist the reader both theoretically and practically in English Language Teaching field or another related field.

Alhamdu lillahi rabbil 'alamin

Parepare, 30th Juny 2020

The Researcher,


Wawan Abd. Rahman
Reg. Num. 15.1300.173

PAREPARE

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name of the Student : Wawan Abd. Rahman
Student Reg. Number : 15.1300.173
Faculty : Tarbiyah
Study Program : English Education
Title of Script : The Use of Short Story to Enrich Students'
Vocabulary Achievement at SMAN 9 Pinrang

Stated that this script is his own writing and if can be proved that it was copied, duplicated or complied by any other people, this script and the degree that has been gotten would be postponed.

Parepare, 30th Juny 2020

The Researcher,


Wawan Abd. Rahman
Reg. Num. 15.1300.173

ABSTRACT

Wawan Abd. Rahman, *The Use of Short Story to Enrich Students' Vocabulary Achievement at SMAN 9 Pinrang.* English Department of Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare. (Supervised by Abdul Haris Sunubi and Ali Halidin).

The purpose of this research was positively to find out the different significant and to know the improvement before and after teaching short story by the first grade of SMA Negeri 9 Pinrang in 2019/2020 academic year and describing how to teach learning proces. The design of this study is pre-experimental design by using pre-test and post-test there are two variable, independent variable (Vocabulary achievement) and dependent variable (Short story). The comparison beetwen pre-test and post-test score depend on the success on the treatment. The study is conducted at the first grade on MIPA 1 of SMAN 9 Pinrang which consist of 29 students were have been taken as a sample of the research. The instrument used in the research is short story text test.

The result of the research indicated that there was different significant of the students in vocabulary by using short story. It indicated by the students mean score post-test (86.89) was pre-test (75.86). it means that the T-test value is greater than T-table ($1.54 \geq 1.701$). Thus, it can be concluded the students' vocabulary skill through short story significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Therefore, it prove that Short story can improve students' vocabulary. It can be concluded that the use of short story to enrich students' vocabulary achievement gave the positive influence toward students' vocabulary.

Keywords: *Short Story, Vocabulary Achievement.*

PAREPARE

TABLE OF CONTENTS

| | |
|---|------|
| COVER | i |
| COVER OF TITLE | ii |
| SUBMITTED PAGE. | iii |
| ENDORSEMENT OF CONSULTANT COMMISSIONS..... | iv |
| ENDORSEMENT OF EXAMINER COMMISSIONS | v |
| ACKNOWLEDGEMENTS | vi |
| DECLARATION OF THE AUTHENTICITY OF SKRIPSI..... | ix |
| ABSTRACT..... | x |
| LIST OF TABLES | xiii |
| LIST OF APPENDICES | xiv |
| CHAPTER I INTRODUCTION | |
| A. Background..... | 1 |
| B. Research Question. | 3 |
| C. Objective of the Research..... | 3 |
| D. Significance of the Research. | 3 |
| CHAPTER II REVIEW OF RELATED LITERATURE | |
| A. Some Patinent Idea. | 5 |
| B. Concept of Vocabulary..... | 5 |
| C. Concept of Short Story | 14 |
| D Previous Finding. | 21 |
| E Conceptual Framework..... | 23 |
| F. Hypothesis..... | 23 |
| G. Variable and Operational Definition. | 24 |

CHAPTER III METHOD OF THE RESEARCH

A. Research Design 25

B. Location and Duration of the Research. 25

C. Population and Sample 25

D. Instrument and Process collecting data..... 26

E. Technique of Data analysis 28

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Finding..... 31

B. Discussion..... 45

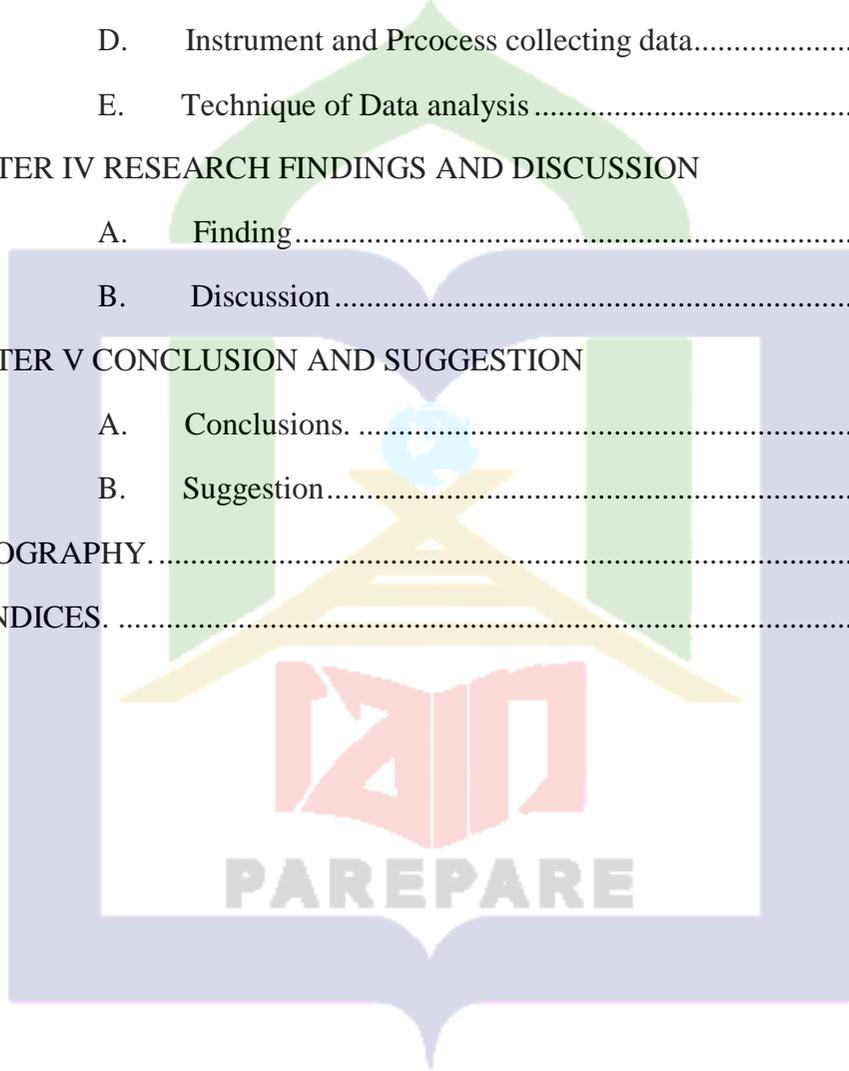
CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusions. 52

B. Suggestion..... 54

BIBLIOGRAPHY 55

APPENDICES 55



LIST OF TABLES

| NUMBER OF TABLES | TITLE OF TABLES | PAGES |
|------------------|---|-------|
| 1 | STUDENTS' SCORE IN PRE TEST | 87 |
| 2 | STUDENTS' SCORE IN PRE TEST | 88 |
| 3 | PERCENTAGE OF PRE TEST | 89 |
| 4 | STUDENTS' SCORE IN POST TEST | 90 |
| 5 | STUDENTS' SCORE IN POST TEST | 91 |
| 6 | PERCENTAGE OF POST TEST | 92 |
| 7 | THE MEAN SCORE AND SD PRE TEST AND POST TEST | 92 |
| 8 | PERCENTAGE OF THE FREQUENCY OF PRE TEST AND POST TEST | 93 |
| | T TABLE | 94 |

LIST OF APPENDICES

| NUMBER OF APPENDICES | TITTLE OF APPENDICES | PAGES |
|----------------------|--|-------|
| 1 | INSTRUMENT PRE TEST AND POST TEST | 58 |
| 2 | THE RESULT OF STUDENTS PRE TEST | 64 |
| 3 | THE RESULT OF STUDENTS POST TEST | 68 |
| 4 | LESSON PLAN | 73 |
| 5 | THE DATE OF STUDENTS | 85 |
| 6 | STUDENTS SCORE IN PRE TEST | 87 |
| 7 | STUDENTS SCORE IN POST TEST | 90 |
| 8 | T-TABLE | 94 |
| 9 | SURAT REKOMENDASI IZIN PENELITIAN | 95 |
| 10 | SURAT IZIN PENELITIAN | 96 |
| 11 | SURAT KETERANGAN PENELITIAN | 97 |
| 12 | SURAT KET. TLH. MELAKSANAKAN PENELETIAN | 98 |
| 13 | CURRICULUM VITAE | 99 |

CHAPTER I

INTRODUCTION

A. Background

Through the vocabulary journal, they could write a new vocabulary, when they were learn English at the class, it also easy to remembered and used in their daily life. Finally, there are many new vocabularies that can be used continually by students orally or in written product. Because vocabulary development was not only about learning words but also learning phrases or chunks, and finding words around them and learning even more than those words or vocabularies.¹

Master of a foreign language is one of the important things that is need in modern society and globalization era. It is because language is on of instruments which has important functions in communication. The importance can see from some sides of life, for example is job requirement, one of the requirement is language competence, both of in spoken written from. Then, there are many education books that are written in foreign language. So, it can say the mastering foreign language is very important for surviving life.

Vocabulary is the set of words writing a language that are familiar to that person.² Teaching vocabulary plays important role in language acquisition because the mastery of vocabulary will help students in mastery all the language skills, listening, speaking, reading, and writing. Vocabulary will make the students practice the structure more easily; it is useful for the students in order to communicate in daily life and will strengthen belief that English can be used to express some ideas for feeling the express in the native language.

¹Cameron,. *Teaching Language to Young Learner*. Cambridge. Cambridge University (2001) Press.<https://www.academia.edu>.

²Scott Thornbury, *How to Teach Vocabulary*(Harlow: Pearson Longman, 2002), p. 13.

Indeed, people need words to be productive in language learning acquisition. When we want to get more information, we have to read more. Of course, this reading activity will be not effective without enough vocabulary. Also when we want to speak, we need more words to express ideas.

The researcher gets in curriculum 2013 that students must have vocabulary mastery 2500 for senior high school and 1000 for junior high school. So the teachers have to try to the students to give students vocabulary 20-30 every meeting so that the students can be mastery 1000 vocabulary until they have learned.³

The Teacher's role in applying interesting method is one of the important factors in creating a good atmosphere in the classroom activities. They should know how to improve the student interest and students achievement during the class and know how to design materials which are easy to be understand by the students. The teacher should be able to be developing any kind of material so that learning vocabulary will not become such boring and monotonous thing.

The teacher can enrich the student vocabulary through short story. To solve this problem, literature can be alternative medium to improve students' vocabulary, vocabulary is about learning words, that students are not only expected to know the word but also they have to know what the meaning of that word.⁴ 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

³A.Muh. NurIkhsan, *Increasing The Students' Vocabulary Mastery Through Direct Method* (At The Eight Grade Students of SMPN 5 MalimpungKabupatenPinrang) English Program Tarbiyah Department State Islamic Institute (IAIN) Parepare: 2019 p.3.

⁴Cameron, Lynne..*Teaching Languages to Young Learners*. New York:CambridgeUniversity Press.(2001).

stories encourage the students to think about moral, social and philosophical.

Based on the explanation above, the researcher decides to determine the title of his research “Enriching Students’ Vocabulary by Using Short Story at the SMAN 9 Pinrang”

B. Research Question

In relation with the background above, the problem of the research can be stated as follow:

- 1) Is there any significant different between the students before and after teaching vocabulary by using short story at SMAN 9 Pinrang?
- 2) What does the improvement and the different between the students before and after teaching vocabulary by using short story at SMAN 9 Pinrang?

C. Objective of the Research

The following are objectives of the research:

- 1) To find out the different significant before and after teaching vocabulary by using short story at the SMAN 9 Pinrang.
- 2) To know the improvement of students before and after teaching vocabulary by using short story.

D. Significance of the Research

The significance of the research is divided into two benefits for a theoretical and practical where benefits are as follow:

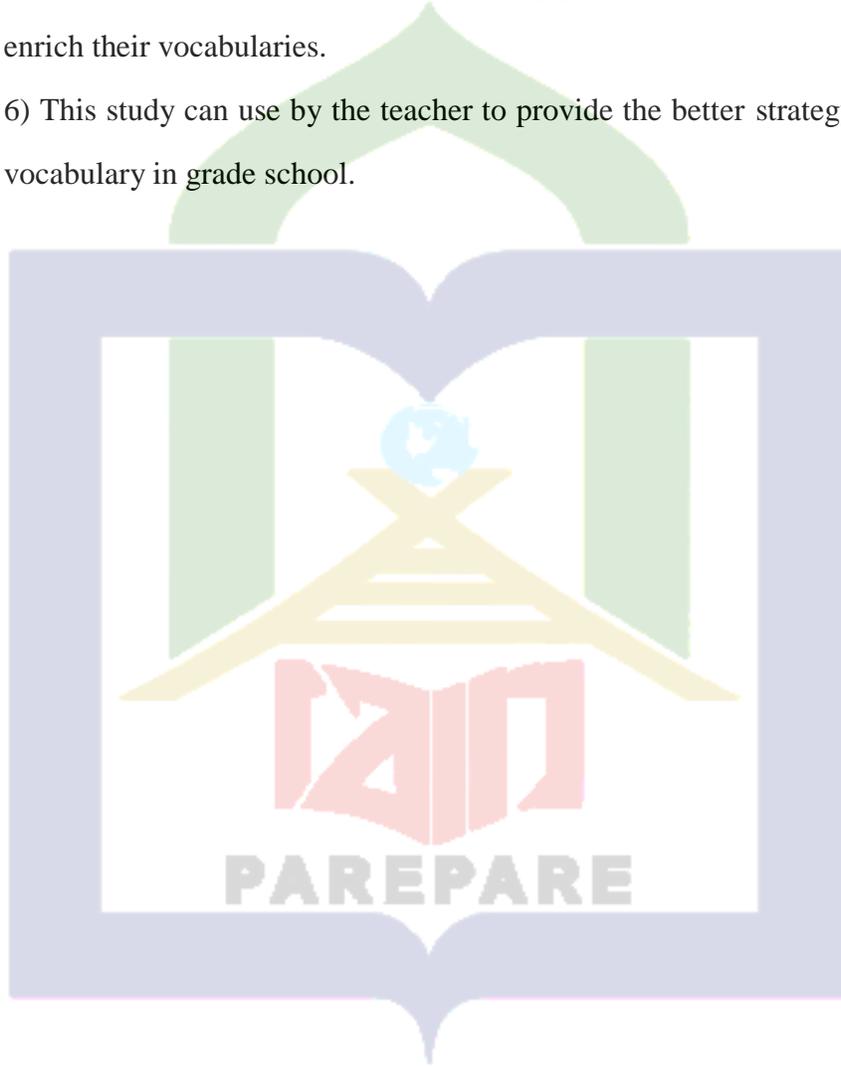
- 1) Theoretical benefit
- 2) The result of research can use as an input in English teaching learning process especially in enrich vocabulary mastery.
- 3) The result of research can used to reference for the next researcher as a

contribution of opinion that can take as references concerning in the same areas.

4) Practical benefit

5) The students are motivate in learning process vocabulary and interestto enrich their vocabularies.

6) This study can use by the teacher to provide the better strategy to teaching vocabulary in grade school.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Pertinent Ideas

1). The Concept of Vocabulary

Exploring vocabulary is the primary select one in learning English either as first language or a second language. Vocabulary always becomes the essential part of English as a foreign language. Every person who learns a language must learn the vocabulary of the language in order to make the learning process easier. Without vocabulary mastery, learning a language becomes a very hard thing to do and communication in second language cannot happen in any meaningful way. Hence, comprehending completely of this one should be elicited for providing some definition, they are:

2). The Definition of Vocabulary

There are some definitions have found by researcher from several literatures. Based on Oxford learner's Pocket Dictionary vocabulary are: 1) All the word that a person knows or uses, 2) all the word in language, and 3) list of words with their meanings, especially in a book for learning a foreign language.⁵

According to Cambridge advanced Learner's Dictionary definitions of vocabulary are: 1) A wide/limited vocabulary. By the age of two a child will have a vocabulary of about two hundred words, 2) all the words which exist in a particular language or subject. Beside that vocabulary can be defined roughly, as the word we

⁵Victoria Bull, *Oxford Learner's Pocket Dictionary Fourth Edition* (New York: Oxford University Press, 2011), p. 495.

teaching in the foreign language.⁶ According to Webster, vocabulary is the total number of words which makes up language, range of words to us by a person in a trade and profession, and book containing a list of words with their meaning.⁷

Based on definition above, the researcher conclude that vocabulary is list of words that can be defined in its own language. Vocabulary usually develops with age except in some cases. But it is different in foreign language because vocabulary develops with effort. Therefore, students have to make effort to master vocabulary because it is one of part of language which has very important position in language learning acquisition.

3). Types of Vocabulary

Vocabulary has many classifications as suggest by experts, namely;

1. Active vocabulary refers to vocabulary that students have learned. They expected to be able to use by students.
2. Passive vocabulary refers to words, which students will recognize when they meet them but they will probably not be able to produce.⁸

Base on description above, it is a clear that both active and passive vocabulary is very important. Active vocabulary is use for speaking and writing, and passive vocabulary is the word for one understands when listening and reading.

Haycraft, quotes by Hatch and Brown indicate two types of vocabulary, namely receptive vocabulary and productive vocabulary:

⁶Penny Ur, *A Course in Language Teaching practice and Theory*(Cambridge, Cambridge University Press, 1996), p. 60.

⁷Webster, *The New International Webster's Comprehensive Dictionary of The English Language* (United Stated: Trident Press International, 2003), p.1407.

⁸Jeremy Harmer, *The Principle of English Language Teaching*, (New York: Longman (1991).p.159.

The first type of vocabulary is receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing. The second type is productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.⁹

4). Kinds of Vocabulary

According to JosepMukoroli, vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases,¹⁰ From the reason, we know that vocabulary have some different types according to the function. There are 4 types of vocabulary, they are listening, speaking, reading and writing. The first two constitute spoken vocabulary and the last two, written vocabulary. Spoken language forms the basis for written language. Each type has a different purpose and luckily, vocabulary development in one type facilitates growth in another.

⁹Morfeh Alqahteni, "The Importance of Vocabulary in Language Learning and How to be Taught" vol.3no.3 (2015), p. 1. 25. <http://www.iises.net/international-journal-of-teachingeducation/publication-detail-213> (Accessed Juny23 2019).

¹⁰JosepMukoroli, "Effective Vocabulary Teaching Strategies For The English For Academic Purposes Esl Classroom" SIT Graduate Institute/SIT Study Abroad (January 2011), p. 61.

5). Listening Vocabulary

Listening vocabulary refers to all the words can be recognized when listening to speech. Starting in the content, can perceive sound when their age is sixteen weeks. Moreover, babies keep on listening to various word when they are awake and thus someone grow up listening to different word. Most of people can identify and comprehend almost 50.000 words.

6). Speaking Vocabulary

Speaking vocabulary refers to all the words can be used to speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

7). Reading Vocabulary

Reading vocabulary refers to all the words can be recognized when reading a text. Reading is one of way to increase vocabulary because we can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary if you are a reader. If you are not a reader, you cannot “grow” your vocabulary.

8). Writing Vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can

spell.¹¹

9). The Students' Vocabulary Mastery

According to Hammer There are four points to improve the vocabulary mastery that students need to know:

10). Word meaning.

The first thing to realize about the vocabulary items is that they frequently have more than one meaning. For example the word “book” obviously refers to something we use to read from – a set of printed page fastened together inside a cover, But on the dictionary, the meaning of this words is listed into eight more meanings as noun, two meaning as a verb, and three meanings where “book + preposition” makes phrasal verb. Therefore, when we find a word and try to describe its meaning, we should also look at the content in which it is based.

11). Word Use.

The meaning of words can change depend on the use of them. Word meaning is frequently stretched through the use of metaphore and ideom. For example, the word “hiss”, describes the noise that snakes make. But, it can be stretched to describe the way people to talk to each other. This is metaphorical use. Another example is the word “snake”. It can be defined as treacherous person in a combination words, “snake in the pass” It is a fixed phrase that has become an idiom like countiees other phrases such as “raining cats and dogs”, putting the cat among the pigeons”, straight from the horse mouth, etc.

12). Word Formation.

¹¹Judy K., " Montgomery's: The Bridge of Vocabulary: Evidence Based Activities for Academic Success (NCS Pearson Inc, 2007)". http://www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf. (Accessed on Juny23, 2019), p. 1-2.

The shape and the grammatical value of words can also be changed. Students need to know facts about word formation and how to twist words to fit different grammatical contexts. Students also need to know the suffixes and prefixes of words and how words are spelt and how they sound as well. Indeed the way words are stressed is vital if the students are able to understand and use words in speech. Part of learning a word is learning its written and spoken form. Therefore, word formation means knowing how words are written and spoken and knowing how they can change their form. Thus the verb “run” has the participle “running” and “run”. The present participle “running” can be used as an adjective and “run” can also be a noun

13). Word grammar.

Just as words change according to their grammatical meaning so the use of certain words can trigger the use of certain grammatical patterns. There are many areas of grammatical meaning, so the use of certain words can trigger the use of certain grammatical patterns. There are many areas of grammatical behavior that students need to know about, what is the distinction between *countable* and *uncountable* nouns and how they behave? How do verbs behave in such grammatical patterns? What are phrasal verbs and how do they behave? How are adjectives ordered? What positions can adverbs be used in? Knowing a word means far more than just understanding (one of) its meanings. Somehow our teaching must help students to understand what this knowledge implies both in general and for certain words in particular. By being aware of this knowledge students will be more receptive to the contextual behavior of words when they first see them in text, etc. And they will be better able to manipulate both the meaning and forms of the words.¹²

¹²Hammer, J. (1991). *The Practice of English Language Teaching*. London: Longman.

14). Important of vocabulary

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” This is how the linguistic David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent course book (Dellar H and Hocking D, *Innovation*, LTP): ‘If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.’¹³

Vocabulary is very important aspect to consider in learning a new language. As the definition of vocabulary it’s the component of language witch cover four skills acquisition. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform.”In other word, vocabulary is the key of communication either in oral or verbal communication.

15). Approaches to vocabulary teaching

There have been so many explanations about the important of vocabulary. However, vocabulary teaching has not always been very responsive to such a problem. Therefore, most learners don’t acknowledge the importance of vocabulary acquisition. Teacher actually should change students’ perspective and motivation about learning vocabulary.

Before talking more about how to teach vocabulary, knowing some mistakes in teaching vocabulary is also important. A common error is the use of the vocabulary at the wrong level e.g “Be seated ladies and gentleman” vs “sit” or possessing the wrong kind of vocabulary for one’s needs, e.g academic instead of conversational

¹³Scott Thornbury, *How to Teach Vocabulary* (Malaysia: Blues Stone Press, 2007), p. 37.

English. Further problems may be using vocabulary an unidiomatic way or even in a meaningless way (verbalism), or the use of an incorrect grammatical form, spelling or pronunciation as well as the improper use of dictionary, the source of numerous mistakes.

There are two most common ways to teach vocabulary as follows:

16) Traditional approaches and technique

Teacher-centered approaches are divided into three main types: visual techniques, verbal techniques, and translation.

17). Visual techniques

In teaching meaning of words, especially in elementary stage, we should try to establish a link between the word and the meaning by using one of the following means or techniques depending on the word to be taught: Realia, pictures and mime.¹⁴

This kind of technique sometimes need as variety in teaching because it is interesting and makes an impression in the class. Besides, it also can present to deduct students' boredom in learning vocabulary with text. However, not all vocabularies can present in this way. There some aspects should be considered such clarity.

18). Translation

Teaching vocabulary by using translation, the teacher asks the students to translate the given words into their mother tongue. This strategy is very useful for the

¹⁴Edward Spooner, *Interactive Student Centered Learning* (New York: Library of Congress Cataloging. 2015), p.17.

beginner earners.¹⁵ This technique is actually considered as an effective way to convey the meaning. In the other hand, it will be dangerous if teacher overuse translation.

These techniques are relevant with learning activity which teacher as centered in the class. The items taught in the lesson are usually chosen by the teacher rather than the learners. Therefore, it is suitable for the beginner students but it also can be bored if teachers are not creative to modify the technique. One of solution is combining both techniques.

19). Student-Centre Learning technique

There are many kinds of technique that can be used to make students as learning center. The development of small groups who work together in solving problems not only improves motivation, in addition to increasing knowledge structures and the ability to stay on the right track. Learning is hard and the introduction of motivation when needed will make difference in achieving performance and learning. For example, a task or lesson that offers challenges that give students something to think about and immediate feedback from their peers as well as facilitator will act as a strong motivator and help maintain attention to the activity taking place.¹⁶

Using short story in teaching is one of method to get students as center learning because they will focus to think about the story. Teacher function in the class is as an instructor and also assessor. It means teacher will give more chance for the

¹⁵Jeremy Harmer, "The Principle of English Language Teaching" (England: Pearson Longman 2008), p. 229.

¹⁶Edward Spooner, *Interactive Student Centered Learning* (New York: Library of Congress Cataloging. 2015), p.27.

students to express themselves without losing of controlling them. So, it is not necessary to think that teacher is not doing his duty.

B. Concept of Short Story

Short story, help students to learn the four skills—listening, speaking, reading and writing-- more effectively because of the motivational benefit embed in the stories. Short story can be a motivator for students in learning English. It can be a power bank when the students stand in low charge of motivation. The result of questionnaire also supports the observation. There were no more stress students in class. It can be because the students are easy in following the story. It is not too complicated in understanding the section.

Short story is wishing grow students' positive feeling. As stated by Rein that being pleases is vital aspect in learning process. Enhance happiness by using short story is a good alternative for students to motivate them in learning English.¹⁷ By doing so, the students change. The affirmative changing is positive sign that the students learn. It is because learning is a process; from unknowing to knowing, from knowing to changing. Through learning, the teacher tries to direct students to have positive changing which lines to the proposed objectives of learning.

According to Kirgkoz cites Abrams' definition about short story, that is short story is define "as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to 'a certain unique or single effect,' to which every detail is subordinate". Since it is short, and aims at giving a 'single effect', there is usually one plot, and a few characters. Therefore, it is easy for the students to follow line of the story. Short story is a story that can read in a short time of about 1 or 2

¹⁷Rein, G. "*MemotivasiSiswa di Kelas: GagasandanStrategi*". Jakarta Barat:(2009.) Indeks.

hours. Short stories usually consist of one plot, and a few story characters. This makes it easier for students to follow the storyline.¹⁸

As identified that learning occurs when someone changes in behavior or action after treatment (learning process), he can do something that he could not before learning proceeded, he can act differently (in affirmative way) in facing particular situation. Gaining students' motivation supposed urgently done by teachers. Ignoring the issues promotes students in more pathetic condition. Eventually it should need teachers' effort to immediately attempt some methods as the overcoming problems by using short story as the alternative. Teacher's previous experience supports her rationale choosing this kind of method.

A short story is a kind of literature. Story here means account of past events or account of imaginary events. Short stories may be found in special collection but may appear from time to time in periodicals. Since they are short stories of this kind are usually somewhat restricted in their scope, number of characters, etc. Short stories have the great practical advantage of being more manageable. A story can often be read to a class at a single sitting or studied as a single assignment whether in or out of classroom. The short story, also be experience simultaneously by the whole class, which often makes discussion easier and invites comparison and imitation. To the child, reading means listening to stories acted as well as reading by oneself.

Short story is a work of fiction which is usually written in prose and narrative format. A short story is fictional work of prose that is shorter in length than a novel. Edgar Allah Poe as cited in Das says that a short story should be read in one sitting,

¹⁸Kirkgoz, Y. (2012). *Incorporating Short Stories in English Language Classes*. Novitas-ROYAL (Research on Youth and Language). 6 (2), 110-125.

from a half hour to two hours. In contemporary fiction, a short story can range from 1.000 to 2.000 words. Because of the shorter length, a short story usually focuses on one plot, one main character (with a few additional minor characters), and one central theme whereas a novel can tackle multiple plots and themes, with a variety of prominent characters. Short stories also lend themselves more to experimentation – that is, using uncommon prose styles or literary devices to tell the story. Such uncommon styles or devices might get tedious and downright annoying, in a novel, but they may work well in a short story.¹⁹

Al Alami says that a short story refers to a work of fiction that usually within prose in narrative format. It tends to be less complex than novels. Usually a short story focuses on only one incident, has a single plot, a single setting, a small number of characters, and over a short period of time.²⁰

A short story is a brief work of literature, usually written in narrative prose. Emerging from earlier oral storytelling traditions in the 17th century, the short story has grown to encompass a body of work so diverse as to defy easy characterization. At its most prototypical the short story features a small cast of named characters, and focuses on a self-contained incident with the intent of evoking a “single effect” or mood²¹

According to Encyclopedia Americana “Short Story” is literary form the nature of which is implicit in the words comprising its name, as a story it denotes a

¹⁹Das, S. RamshK.Srivastava’s Road Not Taken and Their Stories.(2018). *International Journal on Multicultural Literature (IJML)*, 8(1), 141-144.

²⁰Al Alami, S. The power of short stories, novellas, an novel in today’s world. (2016). *International Journal of Language and Literature*, 4(1), 21-35.

²¹Wikipedia, *Definition of Short Story* (online) (http://en.wikipedia.org/wiki/Short_story) Juny 26th 2019.

series of events or a single incident involving individual in mental or physical activity. This like are fiction, it portrays and it is immediacy by the means command to the Nobel such as leisurely characterization, defiled the safeness and completes.²²

Besides that, According to Webster short story also is mean as narrative prose story presenting at central theme or impression usually subordinate to a single mood or characterization, shorter than a novel or novelette, usually under 10.000 words.²³

Short story can bring enjoyment for students in classroom environment. In choosing the story for the students, the teacher should consider about students' level. This is important in reducing the stress. The story chosen is also need to be familiar for the students. It enables the students in understanding the story faster.

Based one reason, it is clear that short stories are the most suitable literary genre to use in English teaching due to its shortness, as supported by Collie and Slater, which they list four advantages of using short stories for language teacher. First, short stories are practical as their length is long enough to cover entirely in one or two class session. Second, short stories are not complicated for students to work with on their own. Third, short stories have a variety of choice for different interest and tastes. Finally, short stories can be used with all levels (beginner to advance), all age (young learners to adults).

Distinctly, this method can help students to save vocabulary in their long memory. They will use vocabulary as natural as they get it. But certainly teacher should have more effort to apply this technique.

Short Story Elements

²²Encyclopedia, Americana 725, p.24.

²³Webster, *Comprehensive Dictionary of the English Language*. (Trident Press International, 2003).

There are several outlines of short story according to Mr. Jones, which writers of story create their story by refer to his outlines, which chronologically as follows:

1). Title

The title short story often serves as function. It's my name the chief character or may suggest the plot mention some significant object; it also may indicate the nature of the story and serves several purposes.

2). Point of View

Point of view is important in as story for it determines how much the reader must know. And can know, of what is happening. A story can be told from one of four different points of view the story is told as thought the author is in it. The "I" is the character who tells story. In the third person point of view the story is told as it happens to one the characters: he, she, it, our, they.

3). Dramatic complicit

As story must be grammatical it must be like play on stay. It is seen actually happen. Therefore the story must appeal you the emotions of the reader, his feeling of joy and sorrow, pity, fear and anger. Dramatic complicit consisted of three categories, first is the physical or elemental conflict. It is conflict with nature; the second type is social conflict. In this type struggle is of one person against another. The third is conflict internal or psychological conflict. Here we find struggling against him or herself. His/her conscience, guilty or simply trying to decide what is going to do.

1) Theme

A short story must have a purpose. It is shall, make a reader think. Sometimes, this theme is all but stated in the story. At other time it is only suggested. At times,

thought the theme is not easily seen. A short story is an experience the reader imagined himself living it and the theme that can be drawn out may depend on particular character or situation or time in story.

5). Plot

Plot is the action of a story; it is concerned chiefly with what happened. The story moves from a beginning through series of events to a climax or turning point and then to a logical end. The inciting forces are those statements or happenings and make part of the buildup of the story. Inciting force are parts of the rising action that leads up to a climax. The action is at peak-most intense. Or most dramatic and then falls to reveal what happens in the end such as a story has a “closed” plot which in closed plot the author resolves or concludes the story.

6). Characterization

Characterization is the depicting of clear images of a person. There are two methods of characterization, the dramatic and analytic. In the dramatic we form our opinion of the character from what they do and say, from their environment, and what other characters think of them. In these analytic methods the author comments upon the characters, explaining their appearance and their thoughts.

7) Situation

Situation is what gives the reader information he needs for an intelligent reading of the story. It is also given information where and when the story is taking place, furthermore it also presents with a tone or mood that hangs over the story.

8). Style

Style is the way an author expresses him and must have his own style. An authors' style in writing is much the same, for it is the authors' characteristic manner of expressing himself. As with people signature, unattractive, other will be lively and interesting.²⁴

The Characteristics Short Story

In larger forms of fiction stories tend to contain certain core elements of dramatic structure:

1) Exposition is a literary device use to introduce background information about event, setting, characters, or elements of a work to the audience or readers, and an exposition is typically position at the beginning of novel/short story or other literary work, because the author wants the audience to be fully aware of the characters in the story.

2) Complication is the event that introduces the conflict or a difficult circumstance or a confuse condition, like the complication you cause when you invite a dozen strangers to thanks giving dinner,

3) Rising action in a plot is a series of relevant incident that create suspense, interest, and tension in a narrative. In literary works, a rising action includes all decisions, characters flaws, and background circumstance that together create turn and twists leading to a climax or the decisive moment for the protagonist and his commitment to a course of action.

4) Climax is the point of highest interest in terms of the conflict and the point with the most action and climax in a story follows the rising action and precedes the falling action. It is the highest point of emotional intensity and the moment

²⁴SusantiWijaya, "Stimulating The Third Year Students of SMA PGRI1 Parepare to Speak English by Reading Shoty Story". (Unpublished Skripsi STAIN Parepare 2009), p.18.

when the action of the story turns toward the conclusion and the climax is recognize as the most exciting part of a story.

5) Resolution is the point when the conflict is resolve or the part of the story's plot where the main problem is resolving or work out. The resolution occurs after the falling action and is typically where the story ends.

C. Previous Research Finding

In contrasting this research proposal, the researcher was considering someprevious finding to support the researcher's proposal.

Imriani. in her research by Using The Short Story to understand about English Sentence at the second years students of SMPN 1 MandallePangkep. This research intended to measure the mastery of English vocabulary of the second year student of SmpNegeri 1 MandallePangkep after they were taught by using short story.

Based on the test analysis, it was found that the second year student of SmpNegeri 1 Mandalle after being taught by using short story can improve their vocabulary mastery significantly.²⁵

Hasmirah found that the using short story is able to increase the students reading skills at MTs DDI LeroSuppa.²⁶

Based on research finding above, the researcher concludes that learning vocabulary by using short story canhelp English learning process so that make students be active and interest to study. In this case the researcher will apply short story to improve students' vocabulary mastery then understand of the vocabularies from a short story, novel, story about family or etc. By using short story will make the

²⁵Imriani. "Using The Short Story to Understand English Sentence at the Second Year Students of SMPN 1 MandallePangkep". (English Department Stain Parepare 2009).

²⁶Hasmirah, "Increaesing Reading Skill of the Second Grade Students pf MTs DDI Lero SuppaKab.Pinrang by Using English Short Story" (Unpublished Skripsi PBI STAIN Parepare, 2013), p.46.

students able to use their imagination to think, enjoy, relax and interest while learning about short story.

D. Conceptual Framework

The conceptual framework underlying this research given in the following diagram:

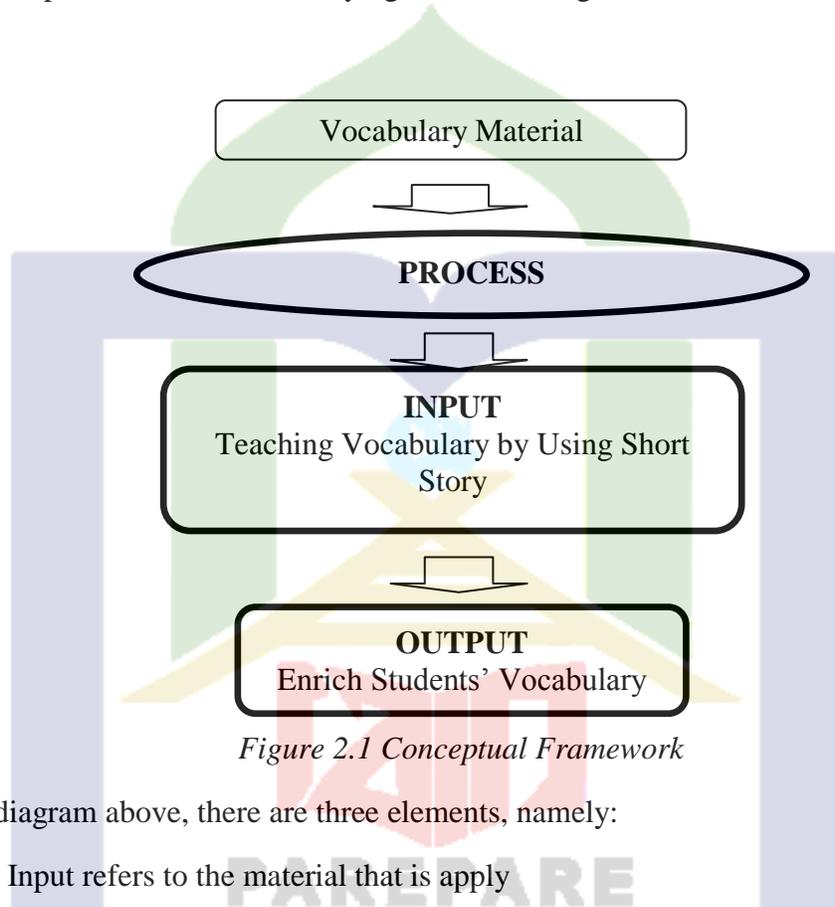


Figure 2.1 Conceptual Framework

In the diagram above, there are three elements, namely:

- 2.3.1 Input refers to the material that is apply
- 2.3.2 Process refers to the teaching and learning vocabulary through students short story, include researcher will give Pre-Test after that give treatment and the last give post test.
- 2.3.3 Output refers to the students' vocabulary mastery.

E. Hypothesis

The researcher formulate the hypotesis as follows:

- 1) H_0 (Null hypothesis): There is no effect in using short story to enrich students' vocabulary at SMAN 9 Pinrang.
- 2) H_1 (Alternative hypothesis): There is an effect in using short story to enrich students' vocabulary at SMAN 9 Pinrang.

F. Variabel and Operational Definition

1) Variable

There are two variables involve in this research, dependent variable and independent variable, which are independent variable is the short story and the dependent variable is vocabulary achievement.

2) Operational Definition of Variable

1. Short story is one of strategy that can be used the teacher in correction the students' ability. It is able to increase the students' vocabulary with read some short story or listen short story, because short story can increase student's vocabulary with make habit to read short story or read something in English.
2. Vocabulary mastery is students ability to know mean of word and also students know short story to increase student's vocabulary mastery. Such as, reading some short story or listening short story. So, the students' mastery in vocabulary is the result and successfulness as well as progress of students' skill in SMAN 9 Pinrang.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used pre-experimental design with pre-test and post-test design. The students will be given pre-test, treatment and post-test. Its purpose is to know whether using Short Story could enrich the students' vocabulary. The design of this study can be illustrated as follows:



Where: O_1 : Pre-Test

X : Treatment

O_2 : Post-Test²⁷

B. Location and Duration of The Research

The location of the research took place at SMAN 9 Pinrang. The researcher used quantitative research that has several times to collect and analyze data. So, the researcher used more than one month for collecting the data.

C. Population and Sample

1) Population

The population of the research was the first grade student of SMAN 9 PINRANG, for academic year 2019/2020. The total of population were 190 students'.

²⁷Sugiyono, *Metode Penelitian Pendidikan* (Bandung: ALFABETA, 2015), p. 111.

Table 3.1 The Total Students of SMAN 9 Pinrang..

| No. | Class | Sex | | Total |
|--------------|-------|------|--------|------------|
| | | Male | Female | |
| 1. | X.I | 11 | 18 | 29 |
| 2. | X.II | 16 | 31 | 47 |
| 3. | X.III | 14 | 32 | 46 |
| 4 | X.IV | 12 | 22 | 33 |
| 5 | X.V | 14 | 21 | 35 |
| Total | | | | 190 |

(source:Administration of SMAN 9 Pinrang)

2) Sample

The sample will be taken by random sampling technique because the random of this research is improving students' vocabulary. Based on observation and recommendation from the teacher for choose X.I class with 29 sample, because the X.I class includes beginners in English language learners and the students also learning about short story and the students will be difficult to understand the material.

D. The Instrument and Process of collecting Data

1) The Instrument

The collect of the data, the researcher use vocabulary test as the instrument. The test applied for pre-test and post-test. The pre-test intend to know the student's prior of vocabulary before giving the treatment, while the post-test intend to know the students' vocabulary after giving the treatment visually.

2) Procedure of collecting Data

The procedures of collecting data as follows:

3) Pre-Test

Before giving the treatment, the researcher gives a pre-test administrate the students by giving them a short story to read it and the students will answer a questioner about that short story. After giving the pre-test, for the next time the rearscher gave the students treatment.

4) Treatment

After giving a pre-test, the researchergave treatment to the students in the class online. The procedure of treatment that researcherpresent and introduce the materials to the class and explain what the students has to do. After that the researcher gave the students activity through a short story for they read it.

In the first meeting the researcher will explain the process which will take place. And then the researcher will give short story “True Friends”. The researcher will ask one of the students to read the short story each paragraph in turn. The researcher will ask students to translate short story that have been read using dictionary, after that the researcher will correct that has been translated.

The researcher will ask one by one the vocabulary that is in the short story. And the researcher will give the opportunity to students to write down the vocabulary they have just discovered and memorize it. After that the researcher will ask student difficulties in learning and the researcher will give some vocabularies.

In the second meeting the researcher will give short story “The Ant and The

Dove”. The researcher will ask one of the students to read the short story each paragraph in turn. The researcher will ask students to translate short story that have been read using dictionary, after that the researcher will correct that has been translated. After that the researcher will ask student difficulties in learning and the researcher will give some vocabularies.

In the third meeting the researcher will give short story “Fox and A Cat”. The researcher will ask one of the students to read the short story each paragraph in turn. The researcher will ask students to translate short story that have been read using dictionary, after that the researcher will correct that has been translated. After that the researcher will ask student difficulties in learning and the researcher will give some vocabularies.

In the fourth meeting the researcher will give short story “The Fox and The Grapes”. The researcher will ask one of the students to read the short story each paragraph in turn. The researcher will ask students to translate short story that have been read using dictionary, after that the researcher will correct that has been translated. After that the researcher will ask student difficulties in learning and the researcher will give some vocabularies.

5). Post-test

After give the treatment to the students, the researcher administrates the post-test. In this step the researcher gives short story to the students which the students have to answer the questioner about that short story of post-test than in pre-test that is can enrich the students’ vocabulary

E. Technique of Data Analisis

The data collect through the test that has been analyze by using quantitative analysis employ statically calculation to test the hypothesis. The steps were as follow:

1). The Classification Students' Score

Table 3.2: Classification Students' Score

| Classification | Score |
|----------------|--------------------|
| Very good | 81-100 |
| Good | 61-80 |
| Fair | 41-60 |
| Poor | 21-40 |
| Very poor | 0-20 ²⁸ |

2) Scoring the Students' Writing of Pre-test and Post-test

$$\text{Score} = \frac{\text{Students' correct}}{\text{The total item}} \times 100$$

²⁸SuharsimiArikunto, *Dasar-DasarEvaluasiPendidikan*(edisirevisi; Jakarta: PT. BumiAksara, 2005), p.245.

Finding out the mean score by using the following formula:

$$X = \frac{\sum x}{n}$$

In which:

X = Mean score

\sum = Total Score

n = The total number of students

Calculating the rate percentage of the students' score by using the following formula:

$$P = \frac{F}{n} \times 100\%$$

Where:

P = percentage

F = frequency

n = total of number of sample.

Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{D^2 - \frac{(\sum D)^2}{N}}{n(n-1)}}}$$

Where:

T = test of significance

D = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference

n = the total sampel



CHAPTER IV FINDINGS AND DISCUSSION

This chapter consists of the findings in this research and its discussion. It provided information about the result of data collected through test that can be discussed in this section below:

A. Finding

The finding of this research consists of the classification students' pre-test and post-test. It aimed to find out the answer of research question. The researcher gave two tests which are pre-test and post-test. Pre-test was given before treatment to know the students' vocabulary then post-test was given to know students' vocabulary after doing the treatment. From the result of the post-test, it aimed to find out that using short story was able to enrich the students' vocabulary achievement at SMAN 9 Pinrang.

The technique that researcher recommended was using short story. It was able to enrich the students' mindset and open their thought as well as in making idea by their communicative in language.

1) Students' Vocabulary in Using Short Story

This section described the result of data analysis in using short story to enrich students' vocabulary at SMAN 9 Pinrang:

The students' Score in Pre-test

The researcher gave some questions to the students' as the pre-test to know the students' vocabulary. Every student got the questions and answered it then the researcher took the students' answers. After giving the pre-test to the students, the

researcher found out the result of students' vocabulary. The result was shown in the following table:

Table 1) the students' score in pre-test based on vocabulary mastery

| No | Name | THE STUDENTS PRE TEST SCORE | | |
|----|------|-----------------------------|-------|----------------|
| | | TOTAL | SCORE | CLASSIFICATION |
| 1 | AA | 13 | 65 | Good |
| 2 | AD | 18 | 90 | Very Good |
| 3 | AN | 14 | 70 | Good |
| 4 | AS | 18 | 90 | Very Good |
| 5 | AG | 14 | 70 | Good |
| 6 | CM | 17 | 85 | Very Good |
| 7 | DM | 10 | 50 | Fair |
| 8 | DN | 9 | 45 | Fair |
| 9 | EY | 19 | 95 | Very Good |
| 10 | FG | 8 | 40 | Poor |
| 11 | HL | 19 | 95 | Very Good |
| 12 | KR | 15 | 75 | Good |
| 13 | KH | 19 | 95 | Very Good |
| 14 | MP | 18 | 90 | Very Good |
| 15 | MZ | 15 | 75 | Good |
| 16 | MF | 7 | 35 | Poor |
| 17 | MR | 12 | 60 | Fair |
| 18 | NS | 19 | 95 | Very Good |
| 19 | NH | 18 | 90 | Very Good |
| 20 | PM | 19 | 95 | Very Good |
| 21 | PA | 11 | 55 | Fair |
| 22 | RM | 17 | 85 | Very Good |
| 23 | RK | 15 | 75 | Good |
| 24 | SN | 19 | 95 | Very Good |
| 25 | ST | 11 | 55 | Fair |

| | | | | |
|----|----|----|------|-----------|
| 26 | VN | 18 | 90 | Very Good |
| 27 | WR | 19 | 95 | Very Good |
| 28 | YR | 18 | 90 | Very Good |
| 29 | YB | 11 | 55 | Fair |
| | | | 2200 | |

(Data' Source: the students' score in pre-test)

After knowing the students' score in pre-test based on scoring rubric of vocabulary, the following tables was students' score to found the mean score.

Table 2): The students' score in pre-test

| No | Name | THE STUDENTS PRE TEST SCORE | |
|----|------|-----------------------------|-----------------|
| | | SCORE (X1) | X1 ² |
| 1 | AA | 65 | 4225 |
| 2 | AD | 90 | 8100 |
| 3 | AN | 70 | 4900 |
| 4 | AS | 90 | 8100 |
| 5 | AG | 70 | 4900 |
| 6 | CM | 85 | 7225 |
| 7 | DM | 50 | 2500 |
| 8 | DN | 45 | 2025 |
| 9 | EY | 95 | 9025 |
| 10 | FG | 40 | 1600 |
| 11 | HL | 95 | 9025 |
| 12 | KR | 75 | 5625 |
| 13 | KH | 95 | 9025 |
| 14 | MP | 90 | 8100 |
| 15 | MZ | 75 | 5625 |
| 16 | MF | 35 | 1225 |
| 17 | MR | 60 | 3600 |
| 18 | NS | 95 | 9025 |
| 19 | NH | 90 | 8100 |
| 20 | PM | 95 | 9025 |
| 21 | PA | 55 | 3025 |
| 22 | RM | 85 | 7225 |
| 23 | RK | 75 | 5625 |
| 24 | SN | 95 | 9025 |

| | | | |
|----|----|------|--------|
| 25 | ST | 55 | 3025 |
| 26 | VN | 90 | 8100 |
| 27 | WR | 95 | 9025 |
| 28 | YR | 90 | 8100 |
| 29 | YB | 55 | 3025 |
| | | 2200 | 177150 |

(Data' Source: the students' score in pre-test)

The following table shows the percentage of the frequency in pre-test

Table 3) the rate percentage of the frequency of the pre-test

| No. | Classification | Score | Frequency of Pre-Test | Percentage of Pre-Test |
|--------------|----------------|--------|-----------------------|------------------------|
| 1. | Very Good | 81-100 | 15 | 52% |
| 2. | Good | 61-80 | 6 | 20% |
| 3. | Fair | 41-60 | 6 | 20% |
| 4. | Poor | 21-40 | 2 | 8% |
| 5. | Very poor | 0-20 | 0 | 0 |
| Total | | | 29 | 100% |

(Data source: The rate percentage of the frequency of pre-test)

As the illustrated in the table above, the average score of students' prior vocabulary before applying the short story. There were fifteen students got very good score, six students got good score, six students got fair score, and two students got poor. The total score in pre-test was 2220. It had shown that the students' vocabulary in pre-test was low, because most of the students got fair and poor score. The following are the process of calculation to find out the mean and standard deviation in

pre-test of the table 4.2.

Mean score of the pre-test:

$$x = \frac{\sum x}{N}$$

$$x = \frac{2200}{29}$$

$$x = 75.86$$

Thus, the mean score (X_1) of pre-test is 75.86

Based on the result of the pre-test, the data showed that the average score of the pre-test is 75.86. From that analyzing, it had shown that almost of the 10 students skill in vocabulary was still low because most of the students got fair and poor score. The total score in pre-test was still low. They mostly have low score in vocabulary.

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{177150 - \frac{(2200)^2}{29}}{29 - 1}}$$

$$SD = \sqrt{\frac{177150 - \frac{4840000}{29}}{28}}$$

$$SD = \sqrt{\frac{177150 - 166896.55}{28}}$$

$$SD = \sqrt{\frac{10253.44}{28}}$$

$$SD = \sqrt{366.194}$$

$$SD = 19.13$$

Thus, the standard deviation of pre-test is 19.13

After determining the mean score (X_1) of pre-test was 75.86 and standard deviation of the pre-test was 19.13. It had shown that the students' vocabulary mastery were in low category.

4) AUYSOTDPOWI

| No | Name | THE STUDENTS POST TEST SCORE | | |
|----|------|------------------------------|-------|----------------|
| | | TOTAL | SCORE | CLASSIFICATION |
| 1 | AA | 19 | 76 | Good |
| 2 | AD | 24 | 96 | Very Good |
| 3 | AN | 18 | 72 | Good |
| 4 | AS | 23 | 92 | Very Good |
| 5 | AG | 18 | 72 | Good |
| 6 | CM | 23 | 92 | Very Good |
| 7 | DM | 19 | 76 | Good |
| 8 | DN | 22 | 88 | Very Good |
| 9 | EY | 23 | 92 | Very Good |
| 10 | FG | 18 | 72 | Good |
| 11 | HL | 25 | 100 | Very Good |
| 12 | KR | 20 | 80 | Good |

| | | | | |
|----|----|----|------|-----------|
| 13 | KH | 24 | 96 | Very Good |
| 14 | MP | 24 | 96 | Very Good |
| 15 | MZ | 20 | 80 | Good |
| 16 | MF | 15 | 60 | Good |
| 17 | MR | 19 | 76 | Good |
| 18 | NS | 25 | 100 | Very Good |
| 19 | NH | 23 | 92 | Very Good |
| 20 | PM | 24 | 96 | Very Good |
| 21 | PA | 21 | 84 | Very Good |
| 22 | RM | 23 | 92 | Very Good |
| 23 | RK | 22 | 88 | Very Good |
| 24 | SN | 25 | 100 | Very Good |
| 25 | ST | 22 | 88 | Very Good |
| 26 | VN | 24 | 96 | Very Good |
| 27 | WR | 24 | 96 | Very Good |
| 28 | YR | 23 | 92 | Very Good |
| 29 | YB | 19 | 76 | Good |
| | | | 2520 | |

Table 5): The students' score in post-test

| No | Name | THE STUDENTS POST TEST SCORE | |
|----|------|------------------------------|-----------------|
| | | SCORE (X1) | X1 ² |
| 1 | AA | 76 | 5776 |
| 2 | AD | 96 | 9216 |
| 3 | AN | 72 | 5184 |
| 4 | AS | 92 | 8464 |
| 5 | AG | 72 | 5184 |
| 6 | CM | 92 | 8464 |
| 7 | DM | 76 | 5776 |
| 8 | DN | 88 | 7744 |
| 9 | EY | 96 | 9216 |
| 10 | FG | 72 | 5184 |
| 11 | HL | 100 | 10000 |

| | | | |
|----|----|------|--------|
| 12 | KR | 80 | 6400 |
| 13 | KH | 96 | 9216 |
| 14 | MP | 96 | 9216 |
| 15 | MZ | 80 | 6400 |
| 16 | MF | 60 | 3600 |
| 17 | MR | 76 | 5776 |
| 18 | NS | 100 | 10000 |
| 19 | NH | 92 | 8464 |
| 20 | PM | 96 | 9216 |
| 21 | PA | 84 | 7056 |
| 22 | RM | 92 | 8464 |
| 23 | RK | 88 | 7744 |
| 24 | SN | 100 | 10000 |
| 25 | ST | 88 | 7744 |
| 26 | VN | 96 | 9216 |
| 27 | WR | 96 | 9216 |
| 28 | YR | 92 | 8464 |
| 29 | YB | 76 | 5776 |
| | | 2520 | 222176 |

(Data' Source: the students' score in post-test)

The following table shows the percentage of the frequency in post-test

Table 6) the rate percentage of the frequency of the post-test

| No. | Classification | Score | Frequency Of Post-Test | Percentage Of Post-Test |
|--------------|----------------|--------|------------------------|-------------------------|
| 1. | Very Good | 81-100 | 19 | 65% |
| 2. | Good | 61-80 | 10 | 35% |
| 3. | Fair | 41-60 | 0 | 0 |
| 4. | Poor | 21-40 | 0 | 0 |
| 5. | Very poor | 0-20 | 0 | 0 |
| Total | | | 29 | 100% |

(Data source: The rate percentage of the frequency of post-test)

As the illustrated in the table above, the average score of students' prior vocabulary skill before applying the short story. There were nineteen students got very good score, ten students got good score. The total score in pre-test was 2449. It had shown that the students' vocabulary skill in pre-test was low, because most of the students got fair and poor score. The following are the process of calculation to find out the mean and standard deviation in post-test of the table 4.2.

Mean score of the pre-test:

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{2520}{29}$$

$$\bar{x} = 86.89$$

Thus, the mean score (\bar{X}_1) of post-test is 86.89

Based on the result of the post-test, the data showed that the average score of the post-test is 84.44. From that analyzing, it had shown that almost of the 10 students skill in vocabulary was still low because most of the students got fair and poor score. The total score in pre-test was still low.

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{222176 - \frac{(2520)^2}{29}}{29 - 1}}$$

$$SD = \sqrt{\frac{222176 - \frac{6350400}{29}}{28}}$$

$$SD = \sqrt{\frac{222176 - 218979.31}{28}}$$

$$SD = \sqrt{\frac{3196.68}{28}}$$

$$SD = \sqrt{114.16}$$

$$SD = 10.68$$

Thus, the standard deviation of pre-test is **10.68**

After determining the mean score (X_1) of post-test was 86.89 and standard deviation of the post-test was 10.68. It had shown that the students' vocabulary mastery were in low category.

1. The result of the pre-test and post-test were presented in the following:

Table 7) the mean score and standard deviation of pre-test and post-test

| Test | Mean Score | Standard Deviation (SD) |
|-----------|------------|-------------------------|
| Pre-test | 75.86 | 19.13 |
| Post-test | 86.89 | 10.68 |

(Data' source: The mean score and standard deviation of pre-test and post-test)

The data in table 4.5 shows that the mean score of pre-test was 75.86 (X_1) while the mean score of the post-test increased 86.89 (X_2). The standard deviation of pre-test was 19.15 while the standard deviation of post-test was 10.68.

As the result at this item, the mean score of the post-test was greater than the mean score in pre-test. It means that students' vocabulary skill had improvement after doing the learning process that used short story.

2. The Rate Percentage of the Frequency of the Pre-test and Post-test

The following table showed the percentage of the frequency in pre-test and post-test

Table 8) the rate percentage of the frequency of the pre-test and post-test

| No. | Classification | Score | Frequency | | Percentage | |
|--------------|----------------|--------|-----------|-----------|------------|-----------|
| | | | Pre-Test | Post-Test | Pre-Test | Post-Test |
| 1. | Very Good | 81-100 | 15 | 19 | 52% | 65% |
| 2. | Good | 61-80 | 6 | 10 | 20% | 35% |
| 3. | Fair | 41-60 | 6 | 0 | 20% | 0% |
| 4. | Poor | 21-40 | 2 | 0 | 8% | 0% |
| 5. | Very Poor | 0-20 | 0 | 0 | 0% | 0% |
| Total | | | 29 | 29 | 100% | 100% |

The data of the table above indicated that the rate percentage of the pre-test, there are fifteen students' got very good score (52%), and six students got good score (20%), and six students got fair score(20%), while the rate percentage of the post-test, three students got poor score(8%). The percentage in post-test that students got very good score was higher than percentage in pre-test. It showed that students were able to improve the students' vocabulary skill after treatment by using short story.

- 1). The implementation of using short story to enrich the students' vocabulary at SMAN 9 Pinrang.

This part presented the result of data analysis about the implementation of using short story to enrich the students' vocabulary at SMAN 9 Pinrang.

1. T-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.9 the worksheet of the calculation the score in pre-test and post-test of the students' vocabulary skill

In the other to see the students' score, the following is T-test was statistically applied:

| NO | X1 | X2 | X1 ² | X2 ² | D(X2-X1) | D ² (X2-X1) ² |
|----|----|-----|-----------------|-----------------|----------|-------------------------------------|
| 1 | 65 | 76 | 4225 | 5776 | 11 | 1551 |
| 2 | 90 | 96 | 8100 | 9216 | 6 | 1116 |
| 3 | 70 | 72 | 4900 | 5184 | 2 | 284 |
| 4 | 90 | 92 | 8100 | 8464 | 2 | 364 |
| 5 | 70 | 72 | 4900 | 5184 | 2 | 284 |
| 6 | 85 | 92 | 7225 | 8464 | 7 | 1239 |
| 7 | 50 | 76 | 2500 | 5776 | 26 | 3276 |
| 8 | 45 | 88 | 2025 | 7744 | 43 | 5719 |
| 9 | 95 | 96 | 9025 | 9216 | 1 | 191 |
| 10 | 40 | 72 | 1600 | 5184 | 32 | 3584 |
| 11 | 95 | 100 | 9025 | 10000 | 5 | 975 |
| 12 | 75 | 80 | 5625 | 6400 | 5 | 775 |
| 13 | 95 | 96 | 9025 | 9216 | 1 | 191 |
| 14 | 90 | 96 | 8100 | 9216 | 6 | 1116 |
| 15 | 75 | 80 | 5625 | 6400 | 5 | 775 |
| 16 | 35 | 60 | 1225 | 3600 | 25 | 2375 |
| 17 | 60 | 76 | 3600 | 5776 | 16 | 2176 |

| | | | | | | |
|----|------|------|--------|--------|-----|-------|
| 18 | 95 | 100 | 9025 | 10000 | 5 | 975 |
| 19 | 90 | 92 | 8100 | 8464 | 2 | 364 |
| 20 | 95 | 96 | 9025 | 9216 | 1 | 191 |
| 21 | 55 | 84 | 3025 | 7056 | 29 | 4031 |
| 22 | 85 | 92 | 7225 | 8464 | 7 | 1239 |
| 23 | 75 | 88 | 5625 | 7744 | 13 | 2119 |
| 24 | 95 | 100 | 9025 | 10000 | 5 | 975 |
| 25 | 55 | 88 | 3025 | 7744 | 33 | 4719 |
| 26 | 90 | 96 | 8100 | 9216 | 6 | 1116 |
| 27 | 95 | 96 | 9025 | 9216 | 1 | 191 |
| 28 | 90 | 92 | 8100 | 8464 | 2 | 364 |
| 29 | 55 | 76 | 3025 | 5776 | 21 | 2751 |
| | 2200 | 2520 | 177150 | 222176 | 320 | 45026 |

To find out D used the formula as follow:

$$D = (\sum D)/N = 320/29 = 11.03$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{11.03}{\sqrt{\frac{45026 - \frac{320^2}{29}}{29(29-1)}}$$

$$t = \frac{11.03}{\sqrt{\frac{45026 - \frac{102400}{29}}{29(28)}}$$

$$t = \frac{11.04}{\sqrt{\frac{45026 - 3531,03}{812}}}$$

$$t = \frac{11.03}{\sqrt{\frac{41494.97}{812}}}$$

$$t = \frac{11.03}{\sqrt{51.10}}$$

$$t = \frac{11.03}{7.14}$$

$$t = 1,54$$

Thus, the t-test value is 1.54

This research used pre-experimental design with pre-test and post-test design. The data below showed the value of t-test was greater than t-table value. It indicated that there was a significant difference between the result students' pre-test and post-test.

Table 4.10 the test of significant

| Variable | T-test | T-table value |
|----------------------|--------|---------------|
| Pre-test – post-test | 1.54 | 1.701 |

1. Hypothesis Testing

The overall comparison between students' achievement score in pre-test and post-test in previous sub chapter showed the improvement of the quality of students' vocabulary skill from poor to enough, enough to good, and good to very good classification. Then, the data of pre-test and post-test were used to test the hypothesis

by using t-test dependent. T-test dependent means only one group, not make different with female and male.

To find out degree of freedom (df) the writer used the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 29-1 \\ &= 28 \end{aligned}$$

For the level, significant (α) 5% and $df=28$, and the value of the table is 1.699, while the value of t-test 1.54 It means that the t-test value is greater than t-table ($1.54 \geq 1.701$). Thus, it can be concluded the students' vocabulary skill through short story is significant better after getting the treatment. So, the hypothesis accepted.

B. Discussion

This part explains the discussion about the result findings that shows in the previous chapter. This section of this research will provide insight about English Vocabulary before and after treatment through English short story. It is based in the problem statment that exist in chapter I.

1) To find out thateaching vocabulary by using short story is significant

The vocabulary by using short story in enriching students' vocabulary mastery was success. The writer got the result from this research that through short story gave influence for the students' in learning. From the finding shows that the mean score of post-test was higher those the mean score of pre-test. It concluded that using short story was improved students' vocabulary mastery. To find out the statistical

alternative hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_1), the writer applied t-test formula at the level of significant with The level significant (α) 5% and $df=28$, and the value of the table is 1.699, while the value of t-test 1.54 It means that the t-test value is greater than t-table ($1.54 \geq 1.701$). Thus, it can be concluded the students' vocabulary skill through short story is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

Based on the findings above and the theory in the second chapter, the writer concluded that using short story able to enrich students' vocabulary mastery at SMAN 9 Pinrang.

The first type of vocabulary was receptive vocabulary was words that learners recognized and understand when they was used in context, but which they cannot produce. It was vocabulary that learners recognized when they saw or met in reading text but did not used it in speaking and writing. The second type was productive vocabulary was the words that the learners understand and could pronounce correctly and used constructively in speaking and writing. It involves what was needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary could be addressed as an active process, because the learners could produce the words to express their thoughts to others.²⁹

According to Kirgkoz cites Abrams' definition about short story, that is short

²⁹Morfeh Alqahteni, "The Importance of Vocabulary in Language Learning and How to be Taught" vol.3no.3 (2015), p. 1. 25. <http://www.iises.net/international-journal-of-teachingeducation/publication-detail-213> (Accessed Juny23 2019).

story is define “as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to ‘a certain unique or single effect,’ to which every detail is subordinate”. Since it is short, and aims at giving a ‘single effect’, there is usually one plot, and a few characters. Therefore, it is easy for the students to follow line of the story. Short story is a story that can read in a short time of about 1 or 2 hours. Short stories usually consist of one plot, and a few story characters. This makes it easier for students to follow the storyline.³⁰

2) Before and after treatment by using short story

Before treatment by using short story based on the result finding, it found the students’ vocabulary mastery was low. The classification of students’ in vocabulary mastery a lot of students’ got fair and poor. It proved that students’ vocabulary mastery was not good enough, the students’ were still lack of vocabulary.

By the result of it, the way to solve the problems was used one of several strategies to enrich students’ vocabulary mastery. Get the treatment. The steps of this learning was the researcher started to find out how to implementation of short story enrich students’ vocabulary, the researcher got some pieces of information from the students’ activities in learning process.

There were sixth meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test it purposed to know student’s ability in vocabulary introduced hisself and gave information about his aim with the

³⁰Kirkgoz, Y. (2012). *Incorporating Short Stories in English Language Classes*. Novitas-ROYAL (Research on Youth and Language). 6 (2), 110-125.

students made and the students' interest to do the next instruction of the researcher. Then, the researcher explains little about the material. After the researcher gave work pre test with consist 20 questions. It purposed to know the students improvement in vocabulary before getting the treatment.

In the first meeting before the researcher gave treatment the researcher gave the student's pre test, the pre test was 20 questions. The researcher gave one point for each right answer and zero point for wrong answer. Next, the researcher continued to inform them that the researcher gave motivation to the students' about the important of English as an International language before teaching process then researcher also gave information about his aim to do research at SMAN 9 Pinrang.

In the second meeting was located at X.I class of SMAN 9 Pinrang. This meeting was a first treatment after giving the pre-test. In the Morning, the researcher started the class by greeting and checked the attendant list. After that the researcher how to enrich vocabulary by using short story and guide the students' to understand the process. In the learning process, in the first treatment the researcher gave short story the title is The Ant and The Dove for the students to translated in Indonesia that short story.

In the third meeting, In the Morning, before starting the material the researcher started the class by greeting and checked the attendant list. After that, the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. The process like in the second meeting the researcher gave vocabulary about Fox and A Cat for the students to translated in Indonesia that short story and the

researcher mention how to pronounce the vocabulary,

In the forth meeting, In the Morning, before starting the material the researcher started the class by greeting and checked the attendant list. After that, the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. The process like in the second meeting the researcher gave short story the title is The Fox and The Grapes for the students to translated in Indonesia and the researcher mention how to pronounce the vocabulary.

In the fifth meeting, In the Morning, before starting the material the researcher started the class by greeting and checked the attendant list. After that, the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. The process like in the second meeting the researcher gave short story the title is The Cows and The Lion Grapes for the students to translated in Indonesia and the researcher mention how to pronounce the vocabulary.

The last meeting after the researcher gave treatment to the students, he gave a post-test. The students were given the post-test to measure their in vocabularies ability after the treatment. The post-test was 20 questions. The researcher gave one point for each right answer and zero point for wrong answer. When the test was completed, the researcher collected the test and all the students was focused doing the test. After the test finished, the researcher collected the paper and closing the class. From the pre-test, the researcher concluded that students' vocabulary still low. It was proved from the result of pre-test got a very low score. After that, the researcher gave the treatment by using short story. The researcher looks the increasing students' in understanding

the material. In the third meeting they could improved their vocabulary.

The data of the table above indicated that the rate percentage of the pre-test, there are fifteen students' got very good score (52%), and six students got good score (20%), and six students got fair score(20%), while the rate percentage of the post-test, three students got poor score(8%). The percentage in post-test that students got very good score was higher than percentage in pre-test. It showed that students were able to improve the students' vocabulary skill after treatment by using short story.

After applying short story in teaching vocabulary improvement to students' at SMAN 9 Pinrang,expecially at class X.I, for example:

1. The students were easy memorize the vocabulary
2. The students were more enjoyable and fun to study English, because the material taught uses strategies that are appropriate to the conditions of students. Thus, making students' active in the learning process.
3. The students were able to improve their vocabulary and also the researcher gave some instruction that would help the students' when they answer the question.

The procedure of treatment, before the researcher gave the material, firstly the researcher explain how to enjoy in learning English process and also the researcher gave time to the students' to ask the researcher when they still not understand it.

Before giving treatment, students faced some problem to memorize the vocabulary, they are:

1. The students were lazy to memorize because they think that English was difficult.
2. The strategies are monotonous, so the students' feel bored in the learning process.
3. The students were lack of motivation and awereness in learning English.



CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about to enrich students' vocabulary at SMAN 9 Pinrang.

A. Conclusion

1) Based on the discussion in the previous chapter, the finding of the result showed the positive impact in the students' vocabulary mastery and class situation. Therefore, the writer concluded there was a significance difference of the students' vocabulary mastery before and after treatment. The following are the description of conclusion:

(1) T-test result in which the value of t-test was 1.54. It was higher than t-table 1.701 at the level significance 5% and degree freedom (df) was 28. (2) The mean score of pre-test (75.86), standard deviation (19.13), and the mean score of post test (86.89) and the standard deviation (10.68)

2) Based on the discussion in the previous chapter, the finding of the result showed the positive impact in the students' vocabulary mastery and class situation. Therefore, the writer concluded there was the improving and differences after doing short story for students' vocabulary.

Based on the result of the pre-test, the data showed that the average score of the pre-test is 75.86. From that analyzing, it had shown that almost of the 10 students skill in vocabulary was still low because most of the students got fair and poor score. The total score in pre-test was still low. They mostly have low score in vocabulary.

Before used and understand about short story, the students was difficult to learn English which they were learn English short story with monotonous, but after

use and understood about short story, the students was easy to memorized and many know vocabulary specially in short story which one the researcher gave the students as their pre-test and post-test.

The average score of students' prior vocabulary before applied the short story. There were fifteen students got very good score, six students got good score, six students got fair score, and two students got poor. The total score in pre-test was 2220. It had shown that the students' vocabulary in pre-test was low, because most of the students got fair and poor score.

As the illustrated in the table above, the average score of students' prior vocabulary skill after applied the short story. There were nineteen students got very good score, ten students got good score. The total score in pre-test was 2449. It had shown that the students' vocabulary skill in pre-test was low, because most of the students got fair and poor score.

The data of the table indicated that the rate percentage of the pre-test, there are fifteen students' got very good score (52%), and six students got good score (20%), and six students got fair score(20%), while the rate percentage of the post-test, three students got poor score(8%). The percentage in post-test that students got very good score was higher than percentage in pre-test. It showed that students were able to improve the students' vocabulary skill after treatment by using short story.

Based on the result of the post-test, the data showed that the average score of the post-test is 84.44 .From that analyzing, it had shown that almost of the 10 students skill in vocabulary was still low because most of the students got fair and poor score.

The overall comparison between students' achievement score in pre-test and

post-test in previous sub chapter showed the improvement of the quality and enrich of students' vocabulary skill from poor to enough, enough to good, and good to very good classification. Then, the data of pre-test and post-test were used to test the hypothesis by using t-test dependent. T-test dependent means only one group, not make different with female and male.

B. Suggestion

Based on the research, the researcher gives some suggestion as follow:

- 1) In teaching English specially vocabulary, the teacher need to be more creative to maximize the teaching and learning process, do not make the students bored with the monotonous technique or media.
- 2) The teacher should be active in giving the feedback for teaching learning process.
- 3) The students should be more active in teaching and learning process, do not be afraid to make a mistake and enjoy the learning process.\
- 4) The students should be practice their vocabulary in their daily life with their friends, if they the difficulties in vocabulary they can ask their teacher or friends.
- 5) Short story can be applied in their life, in the class or out the class. Learn aboutshort story is suitable for students in learning vocabulary.

BIBLIOGRAPHY

- Muh. NurIkhsan A. 2019. *Increasing The Students' Vocabulary Mastery Through Direct Method (At The Eight Grade Students of SMPN 5 Malimpung Kabupaten Pinrang) English Program Tarbiyah Department State Islamic Institute (IAIN) Parepare*. Perpustakaan IAIN Parepare.
- Alami Al S. 2016. "The Power of Short Stories, Novellas, and Novel in Today's world". *International Journal of Language and Literature* Vol.4 No.1. (Accessed on June 23rd, 2019)
- Brumfit Christopher and Rosamond Mitchell. 1997. *Research in the Language Classroom*. London: Macmillan Publisher Ltd.
- Cameron. Lynne. 2001. *Teaching Languages to Young Learners*. New York: CambridgeUniversity Press.
- Das. S. 2018. "RamshK. Srivastava's Road Not Taken and Their Stories". *International Journal on Multicultural Literature (IJML)*, Vol. 8 No.1 (accessed on June 26th, 2019)
- Edward. Spooner. 2015. *Interactive Student Centered Learning*. New York: Library of Congress Cataloging Encyclopedia, Americana 725.
- Hammer. J.1991. *The Practice of English Language Teaching*. London: Longman.Scott Thornbury, *How to Teach Vocabulary* (Malaysia: Blues Stone Press, 2007)
- Hasmirah. 2013. "Increaesing Reading Skill of the Second Grade Students pf MTs DDI Lero Sippa Kab.Pinrang by Using English Short Story" (Unpublished Skripsi PBI STAIN Parepare.)
- I.S.P Nation. 1990. *Teaching & Learning Vocabulary*. Boston: Heinle & Heinle

Publisher.

Imriani. 2009. “*Using The Short Story to Understand English Sentence at the Second Year Students of SMPN 1 Mandalle Pangkep*”. English Department Stain Parepare.

Jeremy Harmer. 2008 *The Principle of English Language Teaching*. England: Pearson Longman.

Josep Mukoroli. 2011. “*Effective Vocabulary Teaching Strategies For The English For Academic Purposes Esl Classroom*” SIT Graduate Institute/SIT Study Abroad.

Judy K. 2007. “*Montgomery's: The Bridge of Vocabulary: Evidence Based Activities for Academic Success NCS Pearson Inc*”.
http://www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf. (Accessed on Juny23, 2019)

Kirkgoz. Y. 2012. “*Incorporating Short Stories in English Language Classes*”. Novitas-ROYAL (*Research on Youth and Language*).

Morfeh Alqahteni. 2015. “*The Importance of Vocabulary in Language Learning and How to be Taught*” vol. 3 no. 3. <http://www.iises.net/international-journal-of-teachingeducation/publication-detail-213> (Accessed June23 2019).

Penny Ur. 1996. *A Course in Language Teaching practice and Theory*. Cambrige: Cambrige University Press

Rein, G. 2009. *Memotivasi Siswa di Kelas: Gagasan dan Strategi*. Jakarta Barat: Indeks.

Scott Thornbury. 2002. *How to Teach Vocabulary*. Harlow: Pearson Longman.

Scott, Wendy A and Lisbeth H. Yteberg. 2010. *Teaching English to Children*.

Harlow: Longman.

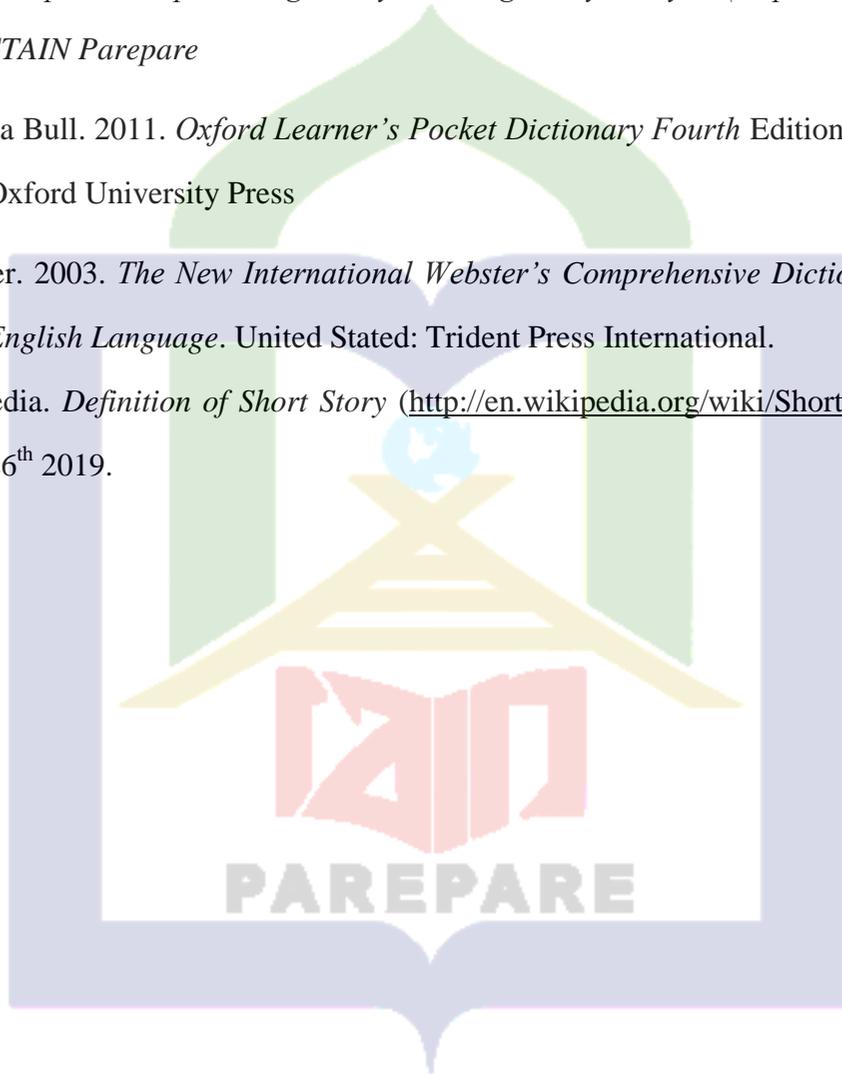
Sugiyono. 2015. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.

Susanti Wijaya. 2009. “*Stimulating The Third Year Students of SMA PGRI Parepare to Speak English by Reading Shorty Story*”. (Unpublished Skripsi STAIN Parepare

Victoria Bull. 2011. *Oxford Learner’s Pocket Dictionary Fourth Edition*. New York: Oxford University Press

Webster. 2003. *The New International Webster’s Comprehensive Dictionary of The English Language*. United Stated: Trident Press International.

Wikipedia. *Definition of Short Story* (http://en.wikipedia.org/wiki/Short_story) June 26th 2019.



APPENDICES



Appendix 1. Instrument of Pre-Test and Post-Test

| | |
|---|---|
|  | <p style="text-align: center;">KEMENTERIAN AGAMA</p> <p style="text-align: center;">INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE</p> <p style="text-align: center;">FAKULTAS TARBIYAH</p> <p style="text-align: center;">Jl. Amal Bakti No. 8 Soreang 911331 Telepon (0421)21307</p> |
| | <p style="text-align: center;">Faksimile (0421)2404</p> <p style="text-align: center;">VALIDASI INSTRUMENT PENELITIAN PENULISAN SKRIPSI</p> |

NAMA : WAWAN ABD. RAHMAN

NIM/PRODI : 15.1300.173/PBI

FAKULTAS : TARBIYAH

JUDUL : THE USE OF SHORT STORY TO ENRICH STUDENTS' VOCABULARY ACHIEVEMENT AT X CLASS SMAN 9 PINRANG.

1. Pre-Test

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the

forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

1.1 Find and pair the meaning and definition of the words the below!

- | | | | |
|---------------|---|-------------|---|
| a. Friend: | : | f. Mendaki | : |
| b. Close | : | g. Percaya | : |
| c. Walking | : | h. Bernafas | : |
| d. Forest | : | i. Membalas | : |
| e. Dangerous: | | j. Pohon | : |

1.2 Choose the best answer from the story!

1. Where the two close friends walking together?

| | |
|-------------|----------|
| a. Forest | c. river |
| b. Mountain | d. mall |

2. What they saw in the dangerous place?

| | |
|-----------|----------|
| a. Monkey | c. snake |
| b. Tiger | d. bear |

3. What the meaning of the “whisper”?
 - a. Berteriak
 - b. Berbisik
 - c. bergumam
 - d. berdiam
4. What he did in the forest when they saw the bear?
 - a. He **smelt** his ears
 - b. He **touch**
 - c. he **climbed** nearby the tree
 - d. he **lay down** on the ground
5. What the meaning of “advise, believe, and false friend”?
 - a. Nasihat, palsu, percaya
 - b. Saran, menceritakan, asli
 - c. percaya, nasihat, palsu
 - d. menasehatkan, percaya, palsu

1.3 Arrangethese random words below!

| | |
|-----------------|------------------|
| 1. Menyentuh | a. H-T-O-C-U |
| 2. Terjadi | b. P-P-H-E-N-A |
| 3. Tempat | c. C-L-P-A-E |
| 4. Karena | d. C-A-U-B-E-S-E |
| 5. Denganlambat | e. L-Y-W-S-O-L |

2. **Post-Test**

The Eagle Who Lived Like a Hen

In a forest an eagle lived on a tree. It had built a nest wherein to lay its eggs. There the eagle would hatch its eggs all through the day.

Under the same tree there lived a hen. The hen had also laid eggs during the same period when the eagle had laid its eggs.

One day, while the eagle had gone for hunting, a bear climbed up the tree to

eat the eagle's eggs. The bear had finished three of the eggs when the fourth one slipped off its hands and fell into the hen's nest. On returning, the eagle could not find her eggs. Feeling terribly upset, she decided to leave the place.

The hen which lived under the tree saw the eagle's egg by the side of her eggs. She felt eggs pity on the eagle's egg, and decided to hatch it too. After a few days, the hen's chicks hatched. The eagle's chick hatched, too.

The hen would feed all the chicks, including the eagle's chick, as if it were her own. Soon the chicks began to grow. The young chicks would listen to their mother's sounds and try to imitate her. The eagle's chick also picked up the hen's sounds. The chicks would all play together and make lots of noise.

Within no time the hen's chicks as well as the eagle's chick grew up to their full size. The eagle's chick never realized that it was an eagle and not a hen. Considering itself a hen, the eagle would eat hen's food, would walk and run like other hens and would make sounds like hens. The eagle never learnt to fly like other eagles and lived its whole life like a hen only.

2.1 Arrangethese random words below !

| | |
|------------|--------------------|
| 1. Dibawah | a. D-E-R-U-N |
| 2. Berburu | b. H-N-T-I-G-U |
| 3. Selesai | c. S-H-I-F-I-N |
| 4. Merasa | d. L-E-L-F |
| 6. Segera | e. O-S-O-N |
| 7. Mudah | f. O-U-N-Y-G |
| 8. Mencoba | g. R-T-Y |
| 9. Bersama | h. G-T-E-T-H-O-R-E |

| | |
|--------------|------------|
| 10. Berjalan | i. L-K-W-A |
|--------------|------------|

2.2 Find the meanings and the definition of the words below !

- | | | | |
|-------------|---|--------------------|---|
| a. Three | : | f. Keributan | : |
| b. Imitate | : | g. Tumbuh | : |
| c. Realized | : | h. Terbang | : |
| d. Listen | : | i. Tidak pernah | : |
| e. Leave | : | j. Dengan parahnya | : |

2.3 Choose the best answer from the story!

1. What the hen's chicks do?

| | |
|----------|----------|
| a. Hatch | c. bear |
| b. Lay | d. brood |
2. What the meaning of "imitate"?

| | |
|-----------------|---------------|
| a. menduplikasi | c. meniru |
| b. membedakan | d. menyamakan |
3. How to say in English "menjemput"?

| | |
|-----------|--------------|
| a. bring | c. take in |
| b. put on | d. picked up |
4. What the chicks do?

| | |
|-------------------------------|---|
| a. Sleep and walking together | c. play together and make lots of noise |
| b. Eat and washing together | d. happy together |

5. What the meaning of “The eagle’s chick never **realized** that it was an eagle and not a hen”?
- a. Melupakan b. mengingat
b. Menyadari d. menolak

Appendix 2. The Result of Students Pre-test

Nama :Nandasari
Kelas :x MIPA 1

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, “Friend, what did the bear whisper into your ears?” The other friend replied, “Just now the bear advised me not to believe a false friend”.

1. Find and pair the meaning and definition of the words the below!

- | | | | |
|--------------|------------|-------------|----------|
| a. Friend | :Teman | f. Mendaki | :Hike up |
| b. Close | :Menutup | g. Percaya | :Believe |
| c. Walking | :Berjalan | h. Bernafas | :Breathe |
| d. Forest | :Hutan | i. Membalas | :Reply |
| e. Dangerous | :Berbahaya | j. Pohon | :Tree |

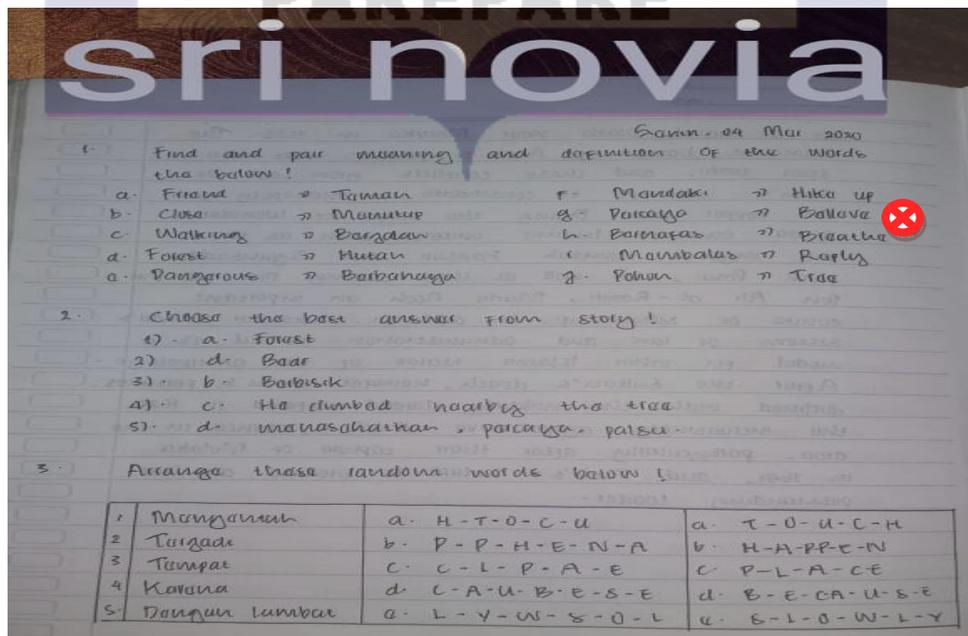
2. Choose the best answer from the story!

1. Where the two close friends walking together?

- a. Forest
 - b. Mountain
 - c. river
 - d. mall
2. What they saw in the dangerous place?
- a. Monkey
 - b. Tiger
 - c. snake
 - d. bear
3. What the meaning of the “whisper”?
- a. Berteriak
 - b. Berbisik
 - c. bergumam
 - d. berdiam
4. What he did in the forest when they saw the bear?
- a. He **smelt** his ears
 - b. He **touch**
 - c. he **climbed** nearby the tree
 - d. he **lay down** on the ground **X**
5. What the meaning of “advise, believe, and false friend”?
- a. Nasihat, palsu, dan percaya
 - b. Saran, menceritakan, dan asli
 - c. percaya, nasihat, dan palsu
 - d. menasehatkan, percaya, palsu

3. Arrange these random words below!

| | |
|------------------|------------|
| 1. Menyentuh | a. touch |
| 2. Terjadi | b. happen |
| 3. Tempat | c. place |
| 4. Karena | d. because |
| 5. Dengan lambat | e. slowly |



Pre-Test

Nama : YuniRezki

Kelas : X MIPA 1

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

c. Find and pair the meaning and definition of the words the below!

- | | | | | |
|--------------|------------|-------------|-----------|----------|
| a. Friend | :Teman | f. Mendaki | : Hike Up | X |
| b. Close | :Menutup | g. Percaya | : Believe | |
| c. Walking | :Berjalan | h. Bernafas | : Breathe | |
| d. Forest | :Hutan | i. Membalas | : Reply | |
| e. Dangerous | :Berbahaya | j. Pohon | : Tree | |

d. Choose the best answer from the story!

1. Where the two close friends walking together? A. Forest
 - a. Forest
 - b. Mountain
 - c. river
 - d. mall
2. What they saw in the dangerous place? D. Bear
 4. Monkey
 - c. snake

5. Tiger d. bear

3. What the meaning of the “whisper”? B. Berbisik

- c. Berteriak c. bergumam
- d. Berbisik d. berdiam

4. What he did in the forest when they saw the bear?

D. He **lay down** on the ground **X**

- c. He **smelt** his ears c. he **climbed** nearby the tree
- d. He **touch** d. he **lay down** on the ground

5. What the meaning of “**advise, believe, and false friend**”?

D. Menasehatkan, percaya, palsu

- c. Nasihat, palsu, dan percaya c. percaya, nasihat, dan palsu
- d. Saran, menceritakan, dan asli d. menasehatkan, percaya, palsu

e. **Arrange these random words below!**

| | |
|-------------------|------------------------------|
| 6. Menyentuh | f. H-T-O-C-U (TOUCH) |
| 7. Terjadi | g. P-P-H-E-N-A (HAPPEN) |
| 8. Tempat | h. C-L-P-A-E (PLACE) |
| 9. Karena | i. C-A-U-B-E-S-E (BECAUSE) |
| 10. Dengan lambat | j. L-Y-W-S-O-L (SLOWLY) |

PAREPARE

Appendix 3. The Result of Students Post-test

Nama: Nandasari

Kelas: X MIPA1

The Eagle Who Lived Like a Hen

In a forest an eagle lived on a tree. It had built a nest wherein to lay its eggs. There the eagle would hatch its eggs all through the day.

Under the same tree there lived a hen. The hen had also laid eggs during the same period when the eagle had laid its eggs.

One day, while the eagle had gone for hunting, a bear climbed up the tree to eat the eagle's eggs. The bear had finished three of the eggs when the fourth one slipped off its hands and fell into the hen's nest. On returning, the eagle could not find her eggs. Feeling terribly upset, she decided to leave the place.

The hen which lived under the tree saw the eagle's egg by the side of her eggs. She felt eggs pity on the eagle's egg, and decided to hatch it too. After a few days, the hen's chicks hatched. The eagle's chick hatched, too.

The hen would feed all the chicks, including the eagle's chick, as if it were her own. Soon the chicks began to grow. The young chicks would listen to their mother's sounds and try to imitate her. The eagle's chick also picked up the hen's sounds. The chicks would all play together and make lots of noise.

Within no time the hen's chicks as well as the eagle's chick grew up to their full size. The eagle's chick never realized that it was an eagle and not a hen. Considering, Itsself a hen, the eagle would eat hen's food, would walk and run like other hens and would make sounds like hens. The eagle never learnt to fly like other eagles and lived its whole life like a hen only.

a. Arrangethese random words below !

| | |
|------------|-------------------------|
| f. Dibawah | a. D-E-R-U-N(under) |
| g. Berburu | b. H-N-T-I-G-U(hunting) |
| h. Selesai | c. S-H-I-F-I-N(finish) |
| i. Merasa | d. L-E-L-F(feel) |

| | |
|-------------|------------------------------|
| j. Segera | e. O-S-O-N(soon) |
| k. Mudah | f. O-U-N-Y-G(young) |
| l. Mencoba | g. R-T-Y(try) |
| m. Bersama | h. G-T-E-T-H-O-R-E(together) |
| n. Berjalan | i. L-K-W-A(walk) |
| o. Menetas | j. T-C-H-A(Hatch) |

e. Find the meanings and the definition of the words below !

- e. Three :tiga f. Keributan :commotion
 f. Imitate :meniru g. Tumbuh :grow
 g. Realized :menyadari h. Terbang :to fly
 h. Listen :mendengarkan i. Tidak pernah :never
 i. Leave :meninggalkan j. Dengan parahnya :severely

f. Choose the best answer from the story!

- k. What the hen's chicks do?
 a. Hatch c. bear
 b. Lay d. brood
- l. What the meaning of "imitate"?
 f. menduplikasi c. meniru
 g. membedakan d. menyamakan
- m. how to say in English "menjemput"?
 c. bring c. take in
 d. put on d. picked up
- n. what the chicks do?
 e. Sleep and walking together c. play together and make lots of noise
 f. Eat and washing together d. happy together
- o. What the meaning of "The eagle's chick never **realized** that it was an eagle and not a hen" ?
 11. Melupakan b. mengingat
 12. Menyadari d. menolak

sri novia

Samin, 11 Mei 2020

1. Arrange these random words below!

| | | |
|-------------|--------------------|--------------------|
| 1. Dikawat | a. D-E-R-U-N | a. U-N-D-E-R |
| 2. Balbum | b. H-N-T-I-G-U | b. H-U-N-T-I-N-G |
| 3. Salasa | c. S-H-I-F-I-N | c. F-I-N-I-S-H |
| 4. Manasa | d. L-E-L-F | d. F-E-E-L |
| 5. Sagara | e. O-S-O-N | e. S-O-O-N |
| 6. Mudah | f. O-U-N-Y-G | f. Y-O-U-N-G |
| 7. Manoba | g. R-T-Y | g. T-R-Y |
| 8. Boikama | h. G-T-E-T-H-O-R-E | h. T-O-G-E-T-H-E-R |
| 9. Bergalan | i. L-K-W-A | i. W-A-L-K |
| 10. Manutas | j. T-C-H-A | j. H-A-T-C-H |

2. Find the meanings and the definition of the words below!

- a. Tiga : Tiga
- b. Imhase : Manuu
- c. Realized : Mangadare
- d. Listen : Mendengarkan
- e. Leave : Meninggalkan
- f. Karbunan : Connexion
- g. Tumbuh : Grow
- h. Terbang : Fly
- i. Tidak pernah : Never
- j. Dengan parahnya : Severely

3. Choose the best answer from the story!

Wajah

- 1). (a) Hatch
- 2). (c) Maniru
- 3). (c) Take in
- 4). (c) Play together and make lost of
- 5). (a) Melupakan.

Post-Test

Nama: YuniRezki

Kelas: X MIPA 1

The Eagle Who Lived Like a Hen

In a forest an eagle lived on a tree. It had built a nest wherein to lay its eggs. There the eagle would hatch its eggs all through the day.

Under the same tree there lived a hen. The hen had also laid eggs during the same period when the eagle had laid its eggs.

One day, while the eagle had gone for hunting, a bear climbed up the tree to eat the eagle's eggs. The bear had finished three of the eggs when the fourth one slipped off its hands and fell into the hen's nest. On returning, the eagle could not find her eggs. Feeling terribly upset, she decided to leave the place.

The hen which lived under the tree saw the eagle's egg by the side of her eggs. She felt eggs pity on the eagle's egg, and decided to hatch it too. After a few days, the hen's chicks hatched. The eagle's chick hatched, too.

The hen would feed all the chicks, including the eagle's chick, as if it were her own. Soon the chicks began to grow. The young chicks would listen to their mother's sounds and try to imitate her. The eagle's chick also picked up the hen's sounds. The chicks would all play together and make lots of noise.

Within no time the hen's chicks as well as the eagle's chick grew up to their full size. The eagle's chick never realized that it was an eagle and not a hen. Considering, Itself a hen, the eagle would eat hen's food, would walk and run like other hens and would make sounds like hens. The eagle never learnt to fly like other eagles and lived its whole life like a hen only.

b. Arrangethese random words below !

| | |
|------------|--------------------------|
| p. Dibawah | 6. D-E-R-U-N = UNDER |
| q. Berburu | 7. H-N-T-I-G-U = HUNTING |
| r. Selesai | 8. S-H-I-F-I-N = FINISH |
| s. Merasa | 9. L-E-L-F = FEEL |

| | |
|-------------|----------------------------------|
| t. Segera | 10. O-S-O-N = SOON |
| u. Mudah | 11. O-U-N-Y-G = YOUNG |
| v. Mencoba | 12. R-T-Y = TRY |
| w. Bersama | 13. G-T-E-T-H-O-R-E= TOGETHER |
| x. Berjalan | 14. L-K-W-A = WALK |
| y. Menetas | 15. T-C-H-A = HATCH |

g. Find the meanings and the definition of the words below !

- j. Three :Tiga f.Keributan : Commotion
k. Imitate :Meniru g. Tumbuh : Grow
l. Realized :Menyadari h. Terbang : Fly
m. Listen : Mendengarkan i.Tidakpernah : Never
n. Leave :Meninggalkan j. Denganparahnya : Severely

h. Choose the best answer from the story!

- p. What the hen's chicks do?
 a. Hatch c. bear
b. Lay d. brood
- q. What the meaning of "imitate"?
h. menduplikasi c. meniru
i. membedakan d. menyamakan
- r. how to say in English "menjemput"?
e. bring c. take in
f. put on d. picked up
- s. what the chicks do?
g. Sleep and walking together c. play together and make lots of noise
h. Eat and washing together d. happy together
- t. What the meaning of "The eagle's chick never **realized** that it was an eagle and not a hen" ?

- 13. Melupakan
- 14. Menyadari

- b. mengingat
- d. menolak

Appendix 4. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMAN 9 PINRANG
Mata Pelajaran : Bahasa Inggris
Kelas : X.I
Waktu : 2x45 menit
Pertemuan : 1

1. Deskripsi pembelajaran:
pembelajaran ini mempersiapkan siswa untuk mengetahui kosakata dalam short story True Friends.
- A. Tujuan pembelajaran
1. Peserta didik mampu menghafal setiap kosakata yang ada di short story True Friends.
 2. Peserta didik mampu menerjemahkan kosakata yang ada di True Friends.
 3. Meningkatkan kosakata peserta didik.
- B. Materi pembelajaran
True Friends.
- C. Metode pembelajaran
Direct method.
- D. Alat pembelajaran.

Papan tulis, spidol, kertaslembaran story, kamus.

2. Langkah-langkah kegiatan

Pada pertemuan pertama: 2x45 menit

| Langkah Pembelajaran | Deskripsi | Estimasi Waktu |
|----------------------|---|----------------|
| Kegiatan Pendahuluan | <ol style="list-style-type: none"> 1. Salam/tegursapaatauperkenalan. 2. Mengecekkehadirransiswa. 3. Melihatkondisikesiapansiswamengikutipembelajaran. | Menit |
| Kegiatan Inti | <ol style="list-style-type: none"> 1. Guru menjelakan materi yang akan di pelajari 2. Guru akan membagikan short story True Friends. 3. Guru akan meminta salah satu muridmembaca short story setiapparagraphsecarabergantian. 4. Siswa yang lain akanmengikutisiswa yang telah di tunjuk. 5. Guru akanmenyuruhsiswauntukmenerjemahkan short story yang telah di bacamenggunakankamus. 6. Guru akanmengoreksikosakata short story telah di terjemahkan. 7. Guru akanmenanyakansatupersatukosa kata yang ada di short story. 8. Guru akanmemberikankesempatankepadasiswauntukmen | Menit |

| | | |
|---------------|---|-------|
| | uliskosakata yang baruditemukandanmenghafalnya. | |
| giatanPenutup | <ol style="list-style-type: none"> 1. Menanyakanketercapaiantujuanpembelajaran 2. Guru menanyakankesulitandalam PMB 3. Siswamenyampaikankesulitannyadalam PMB. 4. Guru menutup kelas. | menit |



RENCANA PELAKSANAAN PEMEBLAJARAN (RPP)

Sekolah : SMA 9 PINRANG

Mata Pelajaran : BahasaInggris

Kelas : X.I

Waktu : 2x45 menit

Pertemuan : 2

1. Deskripsi Pembelajaran:

pembelajaran ini mempersiapkan siswa untuk mengetahui kosakata dalam short story The Ant and The Dove.

A. Tujuan pembelajaran

1. Peserta didik mampu menghafal setiap kosakata yang ada di short story The Ant and The Dove.
2. Peserta didik mampu menerjemahkan kosakata The Ant and The Dove.
3. Meningkatkan kosakata peserta didik.

B. Materi pembelajaran

The Ant and The Dove

C. Metode pembelajaran

Direct method

D. Alat pembelajaran

Papan tulis, spidol, lembar kertas short story, kamus.

2. Langkah-Langkah Kegiatan:

Pertemuan kedua : 2x45 menit

| | | |
|----------------------|---|-------|
| Langkah Pembelajaran | Deskripsi | Waktu |
| Kegiatan Pendahuluan | <ol style="list-style-type: none"> 1. Salam/tegursapaatauperkenalan. 2. Mengecek kehadiran siswa. 3. Melihat kondisi kesiapan siswa mengikuti pembelajaran | Menit |

| | | |
|-----------------------|---|--------------|
| | <p>n.</p> <p>4. Menyampaikan tujuan pembelajaran yang akan dicapai.</p> | |
| <p>giatan Inti</p> | <ol style="list-style-type: none"> 1. Guru mengevaluasi materi sebelumnya 2. Guru akan membagikan short story The Ant and The Dove. 3. Guru akan meminta salah satu murid membaca short story setiap paragraph secara bergantian. 4. Siswa yang lain akan mengikuti siswa yang telah ditunjuk. 5. Guru akan menyuruh siswa untuk menterjemahkan short story yang telah di baca menggunakan kamus. 6. Guru akan mengoreksi kosakata short story telah di terjemahkan. 7. Guru akan menanyakan satu persatu kosakata yang ada di short story. 8. Guru akan memberikan kesempatan kepada siswa untuk menuliskan kosakata yang baru ditemukan dan menghafalnya. | <p>Menit</p> |
| <p>giatan Penutup</p> | <ol style="list-style-type: none"> 1. Menanyakan ketercapaian tujuan pembelajaran 2. Guru menanyakan kesulitan dalam PMB 3. Siswa menyampaikan kesulitannya dalam PMB. 4. Guru menutup kelas. | <p>menit</p> |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMAN 9 PINRANG
Mata Pelajaran : Bahasa Inggris
Kelas : X.I
Waktu : 2x45 menit
Pertemuan : 3

1. Deskripsi Pembelajaran:

pembelajaran ini mempersiapkan siswa untuk mengetahui kosakata dalam short story Fox and A Cat.

A. Tujuan pembelajaran

1. Peserta didik mampu menghafal setiap kosakata yang ada di short story Fox and A Cat
2. Peserta didik mampu menerjemahkan kosakata Fox and A Cat.
3. Meningkatkan kosakata peserta didik.

B. Materi pembelajaran

Fox and A Cat

C. Metode pembelajaran

Direct method

D. Alat pembelajaran

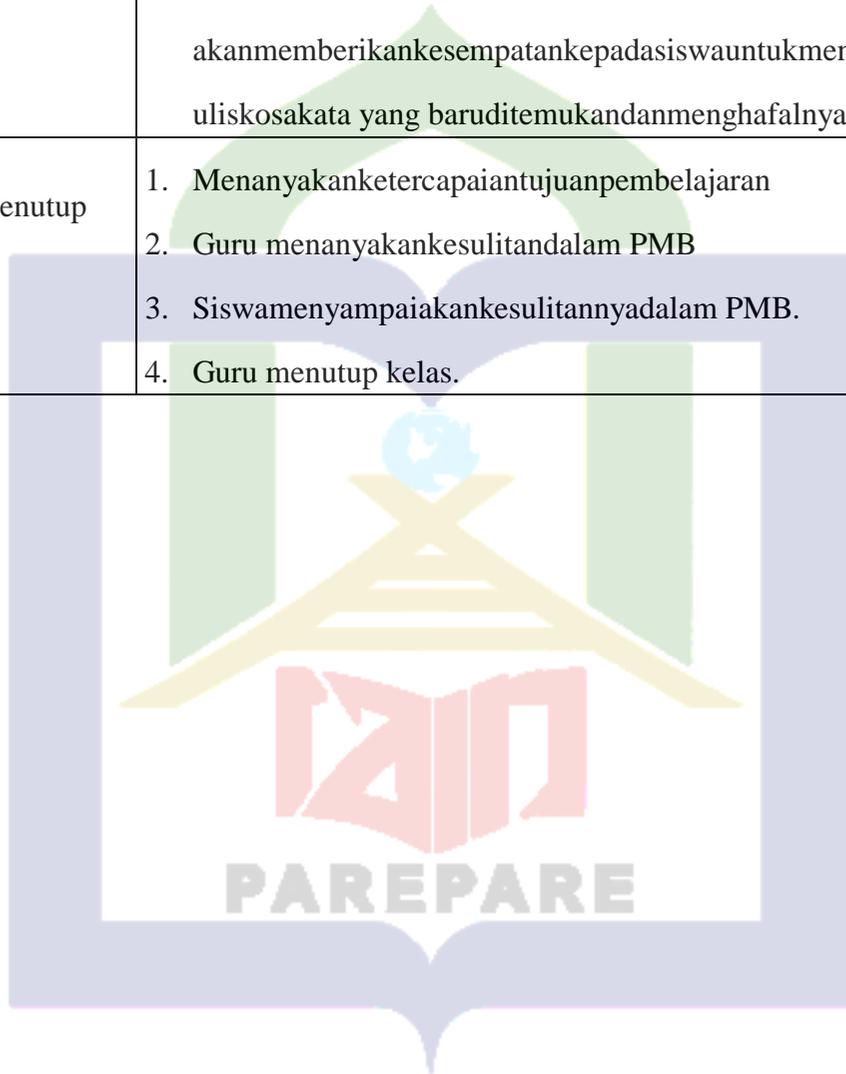
Papan tulis, spidol, lembar kertas short story, kamus.

2. Langkah-Langkah Kegiatan:

Pertemuan ketiga : 2x45 menit

| Langkah Pembelajaran | Deskripsi | Estimasi Waktu |
|----------------------|---|----------------|
| Kegiatan Pendahuluan | <ol style="list-style-type: none">1. Salam/tegursapaatauperkenalan.2. Mengecekkehadiransiswa.3. Melihat kondisikesiapansiswamengikutipembelajaran. | Menit |
| Kegiatan Inti | <ol style="list-style-type: none">1. Guru mengevaluasimaterisebelumnya2. Guru akanmembagikan short story Fox and A Cat.3. Guru akan meminta salah satu muridmembaca short story setiapparagraphsecarabergantian.4. Siswa yang lain akanmengikutisiswa yang telah ditunjuk.5. Guru akanmenyuruhsiswauntukmenerjemahkan short story yang telah di bacamenggunakankamus.6. Guru akanmengoreksikosakata short story telah di | Menit |

| | | |
|-----------------------|--|--------------|
| | <p>terjemahkan.</p> <p>7. Guru akan menanyakan satu persatu kosakata yang ada di short story.</p> <p>8. Guru akan memberikan kesempatan kepada siswa untuk menuliskan kosakata yang baru ditemukan dan menghafalnya.</p> | |
| <p>giatan Penutup</p> | <ol style="list-style-type: none"> 1. Menanyakan ketercapaian tujuan pembelajaran 2. Guru menanyakan kesulitan dalam PMB 3. Siswa menyampaikan kesulitan dalam PMB. 4. Guru menutup kelas. | <p>menit</p> |



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMAN 9 PINRANG

Mata Pelajaran : Bahasa Inggris

Kelas : X.I

Waktu : 2x45 menit

Pertemuan : 4

1. Deskripsi Pembelajaran:

pembelajaran ini mempersiapkan siswa untuk mengetahui kosakata dalam short story The Fox and The Grapes.

A. Tujuan pembelajaran

1. Peserta didik mampu menghafal setiap kosakata yang ada di short story The Fox and The Grapes
2. Peserta didik mampu menerjemahkan kosakata The Fox and The Grapes.
3. Meningkatkan kosakata peserta didik.

B. Materi pembelajaran

The Fox and The Grapes

C. Metode pembelajaran

Direct method

D. Alat pembelajaran

Papan tulis, spidol, lembar kertas short story, kamus.

1. Langkah-Langkah Kegiatan:

Pertemuan keempat : 2x45 menit

| | | |
|----------------------|-----------|-------|
| Langkah Pembelajaran | Deskripsi | Waktu |
|----------------------|-----------|-------|

| | | |
|-------------------------------|--|--------------|
| <p>giatanPendahulu an</p> | <ol style="list-style-type: none"> 1. Salam/tegursapaatauperkenalan. 2. Mengecekkehadiransiswa. 3. Melihatkondisikesiapansiswamengikutipembelajaran. | <p>Menit</p> |
| <p>giatanInti</p> | <ol style="list-style-type: none"> 1. Guru mengevaluasimaterisebelumnya 2. Guru akanmembagikan short story The Fox and The Grapes. 3. Guru akan meminta salah satu muridmembaca short story setiapparagraphsecarabergantian. 4. Siswa yang lain akanmengikutisiswa yang telah di tunjuk. 5. Guru akanmenyuruhsiswauntukmenerjemahkan short story yang telah di bacamenggunakankamus. 6. Guru akanmengoreksikosakata short story telah di terjemahkan. 7. Guru akanmenanyakansatupersatukosa kata yang ada di short story. 1. 8. Guru akanmemberikakesempatankepadasiswauntukmenuliskosakata yang baruditemukandanmenghafalnya. | <p>Menit</p> |
| <p>giatanPenutup</p> | <ol style="list-style-type: none"> 1. Menanyakanketercapaiantujuanpembelajaran 2. Guru menanyakankesulitandalam PMB 3. Siswamenyampaikankesulitannyadalam PMB. 4. Guru menutup kelas. | <p>menit</p> |

| | | | | | | | | | | | | | | | | | | | |
|----|--|----------|---------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 11 | | 19.1.011 | HAMNA LESTARI | | | | | | | | | | | | | | | | |
| 12 | | 19.1.012 | YUNI RESKI | | | | | | | | | | | | | | | | |
| 13 | | 19.1.013 | STEVANI | | | | | | | | | | | | | | | | |
| 14 | | 19.1.014 | ASTI SULASTRI | | | | | | | | | | | | | | | | |
| 15 | | 19.1.015 | RISKA | | | | | | | | | | | | | | | | |
| 16 | | 19.1.016 | KHAFIFAH | | | | | | | | | | | | | | | | |
| 17 | | 19.1.017 | DINAR | | | | | | | | | | | | | | | | |
| 18 | | 19.1.048 | DIAN MUTIARA ANJANI | | | | | | | | | | | | | | | | |
| 19 | | 19.1.018 | EMYL YUNUS | | | | | | | | | | | | | | | | |
| 20 | | 19.1.019 | MUHAMMAD FITRIAL | | | | | | | | | | | | | | | | |
| 21 | | 19.1.020 | WAHID NURHIDAYAT | | | | | | | | | | | | | | | | |
| 22 | | 19.1.021 | RAHMAN | | | | | | | | | | | | | | | | |
| 23 | | 19.1.022 | MUH.ZULIMAN | | | | | | | | | | | | | | | | |
| 24 | | 19.1.023 | ADRIAN | | | | | | | | | | | | | | | | |
| 25 | | 19.1.024 | FAKHRU GAFFAR | | | | | | | | | | | | | | | | |
| 26 | | 19.1.026 | ANCA | | | | | | | | | | | | | | | | |
| 27 | | 19.1.028 | YUSRIL BAHARUDDIN | | | | | | | | | | | | | | | | |
| 28 | | 19.1.030 | ANDI ALFIAN | | | | | | | | | | | | | | | | |
| 29 | | 19.1.031 | ASYRAF GUNAWAN | | | | | | | | | | | | | | | | |

Appendix 6 Table 4.1 the students' score in pre-test based on enrich vocabulary

| No | Name | THE STUDENTS PRE TEST SCORE | | |
|----|------|-----------------------------|-------|----------------|
| | | TOTAL | SCORE | CLASSIFICATION |
| 1 | AA | 13 | 65 | Good |
| 2 | AD | 18 | 90 | Very Good |
| 3 | AN | 14 | 70 | Good |
| 4 | AS | 18 | 90 | Very Good |
| 5 | AG | 14 | 70 | Good |
| 6 | CM | 17 | 85 | Very Good |
| 7 | DM | 10 | 50 | Fair |
| 8 | DN | 9 | 45 | Fair |
| 9 | EY | 19 | 95 | Very Good |
| 10 | FG | 8 | 40 | Poor |
| 11 | HL | 19 | 95 | Very Good |
| 12 | KR | 15 | 75 | Good |
| 13 | KH | 19 | 95 | Very Good |
| 14 | MP | 18 | 90 | Very Good |
| 15 | MZ | 15 | 75 | Good |
| 16 | MF | 7 | 35 | Poor |
| 17 | MR | 12 | 60 | Fair |
| 18 | NS | 19 | 95 | Very Good |
| 19 | NH | 18 | 90 | Very Good |
| 20 | PM | 19 | 95 | Very Good |
| 21 | PA | 11 | 55 | Fair |
| 22 | RM | 17 | 85 | Very Good |

| | | | | |
|----|----|----|------|-----------|
| 23 | RK | 15 | 75 | Good |
| 24 | SN | 19 | 95 | Very Good |
| 25 | ST | 11 | 55 | Fair |
| 26 | VN | 18 | 90 | Very Good |
| 27 | WR | 19 | 95 | Very Good |
| 28 | YR | 18 | 90 | Very Good |
| 29 | YB | 11 | 55 | Fair |
| | | | 2200 | |

Table 4.2: The students' score in pre-test

| No | Name | THE STUDENTS PRE TEST SCORE | |
|----|------|-----------------------------|-----------------|
| | | SCORE (X1) | X1 ² |
| 1 | AA | 65 | 4225 |
| 2 | AD | 90 | 8100 |
| 3 | AN | 70 | 4900 |
| 4 | AS | 90 | 8100 |
| 5 | AG | 70 | 4900 |
| 6 | CM | 85 | 7225 |
| 7 | DM | 50 | 2500 |
| 8 | DN | 45 | 2025 |
| 9 | EY | 95 | 9025 |
| 10 | FG | 40 | 1600 |
| 11 | HL | 95 | 9025 |
| 12 | KR | 75 | 5625 |
| 13 | KH | 95 | 9025 |
| 14 | MP | 90 | 8100 |
| 15 | MZ | 75 | 5625 |
| 16 | MF | 35 | 1225 |
| 17 | MR | 60 | 3600 |
| 18 | NS | 95 | 9025 |
| 19 | NH | 90 | 8100 |
| 20 | PM | 95 | 9025 |
| 21 | PA | 55 | 3025 |
| 22 | RM | 85 | 7225 |
| 23 | RK | 75 | 5625 |
| 24 | SN | 95 | 9025 |
| 25 | ST | 55 | 3025 |
| 26 | VN | 90 | 8100 |
| 27 | WR | 95 | 9025 |

| | | | |
|----|----|------|--------|
| 28 | YR | 90 | 8100 |
| 29 | YB | 55 | 3025 |
| | | 2200 | 177150 |

Table 4.3 the rate percentage of the frequency of the pre-test

| No. | Classification | Score | Frequency Of Pre-Test | Percentage Of Pre-Test |
|--------------|----------------|--------|-----------------------|------------------------|
| 1. | Very Good | 81-100 | 15 | 52% |
| 2. | Good | 61-80 | 6 | 20% |
| 3. | Fair | 41-60 | 6 | 20% |
| 4. | Poor | 21-40 | 2 | 8% |
| 5. | Very poor | 0-20 | 0 | 0 |
| Total | | | 29 | 100% |

Appendix7 Table 4.4: The students' vocabulary score in post-test

| No | Name | THE STUDENTS POST TEST SCORE | | |
|----|------|------------------------------|-------|----------------|
| | | TOTAL | SCORE | CLASSIFICATION |
| 1 | AA | 19 | 76 | Good |
| 2 | AD | 24 | 96 | Very Good |
| 3 | AN | 18 | 72 | Good |
| 4 | AS | 23 | 92 | Very Good |
| 5 | AG | 18 | 72 | Good |
| 6 | CM | 23 | 92 | Very Good |
| 7 | DM | 19 | 76 | Good |
| 8 | DN | 22 | 88 | Very Good |
| 9 | EY | 23 | 92 | Very Good |
| 10 | FG | 18 | 72 | Good |
| 11 | HL | 25 | 100 | Very Good |
| 12 | KR | 20 | 80 | Good |
| 13 | KH | 24 | 96 | Very Good |
| 14 | MP | 24 | 96 | Very Good |
| 15 | MZ | 20 | 80 | Good |
| 16 | MF | 15 | 60 | Good |
| 17 | MR | 19 | 76 | Good |
| 18 | NS | 25 | 100 | Very Good |
| 19 | NH | 23 | 92 | Very Good |
| 20 | PM | 24 | 96 | Very Good |
| 21 | PA | 21 | 84 | Very Good |
| 22 | RM | 23 | 92 | Very Good |
| 23 | RK | 22 | 88 | Very Good |
| 24 | SN | 25 | 100 | Very Good |
| 25 | ST | 22 | 88 | Very Good |
| 26 | VN | 24 | 96 | Very Good |

| | | | | |
|----|----|----|------|-----------|
| 27 | WR | 24 | 96 | Very Good |
| 28 | YR | 23 | 92 | Very Good |
| 29 | YB | 19 | 76 | Good |
| | | | 2520 | |

Table 4.5: The students' score in post-test

| No | Name | THE STUDENTS POST TEST SCORE | |
|----|------|------------------------------|-----------------|
| | | SCORE (X1) | X1 ² |
| 1 | AA | 76 | 5776 |
| 2 | AD | 96 | 9216 |
| 3 | AN | 72 | 5184 |
| 4 | AS | 92 | 8464 |
| 5 | AG | 72 | 5184 |
| 6 | CM | 92 | 8464 |
| 7 | DM | 76 | 5776 |
| 8 | DN | 88 | 7744 |
| 9 | EY | 96 | 9216 |
| 10 | FG | 72 | 5184 |
| 11 | HL | 100 | 10000 |
| 12 | KR | 80 | 6400 |
| 13 | KH | 96 | 9216 |
| 14 | MP | 96 | 9216 |
| 15 | MZ | 80 | 6400 |
| 16 | MF | 60 | 3600 |
| 17 | MR | 76 | 5776 |
| 18 | NS | 100 | 10000 |
| 19 | NH | 92 | 8464 |
| 20 | PM | 96 | 9216 |
| 21 | PA | 84 | 7056 |
| 22 | RM | 92 | 8464 |
| 23 | RK | 88 | 7744 |
| 24 | SN | 100 | 10000 |
| 25 | ST | 88 | 7744 |
| 26 | VN | 96 | 9216 |
| 27 | WR | 96 | 9216 |
| 28 | YR | 92 | 8464 |
| 29 | YB | 76 | 5776 |
| | | 2520 | 222176 |

Table 4.6 the rate percentage of the frequency of the post-test

| No. | Classification | Score | Frequency Of Post-Test | Percentage Of Post-Test |
|--------------|----------------|--------|------------------------|-------------------------|
| 1. | Very Good | 81-100 | 19 | 65% |
| 2. | Good | 61-80 | 10 | 35% |
| 3. | Fair | 41-60 | 0 | 0 |
| 4. | Poor | 21-40 | 0 | 0 |
| 5. | Very poor | 0-20 | 0 | 0 |
| Total | | | 29 | 100% |

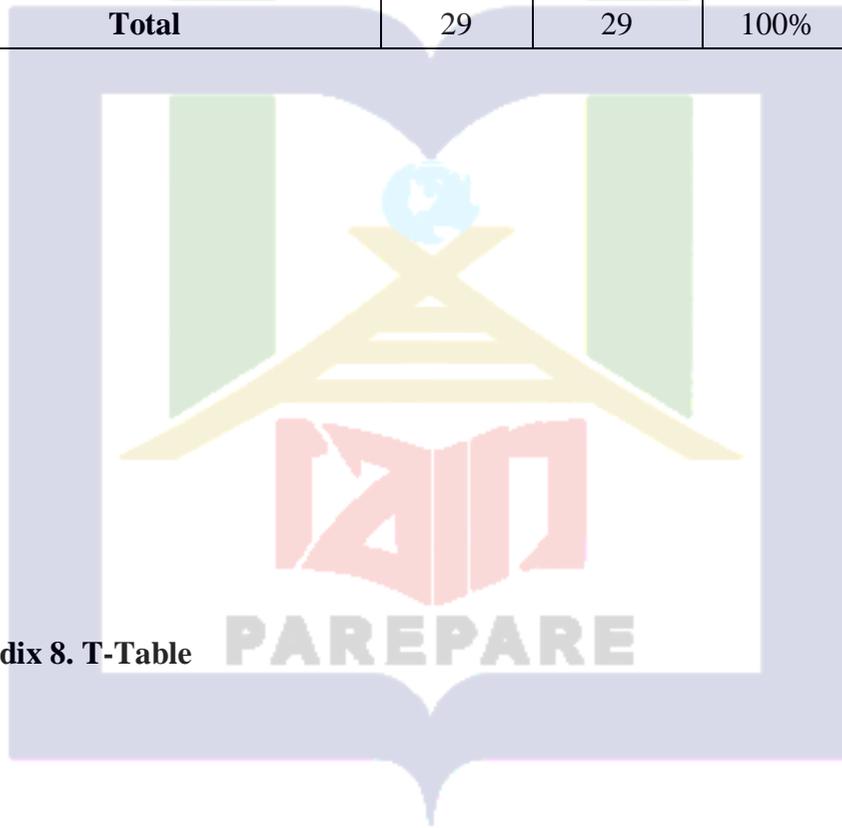
Table 4.7 the mean score and standard deviation of pre-test and post-test

| Test | Mean Score | Standard Deviation (SD) |
|-----------|------------|-------------------------|
| Pre-test | 75.86 | 19.13 |
| Post-test | 86.89 | 10.68 |

Table 4.8 the rate percentage of the frequency of the pre-test and post-test

| No. | Classification | Score | Frequency | | Percentage | |
|--------------|----------------|--------|-----------|-----------|------------|-----------|
| | | | Pre-Test | Post-Test | Pre-Test | Post-Test |
| 1. | Very Good | 81-100 | 15 | 19 | 52% | 65% |
| 2. | Good | 61-80 | 6 | 10 | 20% | 35% |
| 3. | Fair | 41-60 | 6 | 0 | 20% | 0% |
| 4. | Poor | 21-40 | 2 | 0 | 8% | 0% |
| 5. | Very Poor | 0-20 | 0 | 0 | 0% | 0% |
| Total | | | 29 | 29 | 100% | 100% |

Appendix 8. T-Table



Appendix 9. Surat Rekomendasi Izin Penelitian

| Df | α (level of significance) (<i>one-tailed test</i>) | | | | | |
|-----|---|-------|--------------|--------|--------|--------|
| | 0,25 | 0,10 | 0,05 | 0,025 | 0,01 | 0,005 |
| 1 | 1,000 | 3,078 | 6.314 | 12.706 | 31,821 | 63.657 |
| 2 | 0,816 | 1,886 | 2.920 | 4.303 | 6,965 | 9.925 |
| 3 | 0,765 | 1,638 | 2.353 | 3.182 | 4,541 | 5.841 |
| 4 | 0,741 | 1,533 | 2.132 | 2.776 | 3,747 | 4.604 |
| 5 | 0,727 | 1,476 | 2.015 | 2.571 | 3,365 | 4.032 |
| 6 | 0,718 | 1,440 | 1.943 | 2.447 | 3,143 | 3.707 |
| 7 | 0,711 | 1,415 | 1.895 | 2.365 | 2,998 | 3.499 |
| 8 | 0,706 | 1,397 | 1.860 | 2.306 | 2,896 | 3.355 |
| 9 | 0,703 | 1,383 | 1.833 | 2.262 | 2,821 | 3.250 |
| 10 | 0,700 | 1,372 | 1.812 | 2.228 | 2,764 | 3.169 |
| 11 | 0,697 | 1,363 | 1.796 | 2.201 | 2,718 | 3.106 |
| 12 | 0,695 | 1,356 | 1.782 | 2.179 | 2,681 | 3.055 |
| 13 | 0,692 | 1,350 | 1.771 | 2.160 | 2,650 | 3.012 |
| 14 | 0,691 | 1,345 | 1.761 | 2.145 | 2,624 | 2.977 |
| 15 | 0,690 | 1,341 | 1.753 | 2.131 | 2,602 | 2.547 |
| 16 | 0,689 | 1,337 | 1.746 | 2.120 | 2,583 | 2.921 |
| 17 | 0,688 | 1,333 | 1.740 | 2.110 | 2,567 | 2.989 |
| 18 | 0,688 | 1,330 | 1.734 | 2.101 | 2,552 | 2.878 |
| 19 | 0,687 | 1,328 | 1.729 | 2.093 | 2,539 | 2.861 |
| 20 | 0,687 | 1,325 | 1.725 | 2.086 | 2,528 | 2.845 |
| 21 | 0,686 | 1,325 | 1.721 | 2.080 | 2,518 | 2.831 |
| 22 | 0,686 | 1,321 | 1.717 | 2.074 | 2,508 | 2.829 |
| 23 | 0,685 | 1,319 | 1.714 | 2.069 | 2,500 | 2.807 |
| 24 | 0,685 | 1,318 | 1.711 | 2.064 | 2,492 | 2.797 |
| 25 | 0,684 | 1,316 | 1.708 | 2.060 | 2,485 | 2.787 |
| 26 | 0,684 | 1,315 | 1.706 | 2.056 | 2,479 | 2.7798 |
| 27 | 0,684 | 1,314 | 1.703 | 2.052 | 2,473 | 2.771 |
| 28 | 0,683 | 1,313 | 1.701 | 2.048 | 2,467 | 2.763 |
| 29 | 0,683 | 1,311 | 1.699 | 2.045 | 2,462 | 2.756 |
| 30 | 0,683 | 1,310 | 1.697 | 2.042 | 2,457 | 2.750 |
| 40 | 0,681 | 1,303 | 1.684 | 2.021 | 2,423 | 2.704 |
| 60 | 0,679 | 1,296 | 1.671 | 2.000 | 2,390 | 2.660 |
| 120 | 0,677 | 1,289 | 1.658 | 1.980 | 2,358 | 2.617 |



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B 89/In.39.5.1/PP.00.9/05/2020
Lampiran : 1 Bundel Proposal
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Cabang Dinas Pendidikan Wilayah X
Provinsi Sulawesi Selatan
di,-
Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare:

Nama : Wawan Abd. Rahman
Tempat/Tgl. Lahir : Pinrang, 01 Maret 1997
NIM : 15.1300.173
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Alamat : Talabangi, Kel. Tonyamang, Kec. Patampanua, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah KAB. PINRANG dalam rangka penyusunan skripsi yang berjudul:

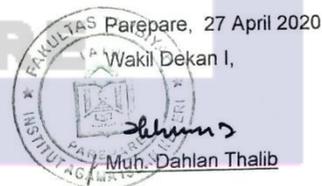
"The Use of Short Story to Enrich Students' Vocabulary Achievement at X Class in SMA 9 Pinrang"

Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2020.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

PAREPARE



Tembusan :

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah

Scanned by TapScanner

Appendix 10. Surat Izin Penelitian



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH X
(Kab. Pinrang, Enrekang, Tana Toraja)
Jl. Basuki Rahmat No.32, Watang Sawitto, Pnrang, Kode Pos 91213**

SURAT IZIN PENELITIAN

Nomor : 867/890-CD.WIL.X/DISDIK
Tanggal: 18 Mei 2020

Berdasarkan Surat Institut Agama Islam Negeri Parepare Fakultas Tarbiyah Nomor: B.891/In.39.5.1/PP.00.9/05/2020 tanggal 27 April 2020 perihal Permohonan Rekomendasi Izin Penelitian, maka Kepala Cabang Dinas Pendidikan Wilayah X memberikan izin penelitian kepada :

Nama : **Wawan Abd. Rahman**
 Nomor Induk Mahasiswa : 15.1300.173
 Jurusan : Tarbiyah
 Jenjang/Program Studi : S.1 / Pendidikan Bahasa Inggris
 Lokasi Penelitian : UPT SMAN 9 Pinrang
 Judul :
“The Use of Short Story to Enrich Students' Vocabulary Achievement at X Calss in SMA 9 Pinrang”

- Dengan Ketentuan :
1. Mendapat Persetujuan Kepala Sekolah;
 2. Tidak mengganggu proses belajar mengajar;
 3. Pengambilan data penelitian berlaku maksimal 3 bulan sejak tanggal surat ini diterbitkan.

Demikian surat rekomendasi ini diberikan, untuk dipergunakan sebagaimana mestinya.

Kepala Cabang Dinas Pendidikan Wilayah X,

J. BAHARUDDIN ISKANDAR, S.Pd. M.Pd
 Pangkat : Pembina
 Nip. 19750604 200502 1 004

- Tembusan:
1. Kepala Dinas Pendidikan Prov.SulSel (sebagai Laporan)
 2. Peninggal

Appendix 11. Surat Keterangan Telah Meneliti



PEMERINTAH PROVINSI SULAWESI SELATAN

CABANG DINAS DINAS PENDIDIKAN

UPT SMA NEGERI 9 PINRANG

Jl. Poros Cempa-Sikkualé Tlp. (0421) 391 0871 NPSN : 40305151 NSS : 301191406009

SURAT KETERANGAN PENELITIAN

Nomor: 420 /225 – UPT SMA.09 / PRG / DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 9 Pinrang :

Nama : **Drs. ABDULLAH RAHMAN, SE., MM**
NIP : 19621231 198903 1 128
Jabatan : Kepala UPT SMAN 9 Pinrang

Menerangkan bahwa yang tersebut namanya di bawah ini telah melakukan penelitian mulai tanggal 20 Mei s/d 30 Juni 2020.

Nama : **WAWAN ABD. RAHMAN**
NIM : 15.1300.173
Program Studi : Pendidikan Bahasa Inggris
Judul : **"THE USE OF SHORT TO ENRICH STUDENTS' VOCABULARY ACHIEVEMENT AT SMAN 9 PINRANG"**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Cempa, 03 Juli 2020



Drs. Abdullah Rahman, SE., MM
NIP. 19621231 198903 1 128

Appendix 12. Surat Ket. Telah Melaksanakan Penelitian



CURRICULUM VITAE



The writer is **Wawan Abd. Rahman** was born in Pinrang on March 03th, 1997. He is the secondnd child from one sibling, he has fourth sisters from the couple Abd. Rahman and Kasmawati. The writer began her education at TK DDI Palirang. Then, he decided to continue his study at SDN 119 Patampanua and then continued in Junior High School 2 Pinrang and then continued in Vocational High School 1 Pinrang and finished on 2015. The following year, he enrolled at State Islamic College (STAIN) Parepare but now it is changed become State Islamic Institute (IAIN) Parepare. During his studying at IAIN Parepare, he ever joined in some of organizations namely *Lintasan Imajinasi Bahasa Mahasiswa (LIBAM)*, *Pergerakan Mahasiswa Islam Indonesia (PMII) Kota Parepare*, *Mahasiswa Ahlith-Thoriqoh Al-Mu'Thabaroh An-Nahdliyyah (MATAN) Kota Parepare*. On 2019, he completed his script with the title **“The Use Short Story to Enrich Students’ Vocabulary Achievement at SMAN 9 Pinrang”**

