

**THE EFFECT OF READING SHORT STORIES ON
INCREASING STUDENTS VOCABULARY MASTERY
AT SMAN 1 SERANG BARU**

THESIS

Submitted to the School of Foreign Language – JIA as a partial fulfillment of
requirements for the undergraduate degree in English Literature Programme



**INDAH INDYARTA
43131510180041**

**ENGLISH LITERATURE PROGRAMME
SCHOOL OF FOREIGN LANGUAGES – JIA
BEKASI
2022**

THE APPROVAL SHEET

THE EFFECT OF READING SHORT STORIES ON INCREASING STUDENTS' VOCABULARY MASTERY AT SMAN 1 SERANG BARU

Indah Indyarta
43131.51018.0041

Supervised and Approved by:

Advisor I

Advisor II



Ade Surista, M.Pd.
NIDN. 0425127503



Winda Lutfivanti, M.Pd
NIDN. 1117128701

The Chairman of STBA JIA



Ali Khamainy, S.T., M.M.
NIDN. 0407108201

INTELLECTUAL PROPERTY STATEMENT FORM

Name : Indah Indyarta
Student Number : 43131.51018.0041
Programme : Literature
Title : The Effect of Reading Short Stories on Increasing Students' Vocabulary Mastery at SMAN 1 Serang Baru

This is to certify that my paper is my own original work and no portion of my paper has been copyrighted previously unless properly referenced. If there is a breach of item above, I will take full responsibility for any illegal action that might be caused.

Bekasi, 26th August 2022



Indah Indyarta
43131.51018.0041

THE IMPROVEMENT SHEET

Name : Indah Indyarta
Student Number : 43131.51018.0041
Title : The Effect of Reading Short Stories on Increasing Students' Vocabulary Mastery at SMAN 1 Serang Baru

Supervised and Approved by:

Examiner I

Examiner II



Yeni Norvatin, SS, M. Hum.
NIDN. 0425028105



Esterria Romauli, SS, M. Pd.
NIDN. 0422109101

The Chairman of STBA JIA



Ali Khamainy, S.T., M.M.
NIDN. 0407108201

MOTTO AND DEDICATION

MOTTO

Don't be scared, you'll never change what's been and gone
Cause all of the stars are fading away
Just try not to worry, you'll see them someday
Take what you need and be on your way
And stop crying your heart out

DEDICATION:

This thesis is dedicated to:

- To myself.
- My family members are my father (Jonniater Sirait), my mother (Nurlinda Manalu) my brothers (Marcus Hermanto and Hartanti Irene)
- Someone special (Sagala Josua)
- All English Literature Students batch 2022
#PeaceNLove

THE EFFECT OF READING SHORT STORIES ON INCREASING STUDENTS' VOCABULARY MASTERY AT SMAN 1 SERANG BARU

INDAH INDYARTA

ABSTRACT

This study aims to determine whether there is a significant effect of reading short stories in improving vocabulary mastery. This study applies quantitative method and in data collection using experimental method procedures. The sample of this study consisted of 40 students this was taken using a non-probability technique. In this research, there are two classes, a control class which did not experience treatment and an experimental class which is given treatment. The results of this study indicate that there is a significant difference in the average score of students between the control class and the experimental class. From the results it was found that the t-count value was greater than the t-table value ($8.258 > 2.093$). For the t-test H_0 is rejected and H_a is accepted. Therefore, there are positive results on the effect of reading short stories on increasing students' vocabulary mastery.

Keywords: reading, vocabulary mastery, and short story

**PENGARUH MEMBACA CERITA PENDEK TERHADAP PENINGKATAN
PENGUASAAN KOSAKATA SISWA DI SMAN 1 SERANG BARU**

INDAH INDYARTA

ABSTRAKSI

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari membaca cerita pendek dalam meningkatkan penguasaan kosakata. Penelitian ini menggunakan metode kuantitatif dan dalam pengumpulan datanya menggunakan prosedur metode eksperimen. Sampel penelitian ini terdiri dari 40 siswa yang diambil dengan menggunakan teknik non-probabilitas. Dalam penelitian ini terdapat dua kelas yaitu kelas kontrol yang tidak mengalami perlakuan dan kelas eksperimen yang diberikan perlakuan. Hasil penelitian ini menunjukkan bahwa terdapat perbedaan yang signifikan nilai rata-rata siswa antara kelas kontrol dan kelas eksperimen. Dari hasil tersebut diketahui bahwa nilai t -hitung lebih besar dari nilai t -tabel ($8,258 > 2,093$). Untuk uji- t H_0 ditolak dan H_a diterima. Oleh karena itu, terdapat hasil positif tentang pengaruh membaca cerita pendek terhadap peningkatan penguasaan kosakata siswa.

Kata kunci: membaca, penguasaan kosakata, dan cerita pendek

ACKNOWLEDGEMENTS

All praises and thanks are due to the Lord Jesus Christ for His blessings and mercy so that the researcher can finally finish this thesis. Grateful for the health and protection from Him, the author exists to this day. Because His love is so great that this thesis runs smoothly.

This thesis is the author's final project as one of the requirements to complete the English Literature S-1 study program with the title The Effect of Reading Short Stories on Increasing Students' Vocabulary Mastery at SMAN 1 Serang Baru.

During the preparation of this thesis, the author received assistance from various parties, both in the form of thoughts, energy, motivation, enthusiasm and time which were immeasurable in the preparation of this thesis. There are many valuable lessons that can be a source of inspiration for the author during the research to complete this thesis. Complaints, fatigue, fear and worry facing things that have never been passed make the author learn about the meaning of struggle and the author is sure that every effort made with sincerity without coercion but because there is encouragement from the deepest heart will definitely not be in vain. Therefore, with all humility the author would like to thank:

1. Thank you, Lord Jesus Christ, God who lives and always accompanies me every step of the way.
2. Ade Surista, M.Pd as the first advisor thank you for the input and suggestions that have been conveyed in the guidance, all the constructive comments that help the author to write this thesis more perfect. Winda Lutfiyanti, M.Pd as

the second advisor for the motivation, correction, and guidance during writing this thesis.

3. Ali Khamainy, ST., M.M, the chairman of the School of Foreign Language JIA who has given the researcher the chance and the opportunity to study in this campus.
4. Yeni Noryatin, SS.M.Hum, as the head of the English literature study program who always gives good spirit and motivation.
5. All lecturers and staff of STBA-JIA for their extraordinary insight and knowledge they shared with the author during her studies.
6. My dear parents, my brothers and sisters for their love, motivation, prayers and support during this time.
7. To the researcher's friends, Dias Afrida and Faradisa Albina, thank you for being kind, giving motivation, support, and joy.
8. All my best friends off campus namely Vrida Yanti, Vricil Patinaya, Tasya, and Ifa Audina for their motivation and joy.
9. The researcher also expresses his deepest gratitude to several parties who cannot be mentioned for their attention.
10. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this work, I wanna thank me for having no days off, I wanna thank me for never quitting, I wanna thank me for just being me at all times.

Bekasi, August 26th 2022

II

TABLE OF CONTENTS

Title	
The Approval Sheet.....	ii
Intellectual Property Statement Form	iii
The Improvement Sheet.....	iv
Motto and Dedication.....	v
Abstract	vi
Abstraksi	vii
Acknowledgements.....	viii
Table of Contents	x
List of Tables.....	xii
List of Figures	xiii
List of Appendices	xiv
CHAPTER I INTRODUCTION.....	1
A. Background of the Research	1
B. Question and Scope of the Research	3
1. Question of the Research.....	3
2. Scope of the Research	4
C. Research Hypothesis	4
D. Objective and Significance of the Research.....	5
1. Objective of the Research.....	5
2. Significance of the Research	5
E. Operational Definition	6
F. Systematization of the Research	7
CHAPTER II THEORETICAL DESCRIPTION	8
A. Reading.....	8
1. Definition of Reading	8
2. Purposes of Reading	10
3. Types of Reading.....	12
4. Models of Reading	13

5. Strategies of Reading	16
6. Teaching of Reading	19
7. Assessment of Reading	22
B. Vocabulary	22
1. Definition of Vocabulary.....	22
2. Types of Vocabulary	23
3. Aspects of Vocabulary	25
4. Implementation of Vocabulary.....	26
5. Teaching of Vocabulary Mastery.....	27
6. Assessment of Vocabulary Mastery.....	28
C. Short Story.....	29
D. Constellation of Reading and Vocabulary Mastery	30
E. Research of Relevance.....	31
CHAPTER III METHODOLOGY OF THE RESEARCH	36
A. Time and Place of the Research.....	36
1. Time of the Research.....	36
2. Place of the Research	36
B. Population and Sample of the Research.....	37
1. Population of the Research.....	37
2. Sample of the Research	38
C. Method of the Research.....	39
D. Instrument and Variable of the Research	40
1. Instrument of the Research.....	40
2. Variable of the Research	42
E. Technique of the Data Analysis.....	43
1. Respondent Data.....	43
2. Validity Test	46
3. Reliability Test	47
4. Normality Test.....	48
5. Homogeneity Test	48
6. Hypothesis Test	49

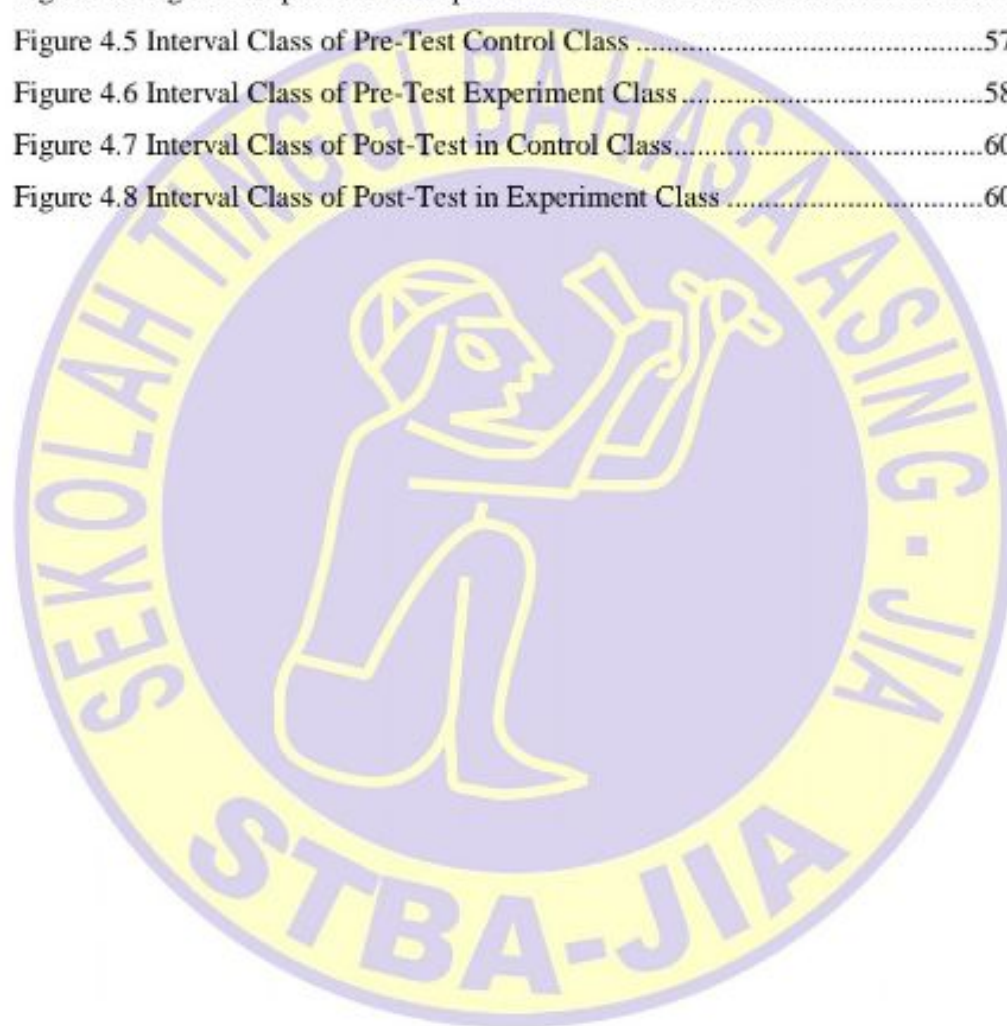
CHAPTER IV DATA ANALYSIS	50
A. Data Description.....	50
1. The Result of Respondent Gender.....	51
2. The Result of Respondent Age.....	53
3. Test	55
4. Observation	55
5. Distribution Frequency.....	56
B. Data Analysis Hypothesis.....	61
1. Testing Data Validity and Reliability.....	62
2. Testing Requirement	64
3. Testing Hypothesis Data	68
C. Data Interpretation.....	71
CHAPTER V CONCLUSION AND SUGGESTION	73
A. Conclusion.....	73
B. Suggestion	74
REFERENCES	
APPENDICES	
BIOGRAPHY	

LIST OF TABLES

Table 3.1 The Sample of The Study.....	39
Table 3.2 Control Class.....	44
Table 3.3 Experiment Class.....	45
Table 4.1 Gender of Respondent in Control Class.....	51
Table 4.2 Gender of Respondent in Experiment Class.....	52
Table 4.3 Age of Respondent in Control Class.....	53
Table 4.4 Age of Respondent in Experiment Class.....	54
Table 4.5 Distribution Frequency of Pre-Test Control Class.....	57
Table 4.6 Distribution Frequency of Pre-Test Experiment Class.....	58
Table 4.7 Distribution Frequency of Post-Test Control Class.....	59
Table 4.8 Distribution Frequency of Post-Test Experiment Class.....	60
Table 4.9 Data Validity Test Result.....	62
Table 4.10 Reliability Data.....	64
Table 4.11 Normality of Pre-Test Control Class.....	64
Table 4.12 Normality of Post-Test Control Class.....	65
Table 4.13 Normality of Pre-Test Experiment Class.....	66
Table 4.14 Normality of Post-Test Experiment Class.....	66
Table 4.15 Homogeneity Data of Control Class.....	67
Table 4.16 Homogeneity Data of Experiment Class.....	68
Table 4.17 Paired Samples Statistics.....	69
Table 4.18 Paired Samples Test.....	70

LIST OF FIGURES

Figure 4.1 Gender of Respondent in Control Class	51
Figure 4.2 Gender of Respondent in Experiment Class	52
Figure 4.3 Age of Respondent in Control Class	53
Figure 4.4 Age of Respondent in Experiment Class	54
Figure 4.5 Interval Class of Pre-Test Control Class	57
Figure 4.6 Interval Class of Pre-Test Experiment Class	58
Figure 4.7 Interval Class of Post-Test in Control Class	60
Figure 4.8 Interval Class of Post-Test in Experiment Class	60



LIST OF APPENDICES

Appendix 1 Permission Letter of Research.....	80
Appendix 2 Statement Letter of Research	81
Appendix 3 Instrument of Pre-Test.....	82
Appendix 4 Instrument of Post-Test	83
Appendix 5 The Result of Pre-Test and Post-Test in Control Class.....	84
Appendix 6 The Result of Pre-Test and Post-Test in Experiment Class	85
Appendix 7 Data Validity	86
Appendix 8 Data Reliability.....	90
Appendix 9 Image on Control Class	91
Appendix 10 Image on Experiment Class.....	93
Appendix 11 Question and Pre-test Result	96
Appendix 12 Question and Post-test Result not Using Short Story	104
Appendix 13 Question and Post-test Result Using Short Story.....	110
Appendix 14 Guidance Card.....	117

CHAPTER I

INTRODUCTION

This introductory chapter contains the background of the research, questions and scope of the research, research hypothesis, objectives and significance of the research, operational definition and systematization of the research.

A. Background of the Research

Language, as a complex specialized skill, a way for humans to communicate with other humans. It also develops in humans spontaneously, without conscious effort or formal instruction. Furthermore, it is used without an awareness of the underlying logic, is qualitatively the same in each individual and differs from the more general abilities to process information or behave.

In this language there is a foreign language and a second language. A foreign language is a language that is not used as a means of communication in the particular country where it is taught. Meanwhile, a second language is a language that is generally used in a country.

As one of the foreign languages that is widely studied in Indonesia, English is introduced in the world of education, from playground classes to high school. Even non-English major in some universities are still studying English.

English essentially has a purpose for use as a medium of conversation because of the improvement of the sector in studying elements of the English language. English also has four basic skills, namely listening, speaking, writing and reading.

Among the four basic skills introduced, according to Grabe (2009, p. 15), reading can be interpreted as a strategic process in which a number of skills and processes used in reading require the reader's efforts to anticipate text information. These efforts also require reading to be a flexible process. In reading, students will learn certain procedures such as grammar, pronunciation, or vocabulary.

Vocabulary means a group of words that are familiar in one's language. Mastery of vocabulary that usually develops when a person reads. It can serve as a useful and fundamental tool for communication and acquiring knowledge. In the article Fitriani (2018, p. 39) states that mastery of this vocabulary is very important in learning language.

Vocabulary mastery can be interpreted as being able to find the meaning of the word and be able to use the word in language activities. The technique of developing vocabulary mastery can be carried out by testing students by finding the meaning of synonyms and antonyms of words.

Referring to developing vocabulary, there are several techniques that can be implemented. According to Guo's (2012. p, 203) vocabulary acquisition and increased motivation can be resulted from of authentic texts. The definition of authentic text is real language produced by a speaker or

writer for the reader and designed to convey a message. For authentic texts, it is believed to generate greater interest in teachers and students. Authentic materials consist of literature, CDs, DVDs, news, films, TV programs, brochures or menus, and short stories. With that to help the research process, the researcher chose short stories as reading material to be practiced by students.

A short story has the meaning of a fictitious essay that tells an event in the life of the perpetrator in a relatively short and dense manner. The short story has an impression and a good message to convey. That way, it can also be found easily and widely available on the internet to read for free and it doesn't take much time to read it.

In accordance with the title of this study, "The Effect of Reading Short Stories on Increasing Students' Vocabulary Mastery in SMAN 1 Serang Baru". The researcher chose this title because the two skills were taught simultaneously, so the researcher assumed that there was a relationship between them.

B. Questions and Scope of the Research

1. Questions of the Research

Based on the background, the focus of this research problem is through the following questions:

- a. Is there any effect of the short story reading system to increase students' vocabulary mastery in SMAN 1 Serang Baru?

- b. How significant is the impact of increasing students' vocabulary mastery after reading short stories in SMAN 1 Serang Baru?

2. Scope of the Research

The researcher determines the scope of the research entitled "The Influence of Reading Short Stories on Increasing Students' Vocabulary Mastery in SMAN 1 Serang Baru". There are four language skills that must be mastered, namely, writing, speaking, listening and reading. For reading skills, you can understand an idea or ideas in a piece of writing. Other benefits provide an understanding of the topic, word meaning, grammar, writing system, and increase vocabulary mastery. There are various types of text, there are procedure text, explanatory text, description text, narrative text, etc. This research uses narrative text in the form of short stories.

C. Research Hypothesis

A research hypothesis is a statement of hope or prediction that will be tested by research. Before formulating the study hypothesis, the researcher appears for thrilling subjects for his studies. In the hypothesis the researcher will predict the relationship between the variable X and variable Y.

In accordance with the title in this writing, namely "The Effect of Reading Short Stories on Increasing Students' Vocabulary Mastery". So that the description of this research is more in-depth, the researcher makes research hypotheses based on the following:

Ho: There is no effect of reading short stories on increasing students' vocabulary mastery.

Ha: There is an effect of reading short stories on increasing students' vocabulary mastery.

D. Objective and Significance of the Research

1. Objective of the Research

- a. To know whether there is any effect of the short story reading system to improve students' vocabulary mastery.
- b. To identify the significant impact of increasing students' vocabulary mastery after reading short stories.

2. Significance of the Research

a. Theoretical

In this research, theoretical benefits can increase knowledge and provide understanding about the influence of between reading to vocabulary mastery.

b. Practical

1) School

Researcher hopes that school can increase interest in reading in order to increase vocabulary mastery assuming the relationship between reading and vocabulary mastery is quite significant.

2) Teachers

- a) By referring to the result of the research, teachers can design English lessons by reading and improving vocabulary mastery.
- b) Teachers are expected to focus or provide variants of reading short stories to increase students' vocabulary because it has a significant relationship.

3) Future researchers

- a) The researcher hopes that it can be a reference and share sources of information and references for further researchers.
- b) It is hoped that the other researchers can develop the way to improve the quality of learning.

E. Operational Definition

1. Reading

Reading has a meaning as an activity carried out by the reader to obtain an implied message through the medium of words from an article.

2. Vocabulary mastery

Vocabulary mastery is a skill or ability that can recognize synonyms, antonyms and phrases.

F. Systematization of the Research

The research must have a clear and detailed systematic. The first chapter is an introduction. In this chapter the researcher explains the background of the research, the questions and scope of the research, the research hypotheses, the objective and significance of the research, operational definitions, and the systematization of the research.

Next is the chapter which contains a theoretical description. The theoretical description discusses the concept of vocabulary mastery which is divided into definitions, element and applications of vocabulary mastery. After that, there is the concept of reading which is divided into definitions, element and applications of reading. Then, constellation of reading and vocabulary mastery followed by research of relevance.

In the third chapter there is a research methodology. This chapter describes the time and place of research, population and sample, method of the research, instrument and variable of the research, and technique of the data analysis.

The fourth chapter discusses the results of the data that has been tested and collected by researchers. Here will discuss the data description, data analysis hypothesis, and data interpretation.

In the fifth chapter there are conclusions and suggestions. Conclusions relate to hypothesis discussion while suggestions relate to significance of the research.

CHAPTER II

THEORETICAL DESCRIPTION

In this chapter the researcher discusses the theoretical description. It contains the concept of reading which consists of the definition of reading, purposes of reading, types of reading, models of reading, strategies of reading, and assessment of reading. After that, it discusses the definition of vocabulary, types of vocabulary, aspects of vocabulary, implementation of vocabulary, and assessment of vocabulary mastery. Then, there are the constellation of reading and vocabulary mastery and research of relevance.

A. Reading

1. Definition of Reading

Reading is not just a sound that comes out of the mouth but can convey meaning without the help of sound. According to Fischer (2003, pp. 11-12), reading is a variable, in the most common modern definition, it can be interpreted as the ability to understand written or printed symbols. Not only that, it can also extract information from the encoded system and understand the meaning of a reading. Then, exclusively reading is a comprehension of continuous text from written signs on a written surface. Now, it also includes extracting information accessible from electronics.

Grabe and Stoller (2011) defined reading as the ability to infer the meaning of a printed page and interpret information appropriately. This ability requires a combination of different skills and strategies and requires understanding of reading, especially fluent readers (p. 3). In understanding the reading in the text, it takes stimulation and practice to remember it long enough.

Reading is not a natural ability of human development. Unlike a spoken language, it cannot be followed from observation or imitated by others. Willis (2008, p. 2) stated that the brain has certain or special areas for processing verbal communication, but there is no special area in the brain for reading. The complexity of reading requires several areas of the brain to operate.

Klingner, Vaughn, and Boardman concluded that understanding the results depends on the individual and his interpretation. This makes an important interaction between the reader and the text. Knowledge and experience related to ideas or meanings from the text that is read will affect the memory of what we read (2007, p. 3). By with that in mind, to take all of these things into account, reading is necessary to move from associating symbols to sounds, sounds to words, words to meanings, meanings to memory, and from memory to information that can be retrieved properly.

2. Purposes of Reading

There are many different purposes for reading. Sometimes reading a text is done to get some information, sometimes just for fun or a hobby, and sometimes the reader follows a set direction. As if the main heading explains in the right way, the reader can read a number of paragraphs for understanding, such as genre, purpose of the text, who, when, where, why, and how. According to Grabe and Stoller (2011, pp. 6-7), there are seven purposes of reading, namely:

a. Reading to search for simple

In this case, it is reading ability in general. It is used in reading and is probably best seen as a type of reading ability. In reading, the reader usually scans the text for certain words, a piece of information, or several representative phrases.

b. Skimming to read quickly

Skimming or sampling segments of text for general understanding is a common and useful reading skill. This involves a combination of strategies to find out where important information is in the text.

c. Text-based learning through reading

Learning to read, requires the ability to:

- 1) Recall and describe the main ideas and supporting ideas in the text.

- 2) Recognize and construct a rhetorical framework that organizes textual information.
- 3) Know the relationship between the text and the reader's knowledge base.

d. Reading for information integration

Reading can also integrate information and requires additional decisions about the relative nature of information that is complementary, mutually supportive, or contradictory. It is even possible to restructure the rhetorical framework to accommodate information from various sources. This reading skill requires critical evaluation of information so that it can decide what information to use and how to integrate it.

e. Reading for the purpose of writing and critiquing texts

Both of these abilities require to select, critique, and organize information from a text. Reading to write or reading critical texts is a variant of the task of reading to integrate. These objectives represent general academic tasks that require the skills necessary to read.

f. General comprehension reading

It is the most basic for the purpose of reading and supports most of the other purposes of reading. Reading comprehension in general is actually more complex than assumed. Reading for general comprehension is performed by a proficient and fluent

reader, requiring very fast and automated word processing. This skill is strong in forming a general sense representation of the main idea.

3. Types of Reading

According to Brown (2000, p. 312) there are several types of reading performance that can be applied:

a. Reading aloud and silently

Here the reader is asked to read orally to:

- 1) Serves as an evaluative check on a processing skill from the ground up.
- 2) Doubles as a pronunciation check.
- 3) Serves to increase reader participation.

b. Intensive and extensive reading

Intensive reading is an activity-oriented focus on the linguistic or semantic details of a passage. Readers are also asked to pay attention to grammatical forms, discourse markers, and other surface structure details. It aims to understand literal meanings, implications, rhetorical relationships, and the like.

This extensive reading is done to achieve a general understanding of the Long text. This is done by the reader in their spare time as well as for pleasure. This is also to disengage the reader from over-analyzing the text or looking for words that are not understood.

Learning to read by reading fluently is a separate activity. With that, Fischer explains that there are two different types of reading (2003, p. 14):

1) Literal or intermediate (learning) reading

Each reader will begin by intervening in the reading, placing a vote to affix.

2) Fluent in visual or direct reading

Then, the reader will progress to direct reading, interpreting signs directly, and finally grouping phrases and even short sentences.

4. Models of Reading

For models that provide interesting insights into reading and which are noteworthy according to Grabe (2009, p. 91), as follows:

a. Construction-Intefration Model

Here there is a difference between the understanding model and the situation interpretation model which focuses on aspects of discourse understanding, as follows:

- 1) Involves overlapping connections between propositions.
- 2) Requires integration and compression processes for coherent interpretation.

b. Structure Building Framework

This model focuses on the way in which discourse understanding is created through sentence-by-sentence processing. It also argues that there are differences in reading comprehension between individuals which can be related to the operation of the discourse understanding process which can be described in:

- 1) Laying the foundation
- 2) Mapping on foundation
- 3) Pressing information
- 4) Improve information

c. The Landscape View of Reading

This model emphasizes discourse processing rather than word recognition and builds reader understanding. It also provides a means of estimating the activation level of all the concepts mentioned in the text. The landscape view of reading is an important model because this type of model shows how each concept can be assigned an activation value and can maintain activation as a central idea in the text model.

d. Capacity Constrained Reader Model

In this model describes the rules of cognitive production to help explain efficient processes in working memory. And this model as a combination of lower-level automated processing and higher-level interactive processing in a capacity-limited working memory display. Regarding capacity limits, the working memory

of each individual reader is different. In order for identify, there are six key factors:

- 1) Increased syntax complexity.
- 2) Increased linguistic ambiguity.
- 3) Variations in selectivity and mechanism.
- 4) Demands for maintaining textual information across distances.
- 5) External demands on memory load.
- 6) Demands imposed by time constraints.

e. Interactive Compensatory Model

This model explains that reading involves many processes that are efficient but if the process is less efficient, there will be other processes that compensate for continued understanding. The process of reading has the potential to be interactive with a long period of time. The interactive compensatory model assumes that if the reading conditions are fluent and normal, there will be a lower increase in operating effectively. It also predicts that improving reading skills will reduce dependence on context facilities.

f. Simple View of Reading

Word recognition and comprehension skills are a combination of reading. In the simple view of reading the model is based on a simple idea. This model does not explain part of reading ability,

but this model provides a general explanation of reading through statistical assessment arguments.

g. Rauding

Rauding is a combination of reading and auditing. This model states that the overall reading efficiency consists of reading speed and reading accuracy. Audience theory suggests that speed reading is not reading in the sense usually understood, but making explicit predictions about the skills to be emphasized by reading at different levels and for different purposes.

5. Strategies of Reading

In reading, strategies are needed to support understanding of the text being read. There are four reading strategies summarized by Klinger, Vaughn, and Boardman (2007, p. 143):

a. Preview

This means that before reading a section, the reader has memorized about the topic and predicts the content of the text using all the visual clues in the text such as pictures, charts or graphs and can also see the titles or subtitles used throughout the section so that the reader can relate the topic to the reader's experience. It can be concluded that the purpose of this preview is as follows:

- 1) Help the reader identify the content of the text.
- 2) Make use of the reader's prior knowledge of the topic.

3) Generate interest in the topic.

b. Click and clunk

It is used by the reader to monitor comprehension during reading by identifying words and concepts that are difficult to understand using corrective strategies. To find out a vague word, concept or idea you can do this:

- 1) Reread the wordless sentence, think about something that makes sense.
- 2) Reread the sentence with a twang and the sentence before or after the clang for clues.
- 3) Look for the prefix or suffix in a word.
- 4) Separate words and look for smaller words that are already known.

c. Get the gist

When the reader gets the gist of the paragraph, the reader can state the main idea of the paragraph in his own words. This method can synthesize information, take larger chunks of text and distill it back into key concepts or ideas. Readers will be taught to identify the most important things in the paragraph.

d. Wrap-up

After reading, the reader summarizes what has been learned. The reader can conclude by formulating questions and answers about what has been read by reviewing key ideas. The aim is to

increase knowledge, understanding and test the reader's memory of what has been read.

The purpose of this strategy is to build fluency in reading and increase vocabulary. For the reading process to involve several important and interrelated phases, Willis (2006, p. 11) concludes as follows:

- a. Information intake: concentrate on and pay attention to a stimulus in the surrounding environment.
- b. Pattern recognition and networking: recognizing a familiar pattern and storing new information by combining prior knowledge.
- c. Fluency and vocabulary: connecting words with existing knowledge gives meaning to the text.

According Caldwell (2008, p. 19) use effective reading strategies to achieve purposes in reading:

- a. Reread using various strategies or word recognition skills, starting to analyze word structure and context.
- b. Infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases and structures.
- c. Demonstrate phonemic awareness by using letter-sound relationships as an aid in pronouncing and understanding unfamiliar words and texts.

- d. Understand reading using strategies such as activating prior knowledge, setting goals, self-correcting, self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structure, and adjusting reading level according to purpose and difficulty.
- e. Read aloud with age-appropriate fluency, accuracy and expression.
- f. Notice how the written text and accompanying illustrations are connected to convey meaning.
- g. Identify and use text organization features, such as headings, paragraphs, and formatting to improve understanding.
- h. Identify the purpose of reading such as obtaining information, studying viewpoints, or appreciating literary works.

6. Teaching of Reading

Teaching is a system of offering knowledge, skills, or methods to someone. This requires instructors to understand how to change skills, methods, or systems for students and have the ability to inform while students have discovered what is being taught. The teacher is more than, that assigning students one project after another. This requires modeling a skill, method, or system, then having students practice and observe what is being taught. Teaching can support a person to learn, and can even foster in the world of education.

There are several ways to be applied by teachers in teaching suggested by Grabe and Stoller (2011, p. 153):

- a. The teacher talks about what he likes while reading and why the material is interesting to read.
- b. The teacher finds out what the students like while reading.
- c. The teacher encourages students to talk about the text they like while reading, even when it is not the type of text that is usually read in class (magazines, comic books, short stories, etc.).
- d. The teacher shares the new library acquisition with the class and encourages students to guess what the book contains.
- e. Students are given the opportunity to share what they have read with their friends and conclude by a simple one or two sentence recommendation.
- f. The teacher reads an interesting text in front of the students and then guides whole class conversation about it (or ask students to discuss it in groups).

There are other steps for teaching students to read:

- a. An important step that teachers need to take is to share their love for read with students. As mentioned above, the teacher should share what they read, why it's interesting, and what other types of reading are. It will be a role model for students and can also serve as a strong motivator.

- b. Similarly, students should be encouraged and praised for sharing what they read and why they find it interesting.
- c. The teacher should find out what students are interested in and then looking for related literature to share with the student.
- d. Teachers should increase students' expectations of success by designing read the tasks that will lead to success.
- e. The teacher should design good instructions for the main and related texts reading assignments to build initial interest.
- f. With these things students become motivated when students' skills are matched with appropriate challenge.
- g. Teachers can also build relevance into the curriculum, and by extension assigned readings will motivate students.
- h. Teachers who encourage active student participation will likely to see more student engagement, motivation, and enjoyment.
- i. The teacher should give students several choices in reading material whenever possible, for example with extensive reading material.
- j. Teachers should help students discover what they have actually learned from reading so that students can develop an appreciation of grades read.
- k. Teacher can guide students in building real level of expertise in reading the topic.

7. Assessment of Reading

Assessment with instructions can occur at the same time. Assessment generally leads to a decision or some form of action. Assessment process by identifying what will be assessed, gathering evidence, analyzing evidence, and making decisions based on the analysis. Likewise, there are four basic goals of reading assessment according to Caldwell (2008, p. 5):

1. Identify good reader behavior
2. Identify areas of weakness of the reader
3. Determine reading level
4. Document reader progress

B. Vocabulary

1. Definition of Vocabulary

Vocabulary is a component of language skills, such as speaking and reading. When learning a foreign language, mastery of vocabulary is necessary and important. Without vocabulary gathering knowledge, it will be difficult to learn a language. Mastery is a way or process for understanding or being able to do something. An important and key component of reading comprehension is vocabulary mastery.

In language knowledge, knowledge is needed to improve vocabulary mastery. One aspect of language that is very important in language skills is vocabulary mastery. Hatch and Brown stated that the

term vocabulary refers to a list or collection of words for a particular language or a series of words that can be used by each language speaker (2001, p. 1). So, to learn a language requires mastery of vocabulary in that language.

Cameron (2001, p. 73) mentioned development for vocabulary mastery is not only about learning words, but in fact it is also much more than that. Development for vocabulary mastery is learning more about words and about learning phrases, even finding more words in them. This illustrates that by mastering vocabulary, they can express their ideas and understand other basic competencies well.

Likewise in school, when learning a foreign language, especially English, vocabulary mastery skills are needed to understand language. According to Harmer, the method of teaching vocabulary is to help students read or listen to a text. Mastery of this vocabulary can help or remove at least some barriers to understanding in learning the foreign language (2015, p. 305). The same opinion from Dickinson, Flushman and Freiberg (2008, p. 23) implied that by failing to support vocabulary comprehension effectively, teachers can ignore the most important educational needs of many children and who are most at risk of experiencing reading failure in the future.

2. Types of Vocabulary

According to Read (2000, p. 18) mentions there are two types of vocabulary:

a. Function Words

Function words have more than one word meaning, but function words can express grammatical ideas in sentences or express moods. Function words must also indicate the structural relationship of words to each other in order to form sentences.

b. Content Words

Content words are words that have an understanding that can be given to the form of a language. Content words consist of nouns, verbs, adjectives, and adverbs that can make up most of the vocabulary.

By grouping a vocabulary, this can help to associate new vocabulary with vocabulary that is already known. It also helps improve vocabulary mastery. According to Harmer (2015, p. 26) the same set of words but can have many differences, such as grammatical and multi-meaning forms, namely:

- a. Synonyms are phrases which have the equal that means however fluctuate in writing. This relies upon at the context wherein the phrases must appear.
- b. Antonyms are words that have opposite meanings to other words, or can also be called the meaning of a word that is determined by the relationship with other words.
- c. Polysemy which means a word that has two or more related meanings. This word is seen through the meaning in that context,

where it is possible to say which particular meaning of the word can be used.

- d. Hyponymy which means the same form but has an unrelated meaning. There are two or more words with multiple pronunciations rather than single words with different meanings.

3. Aspects of Vocabulary

When applying vocabulary there are aspects involved in knowing a word. Nation (2000, p. 40) statement it can also be possible to show the aspects involved in knowing a word by involving the following:

- a. Form: such as spoken, written, and word parts.
- b. Meaning: such as form and meaning, concepts and referents, and associations.
- c. Use: such as grammatical functions, collocations, and constraints on use.

Meanwhile, Ur (2009, pp. 60-62) gives a statement that there are five aspects of vocabulary, such as:

- a. Form: here is described as the sound of a word or pronunciation and the form of a word or spelling.
- b. Grammar: this is a new aspect that is required for general grammar rules.
- c. Collocation: this aspect is the factor that makes certain combinations sound right or wrong in context.

- d. Aspect of meaning: consists of denotation, connotation, appropriateness, and meaning relationships.
- e. Word formation: this is built by combining two words, this combination uses a prefix.

4. Implementation of Vocabulary

According to Brewster (2004, p. 87) that some students cannot rely solely on vocabulary presented orally. The following are techniques for introducing new vocabulary and conveying meaning or meaning:

- a. Using objects: introducing new vocabulary by showing or displaying objects that actually often make it easier for students to memorize the word.
- b. Using pictures: with the help of a blackboard or pasted on flashcards or other things with the help of pictures in the magazine or the like.
- c. Using actions: pantonyms, expressions and gestures.
- d. Using senses: by pointing, touching, tasting, kissing using the students' senses.

The same thing stated by Nation (1990) in Cameron's book (2001, p. 85) that the basic technique for teachers to explain the meaning of new vocabulary, can be applied as follows:

- a. By demonstration or pictures
 - 1) Using an object

- 2) Using a cut-out figure
 - 3) Using gesture
 - 4) Performing an action
- b. By verbal explanation
- 1) Analytical definitions
 - 2) Putting the new word in a defining context
 - 3) Translating into another language

Furthermore, according to Read (2000, p. 35) situations in learning need to apply metacognitive strategies. When students discover vocabulary that has never been seen before, they can use the following methods:

- a. Complete the reading first without trying to understand the words.
- b. Try to look in the dictionary or ask someone who is more proficient.
- c. Analyze or guess the meaning of words using contextual clues.

5. Teaching of Vocabulary Mastery

There are eight teaching steps to build vocabulary mastery according to Grabe and Stoller (2011, p. 137):

- a. A systematic procedure is required to select words to focus on as new words.
- b. Introduce various techniques to summarize new words as well as various techniques to encourage students to practice using these words.

- c. Building students' word learning strategy activities.
- d. Approach to create a vocabulary-rich classroom environment to support learning.
- e. Creating things on how to build students' motivation to learn vocabulary.
- f. Assign tasks to recycle text and vocabulary

6. Assessment of Vocabulary Mastery

For vocabulary mastery plays an important role in learning a language. It also takes tests to monitor the progress of learning in vocabulary and assess how adequate vocabulary knowledge is. For vocabulary testing, there are various types of tests according to Read (2000, p. 2), namely:

- a. Matching: match each word with its meaning.
- b. Completion: write in the missing word.
- c. Multiple choice: choose the correct answer.

The researcher chose a multiple choice test to assess the improvement of students' vocabulary mastery. Although the multiple choice format is one of the most widely used vocabulary assessment methods, it was chosen because it is easy to grade and it works efficiently. This test can also effectively distinguish students according to the level of students' vocabulary knowledge.

C. Short Story

A short story is a fictional story written in the form of a free narrative essay. The intensity of the short forms and being concentrated by something read at a time will enhance the emotionality of the story. Moreover, short stories can convey something dramatic and build quickly resolve.

Explained by Ailsa (2005, p. 5) the short story is a protean form encompassing many variations and following other genres. It has a limited time frame and only one or two characters and tends to introduce dialogue into the narrative much more quickly. However, short stories are stories that are not very easy to read.

Scott, Foresman and Company (1913, p. 15) concluded that short stories can address one or more of the most common goals, such as:

1. To name the scene or setting of the story.
2. To suggest the chief incident.
3. To name some object which plays an important part in story.
4. To suggest the type of the story.
5. To give the tone or to arouse curiosity of the story.

Likewise in making the opening paragraph in a story can provide the most general goals as follows:

1. Start the action of the story.
2. Introduce characters by description or by comment.
3. To give the setting, describing the scene of the story.

4. To state or suggest the central idea of the story.
5. Tell how the story came to be written or published.

According Scott (1985; as cited in Dewi 2011, p 12) explained that there are general objectives of the benefits of reading short stories, namely:

1. Introducing that there are various experiences in the story.
2. Introduce with story patterns, themes, characters, and events to help with vocabulary, writing, and even spoken language.
3. Encourage a sense of humor in the reader.
4. Help put words in perspective.
5. Introduce new ideas to be used as discussion material.
6. Serves as the easiest way to teach students to listen, concentrate, and follow the flow and logic of an argument.

D. Constellation of Reading and Vocabulary Mastery

Vocabulary has long been recognized and is equally important for successful reading. With that, the most effective way to increase vocabulary mastery is through reading. Furthermore, vocabulary is obtained by classifying based on the topic or based on the context in the sentence.

In this study, the researcher discussed the Effect of Reading Short Stories on Increasing Students' Vocabulary Mastery. Therefore, it is important to know the effect of reading. The relationship between reading

and vocabulary mastery of students of SMAN 1 Serang Baru class XI IPA.

The following is the relationship according to the author.

1. The first constellation, reading is always bound by words. There is always an increase in vocabulary when learning a foreign language.
2. The second constellation, vocabulary mastery is more actual when reading. Reading can be done and obtained anywhere and anytime.
3. The last constellation, the more vocabulary mastered, the more fluent students will be in reading.

E. Research of Relevance

The researcher chose three previous studies to be used as comparisons and references related to reading, vocabulary mastery and short stories.

First there is **THE USE SHORT STORIES TO INCREASE STUDENTS' VOCABULARY MASTERY OF THE EIGHT GRADE STUDENTS IN MTs NEGERI TARAKAN** with a researcher named Desi Dewi Pertiwi (2011) from the University of Borneo Tarakan. In the thesis it is said that the research aims to determine whether there is a significant effect of using short stories in increasing the value of content words and function words after being given treatment. The sample in this study consisted of 63 students who were taken using purposive sampling technique. To measure the value of content and function words, a vocabulary test was given, then calculated using the SPSS 12.0 program.

The results of this study indicate that there is a significant difference in the average score of students between the control class and the experimental class and there is also a significant difference in the value of content and function words. The first data analysis showed that the content words in the control and experimental classes found that the t-count value was greater than the t-table value ($2.16 > 2.00$) and the difference in value between the two groups was 8.12. Then the second significant difference in function words in the control and experimental classes resulted in a t-count value greater than the t-table value ($2.69 > 2.00$) and the difference in the average value between the two groups was 10.55. The third difference between male and female students in the value of content words resulted in a t-count value greater than t-table ($2.60 > 2.07$) and the average value between the two students was 15.18. The last difference is that between male and female students the value of function words produces a t-count value greater than the t-table value ($2.45 > 2.07$) and the average value of the two groups is 14.84. It can be concluded that based on these results, teaching vocabulary using short stories is suitable and effective to improve students' vocabulary mastery.

In this study, there are similarities, namely wanting to know the effect of reading short stories to improve vocabulary mastery. The material used is a short story and the data is taken at school. The results of the data obtained by researcher is equally significant. Researcher discuss content and function words but are not used as the main discussion of reading.

Here the researcher does not distinguish between male and female groups, but only uses control and experimental classes for data collection techniques.

The second is entitled Rizky Amalia (2015) from Raden Fatah State Islamic University Palembang with a research entitled TEACHING NARRATIVE READING TEXT BY USING SELF DIRECTED QUESTIONING STRATEGY TO THE EIGHT GRADE STUDENTS OF SMP MUHAMMADIYAH 1 PALEMBANG. In his research, it is said that trying to find out whether or not there is a significant difference in the grade VIII students' reading comprehension scores before and after being taught by using the Dels-Directed Questioning strategy and the teacher's method. Here the researcher uses a quasi-experimental, pretest-posttest non-equivalent group design to describe the data. The total population of four classes consists of 160 students. For the sample, take two classes consisting of 80 students. Class VIII.a as the control group and VIII.b as the experimental group, the data were analyzed using the independent sample t-test. The instrument used in collecting data is to do a multiple-choice reading comprehension test. The test was conducted twice, as pretest and posttest. The result of this study is that there is a significant difference in the scores of students' narrative reading texts taught using self-directed questioning strategies because p-output (0.049) is lower than (0.05) and t-obtained (2.003) is higher than t_{table} (1.991).) so H₀ is rejected and H_a is accepted. There is a significant difference in the scores

of students' narrative reading texts taught using independent questioning strategies with students taught using strategies used by teachers.

From the results of Rizky Amalia's research, there are similarities with this study. In collecting data using experimental techniques in the form of pretest and posttest. Similarly, this treatment was taken twice. Data collection was taken from schools and samples were also obtained in two classes. It is also divided into control class and experimental class. For the difference in teaching strategies in this study, the researchers only used the teaching method strategies from the teacher and the test results obtained by the researchers were not too significant on the pretest and posttest scores.

Furthermore, there is a study entitled **THE EFFECT OF BUSY PICTURE AS MEDIUM TO INCREASE STUDENTS' VOCABULARY MASTERY AT SMAN 10 ENREKANG** from Muhammadiyah University of Makassar with a researcher named Dessy Herliana Rusman (2020). In the study, it was said that the aim of the study was to find out whether busy pictures were effective in improving students' vocabulary mastery in class X SMA Negeri 10 Enrekang. For the research method using a pre-experiment with a population of 120 students and a sample of 30 students. The results of the study showed that the average value of pretest before treatment was 64.5 while after treatment was 85. The increase from pretest to posttest was 31.75%. It can be concluded from the research that the use of busy pictures is effective in increasing students' vocabulary mastery.

The researcher concluded that the similarities from the research are wanting to know the effectiveness for vocabulary mastery. In collecting data using pre-experiments and retrieval taken at school. The results of the study also increased after being given treatment. However, there are differences in the treatment. Here, the researcher uses short stories as treatment material, while the above research uses a busy picture.



CHAPTER III

METHODOLOGY OF THE RESEARCH

In this chapter, discussed the time and place of the research as well as the population and sample for data collection. Then, there are method of the research, instruments and variables of the research, and technique of the data analysis.

A. Time and Place of the Research

1. Time of the Research

In determining the length of time, the research depends on the provisions and the existence of data sources and research objectives. Meanwhile, it would affect the scope of the research, and how the research manages the time that would be used. In this study, the time allocation used was from February until August 2022. The stages begin with the preparation of proposals and proposal seminars. Next, it is carrying out the stages, which include data collection and data analysis. After that, the stage ends with the research report and research result consultation.

2. Place of the Research

This research is located at SMAN 1 Serang Baru Jl. Sukaragam, Serang Baru, West Java. The researcher chose the school because wanted to find out how the effect of reading short stories in English on the student's English vocabulary mastery. The results of this study can provide an assessment in order to find out how big or small the influence

of reading on English vocabulary mastery and provide input for students to know the role of reading in vocabulary mastery.

B. Population and Sample of the Research

1. Population of the Research

Regarding the population, Chooper and Schindler (2003; as cited in Sugiyono 2019, p. 126) there is a statement which the population is all the elements that will be used as a generalization area. The population element in question is the entire subject to be measured in the research process, namely a unit that has population characteristics. The population characteristics in question are students who have learned to read in basic English. The total of student's population at SMAN 1 Serang Baru, precisely in class X Mipa, is 360 students. The formula used is Isaac and Michael's formula based on a quote from Sugiyono (2019, p. 137), the following is the population calculation formula:

$$n = \frac{N}{1 + Ne^2}$$

Description:

n : Sample size/number of respondents

N : Population size

e : Sample error rate (sampling error)

2. Sample of the Research

In quantitative research, the sample is part of the number and characteristics possessed by the population (Sugiyono, 2019, p. 127). The sample is the object to be observed which is a part of the population so that sampling requires a certain way based on existing considerations. Sample can be done if the population is too large and the research is not possible to study everything in the population, the population can be taken that is representative.

Sugiyono (2013, p. 85) states that in sampling there are two techniques, namely probability sampling technique or random sampling technique that can provide an opportunity for each element of the population to be selected as a sample and non-probability sampling or systematic sampling technique that does not provide opportunities. This study uses a non-probability sampling technique, especially purposive sampling, because in this technique it is possible to determine the sample by considering something to be studied. According to Roscoe (1975; as cited in Kurnia's 2014, p. 119) states that the determination of the number of samples in experimental research with a size of 10 to 20 respondents.

Here, the researcher has considered the classes that have studied English, especially on the topic of reading short stories and discussing vocabulary mastery. With that the researchers took a sample of 40 students who were divided into 20 students of class X Mipa 1 as a control

class without using short stories and 20 students of class X Mipa 5 as an experimental class or a class that was given treatment using short stories.

Table 3. 1

The Sample of the Study

No	Group	Class	The Number of Students
1.	Experimental Group	X Mipa 5	20
2.	Control Group	X Mipa 1	20

C. Method of the Research

For the research, each researcher is using a different method. The research method aims to find facts about the influence between something to be studied. As stated by Sugiyono (2019, p. 2) this is a scientific way to obtain data with a specific purpose and use, it is also useful for solving a problem. The use of research methods can make it easier for researchers to finish the research at the end of the study.

According to Cresswell (2016, p. 22) for this research, researcher select objects by considering a number of data collection and organize them systematically, such as based on the level of the method or the nature of the object. In this study, the variables are interrelated which are associated with the proposition to answer the problem formulation or predict the expected results of the researcher which known as the term hypothesis.

In this study, researcher used experimental research method. Experimental method aims to identify the sample and generalize the population. The main objective is to examine the impact of a treatment on the results of the study.

Therefore, this study uses an experimental method for data collection. This is applied to assess something before and after the experimental process. This is also done in order to look for certain influences. Creswell (2012; as cited in Sugiyono 2019, p. 111) explained that experimental research is used when researchers want to know the effect of cause and effect between independent (treatment) and dependent (outcome) variables.

There are several types of experimental research designs, including pre-experimental design, true experimental, factorial design, and quasi experimental design. The researcher chose a true experimental design, because this design controls all external variables that will affect the course of the experiment. In this design, the groups are taken randomly and if the data are intervals or ratios, then testing the significance of the effect of treatment using parametric t-test statistics.

D. Instrument and Variable of the Research

1. Instrument of the Research

Research instruments are known as measuring tools in research. So a measuring tool to observe a variable. Cresswell said that in quantitative research, the quality of research instruments is related to the validity and reliability of the instrument and the quality of data collection coincides

with the methods used to collect data (2016, p. 215). Data collection method by giving pre-test and post-test in the form of multiple choice. It contains questions containing synonyms and antonyms. There are thirty questions in the pre-test and post-test. Researchers use a formula to assess the test, as follows:

$$S = \frac{R}{W_t} \times 100$$

Description:

S = score

R = the total number of student's correct answer

Wt = the total number of items

According to Sugiyono (2019, p. 293) in quantitative research, research instruments can be in the form of observations, tests, interviews, questionnaires, and documentation. In this study, it is more focused on test, observation, and documentation, the following are the meanings:

a. Test

This test is very necessary in this research instrument to measure the results of the size of a study. This result would be the point for the conclusion of this research. The test carried out is in the form of multiple choice and there are two types of tests carried out, namely:

- 1) Pre-test: This was given before treatment in the experimental group and the control group. Both classes are given the same questions, with a total of 30 questions each.
- 2) Post-test: This is given after the pre-test and treatment are given. This test is the last test for students. The results of this data are important to determine the effect of reading short stories to increase students' vocabulary mastery. The number of questions given to the experimental group and the control group is the same, namely 30 questions.

b. Observation

Observation is the consideration of something that will be studied, either directly or by collecting data. Observations were divided into four parts, namely participant observation, non-participant observation, structured observation, and unstructured observation. This research applies structured observation. Observations that have been systematically designed about what will be observed and the time and location.

c. Documentation

Documentation is a record to perpetuate an event. Documentation is not only in the form of images, but also in the form of writing. Documentation in written form such as notes, history, stories, biographies, etc. Therefore, as a complement to the observation instrument.

2. Variable of the Research

Sugiyono (2019, p, 67) says that the variables referred to by variables are attributes or properties or values of people, objects or activities that have certain variations determined by researchers to be studied and then drawn conclusions. In a study, there are several variables that must be clearly determined before starting data collection. The research usually contains two or more variables. Variables have two types, namely:

- a. The independent variable, this is the independent variable that affect or cause changes in the emergence of the dependent variable.
- b. The dependent variable, this is the dependent variable that is influenced or becomes a result of the existence of the independent variable.

In this study, reading short stories as an independent variable (X) meanwhile vocabulary mastery as the dependent variable (Y). From these two variables, it will be concluded how the effect of reading short stories to improve English vocabulary mastery for SMAN 1 Serang Baru students, especially in class X Mipa 1 and X Mipa 5.

E. Technique of the Data Analysis

In quantitative research, data analysis is an activity after the data and all other data sources have been collected. This data analysis is directed to answer the problem formulation or test the hypothesis that has been formulated in this

study. Data analysis techniques using statistical methods that are already available. This study uses a comparative hypothesis testing of two correlated samples using parametric statistics.

1. Respondent Data

Respondent data was taken from the sample to test the effectiveness of reading short stories to improve vocabulary mastery. Respondent data was divided into two, namely the control group that was not given treatment and the experimental group that was given treatment.



Table 3.2

No	Name	Gender	Age
1.	AMR	Female	15
2.	AAA	Female	15
3.	AAM	Female	16
4.	APR	Female	15
5.	AN	Female	16
6.	ADP	Male	15
7.	BA	Male	16
8.	CRNR	Female	16
9.	DA	Male	16
10.	ENB	Female	16
11.	FF	Female	16
12.	HA	Male	16
13.	HRA	Male	16
14.	JJRT	Male	16
15.	KAS	Female	16
16.	LH	Female	16
17.	MNA	Female	16
18.	MN	Female	16
19.	MRS	Male	15
20.	MDS	Male	15

Class Control

Table 3.3

No	Name	Gender	Age	<i>Class Experiment</i>
1.	AP	Female	16	
2.	AAP	Female	16	
3.	AFF	Female	16	
4.	AAP	Male	15	
5.	AQA	Female	16	
6.	CAD	Female	16	
7.	DBS	Male	15	
8.	DP	Female	16	
9.	EPS	Female	15	
10.	FM	Female	16	
11.	FMW	Female	16	
12.	HA	Male	16	
13.	IR	Female	16	
14.	KMA	Female	15	
15.	LNA	Female	16	
16.	MFR	Male	15	
17.	MNA	Female	15	
18.	MHA	Male	16	
19.	MIRS	Male	16	
20.	NADPS	Female	15	

2. Validity Test

According Sugiyono (2019, p. 175) validity is a measuring tool used to obtain data. The results of research data are valid if there are similarities between the data collected and the actual data and occur in the object being studied. For construct validity, the researcher uses SPSS series 23 software. Then after the construct validity, the researcher also conducts a validity test based on the criteria of researcher at SMAN 1 Serang Baru. Then 30 questions were made for pre-test and post-test. The following is the formula for calculating validity:

$$r = \frac{n \cdot \sum XY - \sum X \cdot \sum Y}{\sqrt{n \cdot \sum X^2 - (\sum X)^2} \cdot \sqrt{n \cdot \sum Y^2 - (\sum Y)^2}}$$

Description:

R_{xy} = Coefficient Correlation of X and Y

N = Total Number of Testee

X = Result of Try Out

Y = Result of teacher test

X^2 = Square of X

Y^2 = Square of Y

XY = Multiplication of Variable X and Y

\sum = The sum

Based on the correlation using the product moment formula, it was found that the critical value of the r product moment table was 5% (0.05) and (db = N-2), so that the results obtained were 20-2 = 18 respondents, the r-table value was 0.444.

3. Reliability Test

According Marczyk, DeMatteo, and Festinger (2005, p. 106) reliability is a necessary and essential consideration when selecting an instrument or measurement approach. Here reliability refers to the consistency of the measure, validity focuses on what the test or measurement strategy measures and how well it does it. Testing the reliability of the instrument can be done using the halving technique, as follows:

$$r_i = \frac{k}{(k-1)} \left\{ 1 - \frac{M(k-M)}{k(s_t^2)} \right\}$$

Description:

r_i = internal reliability of the instrument

k = number of question items in instrument

M = average total score st

S_t^2 = total variance

4. Normality Test

In this study, the normality test aims to test in the regression model, the dependent variable is normally distributed or not. The author uses SPSS version 23 for Windows for normality testing. In the normality test, statistical analysis can be used to see the kurtosis and skewness of the residuals. The statistical test is Kolmogorov Smirnov, if the p value (significance) is less than 0.05, then the data is not normally distributed and if the p value is more than 0.05, then the data is normally distributed.

K-S test is done by making a hypothesis:

Ho = residual data normally distributed

Ha = residual data is not normally distributed

5. Homogeneity Test

Homogeneity is to see whether the statistics or samples in the lesson are homogeneous or heterogeneous and also to find out whether the statistics of the two groups have the same variance so that speculation can be tested using the t-test. The variance in this homogeneity needs to be tested for homogeneity first with the F, the following is the calculation formula:

$$F = \frac{S_1^2}{S_2^2}$$

Description:

F = Calculated value

S_1^2 = Largest group variation

S_2^2 = Smallest group variation

6. Hypothesis Test

Statistical hypothesis testing is used to test differences or comparisons in true experimental research. In this case, the correlate sample can compare before and after treatment or compare the control group with the experimental group. With that, the sample t-test is related and can be tested with the following calculation formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}} \right) \left(\frac{S_2}{\sqrt{n_2}} \right)}}$$

Description:

\bar{X}_1 = the sample mean of 1

\bar{X}_2 = the sample mean of 2

S_1 = the sample standard deviation of 1

S_2 = the sample standard deviation of 2

s_1^2 = the sample variance of 1

s_2^2 = the sample variance 2

r = the correlation between two samples

CHAPTER IV

DATA ANALYSIS

This research discusses the results of the data that has been tested and collected by researchers. Here we will discuss the data description, data analysis hypothesis, and data interpretation.

A. Data Description

In this research, data collection was carried out through pre-test and post-test. This was done in two classes, namely the control class and the experimental class. Each class is given 30 multiple choice questions on the pre-test and post-test. The control class was not given treatment, but the experimental class was given treatment before the post-test was carried out. The researcher chose short stories to determine the effect of reading on increasing students' vocabulary mastery.

The researcher chose students from SMAN 1 Serang Baru precisely in class X. The number of students who were used as research samples was 40 students. It was divided into 20 students as the control class and 20 students as the experimental class. Before taking the test, the author conducted an interview with an English teacher, Mrs. Anisa Febriani S.Pd to help choosing classes that could be used as research subject and to provide guidance on processes and obstacles during learning as well as the media students needed during learning. Here the researcher distinguishes age and gender to determine

the characteristics of the respondents who will be used as research material, as follows:

1. The Result of Respondent Gender

From the results of gender data can be seen in the following table and figure:

Table 4.1

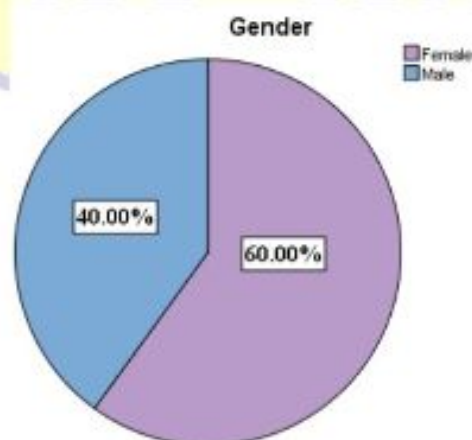
Gender of Respondent in Control Class

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	12	60.0	60.0	60.0
	Male	8	40.0	40.0	100.0
Total		20	100.0	100.0	

From the table above, it can be concluded that there are 12 female students and 8 male students. In the control class, female was more dominant than male. Here is the figure of the presentation from the table above:

Figure 4.1

Gender of Respondent in Control Class



In this Figure 4.1, the control class was more dominant in female than male. It can be seen from the explanation above that female are 60% and male are 40%.

Table 4.2

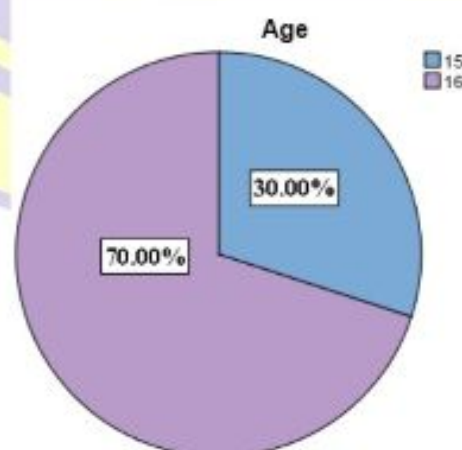
Gender of Respondent in Experiment Class

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	14	70.0	70.0	70.0
	Male	6	30.0	30.0	100.0
Total		20	100.0	100.0	

In the table above, it can be seen that in the experimental class there were 14 female students and 6 male students. The following is a gender of respondent in the experiment class:

Figure 4.2

Gender of Respondent in Experiment Class



From the figure above, it can be concluded that female has a percentage of 70% and male as much as 30%. So, in the experiment class, female is more dominant than male.

2. The Result of Respondent Age

Furthermore, there is data on the age of respondents, it can be seen from the following table:

Table 4.3

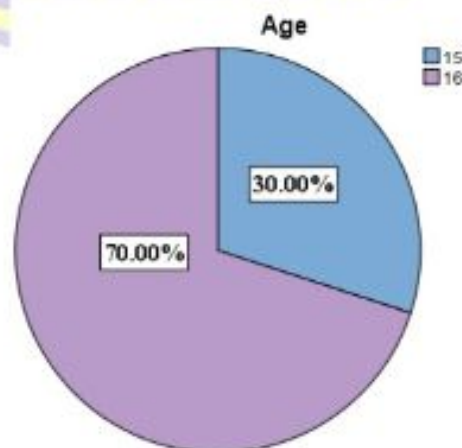
Age of Respondent in Control Class

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	6	30.0	30.0	30.0
	16	14	70.0	70.0	100.0
	Total	20	100.0	100.0	

In the table above, there are 6 students aged 15 years old and 16 years old as many as 14 students. The percentage can be seen from the following figure:

Figure 4.3

Age of Respondent in Control Class



This figure presents the age of 15 years old is 30% and the age of 16 years old is 70%. The dominant age in the control class was 16 years old.

Table 4.4

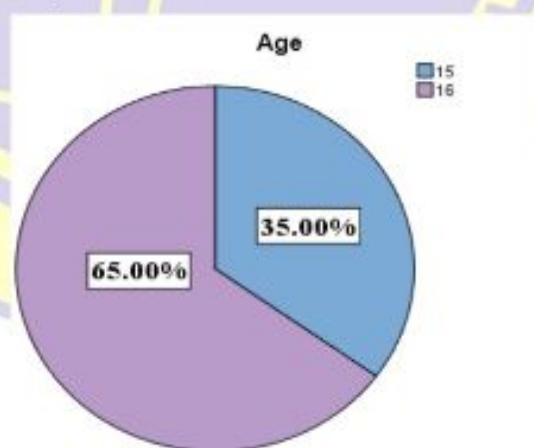
Age of Respondent in Experiment Class

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	7	35.0	35.0	35.0
	16	13	65.0	65.0	100.0
Total		20	100.0	100.0	

Table 4.4 shows that in the experiment class there are 7 students aged 15 years old and 13 students aged 16 years old, the following is the percentage:

Figure 4.4

Age of Respondent in Experiment Class



In the figure above, 15 year olds have a smaller percentage of 35% compared to 16 years old which is 65%. This means that the age in the experiment class is dominated by the age of 16 years.

3. Test

The researcher conducted a pre-test first on the control class and the experiment class at different times. The control class was held on May 20, 2022 and the experiment class was held on May 23, 2022. Each class was given 30 questions with multiple choices (a, b, c, d, and e). All the questions given in the pre-test were not given a short story.

Furthermore, there was a post-test which was held at different times, the control class on 27 May 2022 and the experiment class on 30 May 2022. The questions given to both classes were 30 multiple choice questions. In the term of treatment, the control class does not use a short story and the experiment class is given a short story.

4. Observation

Observations were carried out in class X MIPA 5 (experiment class) on Monday, May 23 and Wednesday, May 25 at 7.45 - 9.15 and on Friday, May 27 at 13.15 - 14.45. In this observation, class X MIPA 5 was given treatment by reading short stories. Activities in the classroom during the learning process are divided into three, namely initial activities, core activities and final activities.

The initial activity when the teacher was in the classroom to start learning by greeting each other and asking the students' condition. After

that, the class leader led a prayer to start the lesson. Next, the teacher checked the attendance, questioned the material, and conveyed the learning objectives that must be achieved by the students.

The core activity during learning at the first meeting was introducing the students to the meaning of the narrative text and parts of the narrative text. Furthermore, at the second meeting, students were given examples of short narrative texts. Students were asked to read one by one in a sentence and interpret the sentence. Students were also asked to look for characters in the story and determine the moral message in the story. Next, at the third meeting the teacher discussed synonyms and antonyms of the short stories that had been discussed.

The final activity in the learning was both teacher and students concluded the learning material. Then, the teacher informed students the material to be studied at the next meeting. The teacher also reminded students to recall the material that has been studied and read the material for the next meeting.

5. Distribution Frequency

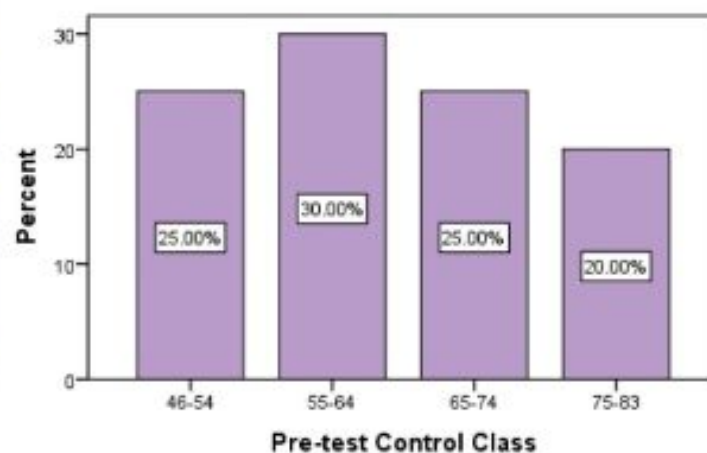
This discussed the value obtained by students from the pre-test and post-test. The calculation of students' scores uses the SPSS 23 version. The purpose of this assessment is to determine the effect of reading short stories on increasing students' vocabulary mastery.

a. Pre-test

Table 4.5*Distribution Frequency of Pretest Control Class*

Pre-test Control Class		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46-54	5	25.0	25.0	25.0
	55-64	6	30.0	30.0	55.0
	65-74	5	25.0	25.0	80.0
	75-83	4	20.0	20.0	100.0
Total		20	100.0	100.0	

The table above shows that there are 5 students scored 46-54, 6 students scored 55-64, 5 students scored 65-74, and 4 students scored 75-83.

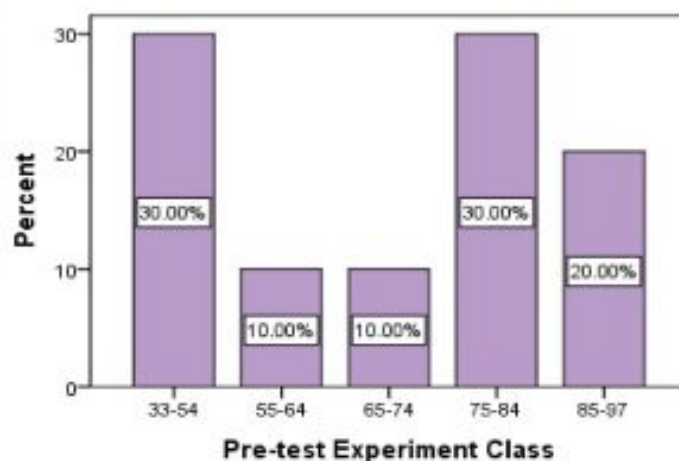
Figure 4.5*Interval Class of Pre-test in Control Class*

The figure above shows that the percentage of score 46-54 is 25%, 55-64 is 30%, 65-74 is 25%, and 75-83 is 20. The majority of students in the control class scored 55-64 and a few students scored 75-83.

Table 4.6*Distribution Frequency of Pretest Experiment Class*

Pre-test Experiment Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33-54	6	30.0	30.0	30.0
	55-64	2	10.0	10.0	40.0
	65-74	2	10.0	10.0	50.0
	75-84	6	30.0	30.0	80.0
	85-97	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

In the Table 4.6, it shows that in experiment class those who scored 33-54 is 6 students, 55-64 is 2 students, 65-74 is 2 students, 75-84 is 6 students, and 85-97 is 4 students. After this, students in this class were given treatment for vocabulary mastery through reading short stories.

Figure 4.6*Interval Class of Pre-test in Experiment Class*

In the figure above there are 30% students with a score of 33-54, 10% students with a score of 55-64, 10% students with a score of 65-74, 30% students with a score of 75-84, and 20% students with a score of

85-97. Most students have a fairly low score at 33-54. This score increased in the post-test later after the students in this class are given treatment.

b. Post-test

Table 4.7

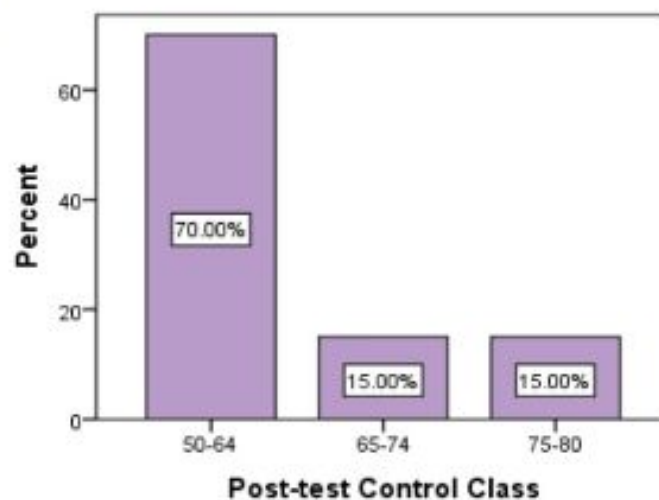
Distribution Frequency of Post-test Control Class

Post-test Control Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50-64	14	70.0	70.0	70.0
	65-74	3	15.0	15.0	85.0
	75-80	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

In the distribution frequency of control class, there are 14 students with a score of 50-64, 3 students with a score of 65-74, and 3 students with a score of 75-80. This distribution shows a declining score in the control class to 50-64 as the score most students got.

Figure 4.7

Interval Class of Post-test in Control Class



In the Figure 4.7, there is post-test a significant decrease in scores with a percentage of 70% on the score of 50-64, 15% on the score of 65-74, and 15% on the score of 75-80. Most students scored 50 to 64.

Table 4.8

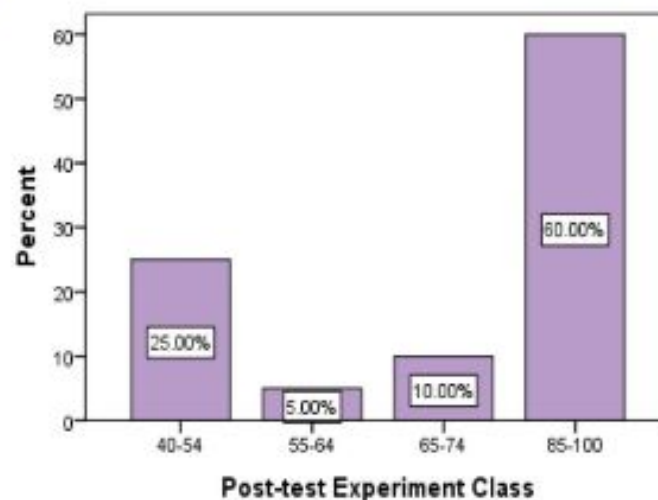
Distribution Frequency of Post-test Experiment Class

Post-test Experiment Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40-54	5	25.0	25.0	25.0
	55-64	1	5.0	5.0	30.0
	65-74	2	10.0	10.0	40.0
	85-100	12	60.0	60.0	100.0
	Total	20	100.0	100.0	

The post-test in the experiment class shows that there were 7 students with a score of 50-64, 1 student with a score of 65-74, 1 student with a score of 75-84, and 11 students with a score of 85-100. It means there is a significant increase after students are given treatment.

Figure 4.8

Interval Class of Post-test in Experiment Class



From the figure above, it can be stated that most students (55%) got 85 to 100 although there are still 35% students who got 50 to 64 and 5% got 65 to 74 and 5% got 75-84.

B. Data Analysis Hypothesis

In the analysis of the hypothesis is a decision making or a statistically significant result of data analysis. To explain the test result and answer the hypothesis, the researcher uses the validity and reliability of the data as follows:

1. Testing Data Validity and Reliability

a. Testing Data Validity

In this validity test, it is used to measure whether or not something is being tested on the respondent. The significance test results were carried out by comparing the r-count value with the r-table. The calculation to get the r-table is to use the degree of freedom formula $df = n$ (number of respondents) $- 2$, so $20-2$ is 18 or the t-table value is 0.444 at alpha (0.05). If r-count is greater than r-table then the question can be concluded as valid but if r-count is smaller than r-table then the question can be concluded as invalid. The researcher tested this validation test with SPSS version 23. The validity test results obtained showed that all the questions given were valid.

Table 4.9*Data Validity Test Result*

Question	R-table	R-count	Description
1	0.444	0.621	VALID
2	0.444	0.478	VALID
3	0.444	0.541	VALID
4	0.444	0.513	VALID
5	0.444	0.502	VALID
6	0.444	0.522	VALID
7	0.444	0.478	VALID
8	0.444	0.784	VALID
9	0.444	0.673	VALID
10	0.444	0.789	VALID
11	0.444	0.487	VALID
12	0.444	0.789	VALID
13	0.444	0.789	VALID
14	0.444	0.653	VALID
15	0.444	0.487	VALID
16	0.444	0.784	VALID
17	0.444	0.673	VALID
18	0.444	0.563	VALID
19	0.444	0.522	VALID
20	0.444	0.549	VALID
21	0.444	0.525	VALID
22	0.444	0.454	VALID
23	0.444	0.558	VALID
24	0.444	0.522	VALID
25	0.444	0.493	VALID
26	0.444	0.534	VALID
27	0.444	0.533	VALID
28	0.444	0.504	VALID
29	0.444	0.558	VALID
30	0.444	0.640	VALID

b. Testing Data Reliability

Reliability is a variable measuring instrument to determine the consistency of a question. This reliability calculation uses SPSS 23 and uses Cronbach's alpha, then the researcher set of reliability as follows:

- a. If Cronbach's alpha is < 0.05 classified non-Reliable
- b. If Cronbach's alpha is > 0.05 classified Reliable

Table 4.10

Reliability Data

Reliability Statistics	
Cronbach's Alpha	N of Items
.934	30

In the table above, it can be seen that Cronbach's alpha is 0.934 which is greater than 0.05, so the results of these calculations can be declared reliable.

2. Testing Requirements

a. Normality

Testing a model or variable required normality test. It is also necessary to know that the distribution of the variables is normally distributed or not. In testing the data, if the distribution is normal if the significance value is more than 0.05.

1) Control Class

The following table is the normality of Pre-test Control Class

Table 4.11*Normality of Pre-test Control Class*

		Pre-test Control Class
N		20
Normal Parameters ^{a,b}	Mean	64.25
	Std. Deviation	11.575
Most Extreme Differences	Absolute	.140
	Positive	.093
	Negative	-.140
Test Statistic		.140
Kolmogorov-Smirnov		.200
Asymp. Sig. (2-tailed)		.510

The results of the table above show that the pre-test value of the control class is significant from the normality of the test. Kolmogorov-Smirnov yields 0.200 greater than 0.05. Therefore, H_0 is accepted it means the data is normally distributed.

Table 4.12*Normality of Post-test Control Class*

		Post-test Control Class
N		20
Normal Parameters ^{a,b}	Mean	72.65
	Std. Deviation	11.595
Most Extreme Differences	Absolute	.197
	Positive	.197
	Negative	-.138
Test Statistic		.197
Kolmogorov-Smirnov		.433
Asymp. Sig. (2-tailed)		.200

The results of the Table above show that the control class post-test scores are significant from the normality test. Kolmogorov-Smirnov yields 0.433 greater than 0.05. Therefore, H_0 is accepted it means the data is normally distributed.

2) Experiment Class

Here there is a normality test in the experiment class

Table 4.13

Normality of Pre-test Experiment Class

		Pre-test Experiment Class
N		20
Normal Parameters ^{a,b}	Mean	68.10
	Std. Deviation	14.041
Most Extreme Differences	Absolute	.156
	Positive	.156
	Negative	-.154
Test Statistic		.156
Kolmogorov-Smirnov		.200
Asymp. Sig. (2-tailed)		.200

The results of the table above show that the pre-test value of the experimental class is significant from the normality of the test. Kolmogorov-Smirnov yields 0.200 greater than 0.05. Therefore, H_0 is accepted it means the data is normally distributed.

Table 4.14*Normality of Post-test Experiment Class*

		Post-test Experiment Class
N		20
Normal Parameters ^{a,b}	Mean	80.20
	Std. Deviation	18.092
Most Extreme Differences	Absolute	.260
	Positive	.179
	Negative	-.260
Test Statistic		.260
Kolmogorov-Smirnov		.556
Asymp. Sig. (2-tailed)		.926

The results of the table above show that the post-test value of the experimental class is significant from the normality of the test. Kolmogorov-Smirnov yields 0.556 greater than 0.05. Therefore, H_0 is accepted it means the data is normally distributed.

b. Homogeneity

The homogeneity test is a statistical test procedure that aims to show that two or more groups of sample data that have been taken come from populations that have the same variance. The researcher calculates the pre-test and post-test of two classes, namely the control class and the experimental class.

1) Control Class

From the following table it states that the Levene statistic is 0.018 with a significant result of 0.895. The conclusion of the homogeneity test data results in the control class is significant because it is greater than 0.05.

Table 4.15*Homogeneity Data of Control Class*

Test of Homogeneity of Variances			
Score			
Levene Statistic	df1	df2	Sig.
.018	1	38	.895

2) Experiment Class

From the data table below, it states that the Levene statistic is 1.489 with a significant result of 0.230. The conclusion of the homogeneity test data in the experimental class is significant because it is greater than 0.05.

Table 4.16*Homogeneity Data of Experiment Class*

Test of Homogeneity of Variances			
Score			
Levene	df1	df2	Sig.
Statistic			
1.489	1	38	.230

3. Testing Hypothesis Data

After all the necessary data were obtained, the researcher conducted an analysis for the T-test with SPSS 23. The researcher determined the test as follows:

- a. If $t\text{-count} < t\text{-table}$, then H_0 is accepted and H_a is rejected. Here there is no effect of reading short stories to improve vocabulary mastery.
- b. If $t\text{-count} > t\text{-table}$ then H_0 is rejected and H_a is accepted. Here there is the effect of reading short stories to improve vocabulary mastery.

Table 4.17

Paired Samples Statistics

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Control Class	64.25	20	11.575	2.588
	Post-test Control Class	72.65	20	11.595	2.593
Pair 2	Pre-test Experiment Class	68.10	20	14.041	3.140
	Post-test Experiment Class	80.20	20	18.092	4.046

It can be concluded from the table above that the mean in the control class pre-test is 64.25 and the control class post-test is 72.65. Meanwhile, the mean of the pre-test for the experimental class is 68.10 and the post-test for the experimental class is 80.20. Here there are differences in the results of the pre-test and post-test.

Table 4.18*Paired Samples Test*

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
				Lower	Upper			
Pair 1								
Pre-test Control Class								
Post-test Control Class	8.400	8.081	1.807	12.182	4.618	1.649	19	.118
Pair 2								
Pre-test Experiment Class								
Post-test Experiment Class	1.210	6.553	1.465	15.167	9.033	8.258	19	.000

The table of statistical test above implies that the t-count in the control class is $1.649 < 2.093$ t-table with $\alpha = 0.05$ and $df = n-1$, then $dk = 19$. In the experiment class the t-count is $8.258 < 2.093$ t-table with $\alpha = 0.05$ and $df = n-1$, then $dk = 19$. The paired sample test table above also shows the results of the significance value in pair 1 of 0.118 and in pair 2 of 0.000. As for the significant results, $p < 0.05$, so the results of the pre-test and

post-test in pair 2 experienced a significant change. For the t-test in pair 2, it is greater than the critical value, which means H_0 is rejected and H_a is accepted. Therefore, there is positive result on the effect of reading short stories on increasing students' vocabulary mastery.

C. Data Interpretation

Before taking the data, the researcher uses several references and one of them is from Fitriani (2018, p. 39) which states that vocabulary mastery is very important in language learning. According to Guo (2012, p. 203), vocabulary acquisition and increasing motivation can be resulted from extensive reading of authentic texts and one of the authentic texts is short stories. The use of authentic texts is believed to generate greater interest in teachers and students.

In this study, the researcher conducted data collection, data collection process, and calculation of data results. The sample of the research was divided into two classes, namely the control class and the experiment class. These two classes were given the same two tests to get scores from the pre-test and post-test conducted at SMAN I Serang Baru. The treatment was given only to the experimental class after students were given a pre-test.

From the results of the previous calculations, it can be seen that in the pre-test of control class, the majority of students got a score of 55 to 64 or about 30% of the number of students. In the post-test of control class, students'

scores decreased, mostly getting scores of 50 to 64 or 40% of the total. In the experiment class, for the pre-test 30% students scored 33 to 54 as well as 75 to 84. For the post-test in this class, most students (60%) scored 85 to 100. Therefore, there is an increase in the score of students after being given treatment. This treatment was given in three meetings to provide theory for students on how to master vocabulary, especially on synonyms and antonyms. Students are also given short stories to be used as references in order to increase vocabulary mastery.

The conclusion is after the researcher has calculated using SPSS 23, it can be drawn from the results of the t-test, namely $t\text{-count} > t\text{-table}$ ($8.258 > 2.093$) that this result is significant. In this case, it is very significant for the increase in the score of students who have been given treatment. So, the researcher can conclude that there is an effect of reading short stories to increase students' vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aims to see the effect of reading short stories to improve vocabulary mastery at SMAN 1 Serang Baru school. Here are some conclusions found by the author:

1. This research has the experimental class which were given treatment by using short stories compared to the control class which had no treatment and did not use short stories. It can be said that H_0 is rejected and H_a is accepted. This shows that the effect of reading short stories on vocabulary mastery is very significant to be applied.
2. In the hypothesis test, for the control class, the pre-test was 64.25 and the post-test was 63.7. Here it can be seen from the average value obtained that there is a decrease in the value of the control class. For the experimental class, the value of the pre-test was 67.5 and the post-test was 78.75. Seen an increase in the average value obtained by students in the experimental class. Therefore, the effect of reading short stories is positive on increasing students' vocabulary mastery.

B. Suggestion

Based on the results of the study, the researcher gave some suggestions to the school, teachers, and further researchers. The suggestions are as follows:

1. School

The results showed that the ability in class X Mipa 1 and X Mipa 5 in vocabulary mastery still needed to be trained. This proves that there are difficulties in the vocabulary mastery test. Students need to be trained in vocabulary mastery as well as reading short stories. Interest in reading can be useful to improve vocabulary mastery assuming the relationship between reading and vocabulary mastery is quite significant.

2. Teachers

For teachers, this research is expected to encourage them to consider better ways of teaching vocabulary to improve students' ability in vocabulary mastery. Teachers can apply this new habit in order to improve students' vocabulary mastery, especially in learning English. Teachers can also apply interesting methods to develop students' abilities. This study used the extensive reading method of authentic texts. Yet, in the selection of short story materials, the teacher may choose a story that can attract students to read and not easily get bored with the content of the short story.

3. Future Researchers

Given the limitations and shortcomings that the author experienced, there are still many aspects that can be analyzed regarding the mastery of English vocabulary and other abilities related to the English language. Other researchers can use this as initial information to conduct further research.



REFERENCES

- Ailsa, C. (2005). *Short stories*. Routledge.
- Amalia, R. (2015). *Teaching narrative reading text by using self directed questioning strategy to the eight grade students of SMP Muhammadiyah 1 Palembang*. [Undergraduate Thesis]. <http://eprints.radenfatah.ac.id/357/>
- Brewster, J. (2004). *The primary English teacher's guide*. Fifth Impression.
- Brown, H. D. (2000). *Teaching by principles an interactive approach to language pedagogy*. Pearson Education.
- Caldwell, J. S. (2008). *Reading assessment*. The Guilford Press.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Fischer, S. R. (2003). *A history of reading*. First Published.
- Fitriani, Y. (2018). *Pengaruh minat membaca dan penguasaan kosakata terhadap kemampuan menulis cerpen kelas VI SD Negeri 68 Palembang*. [Undergraduate Thesis]. <https://jurnal.univpgri-palembang.ac.id/index.php/pembahsi/article/view/>
- Ghozali, H. I. (2018). *Aplikasi analisis multivariate*. Badan Penerbit-UNDIP
- Grabe, W., & Stoller, F. L. (Eds). (2011). *Teaching and researching reading*. Raulledge.
- Grabe, W. (2009). *Reading in a second language*. Cambridge University Press.
- Harmer, J. (2015). *The practice of english language teaching*. Pearson Education Limited.

- Hatch, F., & Brown, C. (2001). *Vocabulary, semantics and language education*. Cambridge University Press.
- Klingner, K. J., Vaughn, S., & Boardman, A. (2007). *Teaching reading comprehension to students with learning difficulties*. The Guilford Press.
- Kurnia, A. (2014). *Metodologi riset*. Reconiascript Self-publishing.
- Nation, I. S. P. (2000). *Learning vocabulary in another language*. English Teaching Forum.
- Pertiwi, D. (2011). *The use short stories to increase students' vocabulary master of the eight grade students in MTS Negeri Tarakan*. [Undergraduate Thesis]. repository.ubt.ac.id/repository/UBT19-05-2022-080341.pdf
- Read, J. (2000). *Assessing vocabulary*. Cambridge University Press.
- Rusman, D. H. (2020). *The effect of busy pictures as medium to increase students' vocabulary mastery at SMAN 10 Enrekang*. [Undergraduate Thesis]. https://digilibadmn.unismuh.ac.id/upload/11298-Full_Text.pdf
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Ikatan Penerbit Indonesia.
- Ur, P. (2009). *A course in language teaching*. Cambridge University Press.
- Willis, J. M. D. (2008). *Teaching the brain to read*. The Association for Supervision and Curriculum Development.

APPENDICES



Appendix 1 Permission Letter of Research



SEKOLAH TINGGI BAHASA ASING - JIA

Jalan Cut Mutia No. 16A Telp./Fax. (021) 882 2727
KOTAMADYA BEKASI

Nomor : 066/STBA JIA/ III/2022
Hal : Permohonan Riset dan Penelitian

Kepada Yth.
Bapak/Ibu Kepala Sekolah
SMAN 1 SERANG BARU
Perumahan kota Serang Baru Desa, RT.002/RW.017, Sukaragam, Kec. Serang Baru,
Kabupaten Bekasi, Jawa Barat 17330
di
tempat

Dengan hormat,

Dalam rangka melengkapi penyelesaian studi mahasiswa Program Strata Satu (S1) pada Sekolah Tinggi Bahasa Asing JIA, mahasiswa/i diwajibkan melakukan tugas dan penelitian untuk penyelesaian Tugas Akhir Skripsi. Waktu pelaksanaan riset dan penelitian, serta lamanya riset dan penelitian kami serahkan kepada kebijaksanaan Bapak / Ibu.

Maksud dari pelaksanaan riset dan penelitian tersebut ialah agar mahasiswa/i dapat memahami secara lebih nyata kegiatan – kegiatan dunia kerja, sehingga diharapkan dapat menambah keterampilan dan wawasan yang dimiliki mahasiswa/i.

Berkaitan dengan hal tersebut diatas, maka dengan ini kami mohon perkenan kiranya pada mahasiswa/i STBA JIA dapat diberikan kesempatan melaksanakan riset dan penelitian pada sekolah yang Bapak/Ibu pimpin.

Sebagai bahan pertimbangan, mahasiswa/i yang akan melaksanakan riset dan penelitian adalah sebagai berikut :

Nama : Indah Indyarta
NPM : 43131510180041
Jurusan : Sastra Inggris
Program : Strata Satu (S1)

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasama yang baik kami ucapkan terima kasih.

Bekasi, 15 Maret 2022
Ketua,


H. Ali Khamid
NIDN. 0407


Tembusan:
Ketua STBA JIA
Kaprod Sastra Inggris
Arsip

Appendix 2 Statement Letter of Research



DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH III
SMA NEGERI 1 SERANG BARU

Perumahan Kota Serang Baru (KSB) Blok E Kode Pos 17330
Email: sman1_serangbaru@yahoo.co.id Website : www.sman1_serangbaru.mysch.id

SURAT KETERANGAN

Nomor : 421.3 /163/ SMANSASERA/ CDP WIL III / 2022

Yang bertanda tangan dibawah ini :

Nama : Drs. SUWONO,M.Si
NIP : 196801131994121001
Pangkat Gol : Pembina TK.1 /IV.b
Jabatan : Kepala SMAN 1 Serang Baru
Unit kerja : SMAN 1 Serang Baru

Dengan ini menerangkan, Bahawa :

Nama : INDAH INDYARTA
NIM : 43131510180041
Jurusan : Sastra Inggris
Prodi : Sastra Inggris
Jejang : S1

Benar telah mengadakan penelitian di SMAN 1 Serang Baru pada tanggal 20 Mei 2022 s/d 30 Mei 2022 guna melengkapi data pada penyusunan skripsi yang berjudul :

" The Effect of Reading Short Stories on Increasing Students Vocabulary Mastery in SMAN 1 Serang Baru "

Demikian surat keterangan dibuat untuk dapat dipergunakan seperlunya.

Serang Baru, 18 Juli 2022
Kepala Sekolah,

Drs. SUWONO, M.Si
NIP. 196801131994121001



Appendix 3 Instrument of Pre-test

Instrument of Pre-test

1. There will be questions about synonyms and antonyms, to determine the students' vocabulary mastery ability.
2. This question is in the form of multiple choice and consists of 30 questions.
3. The test must be answered by the respondent.
4. Before answering, be sure to read the instructions first.
5. Fill in by giving a cross (X) in letters A, B, C, D or E according to your opinion.

Instrument Test Validated by
ADVISOR I



Ade Surista, M.Pd

Instrument Test Validated by
ADVISOR II



Winda Lutfiyanti, M.Pd

Appendix 4 Instrument of Post-test

Instrument of Post-test

1. There will be questions about synonyms and antonyms, to determine the students' vocabulary mastery ability.
2. This question is in the form of multiple choice and consists of 30 questions.
3. The test must be answered by the respondent.
4. Before answering, be sure to read the instructions first.
5. Fill in by giving a cross (X) in letters A, B, C, D or E according to your opinion.

Instrument Test Validated by
ADVISOR I



Ade Surista, M.Pd

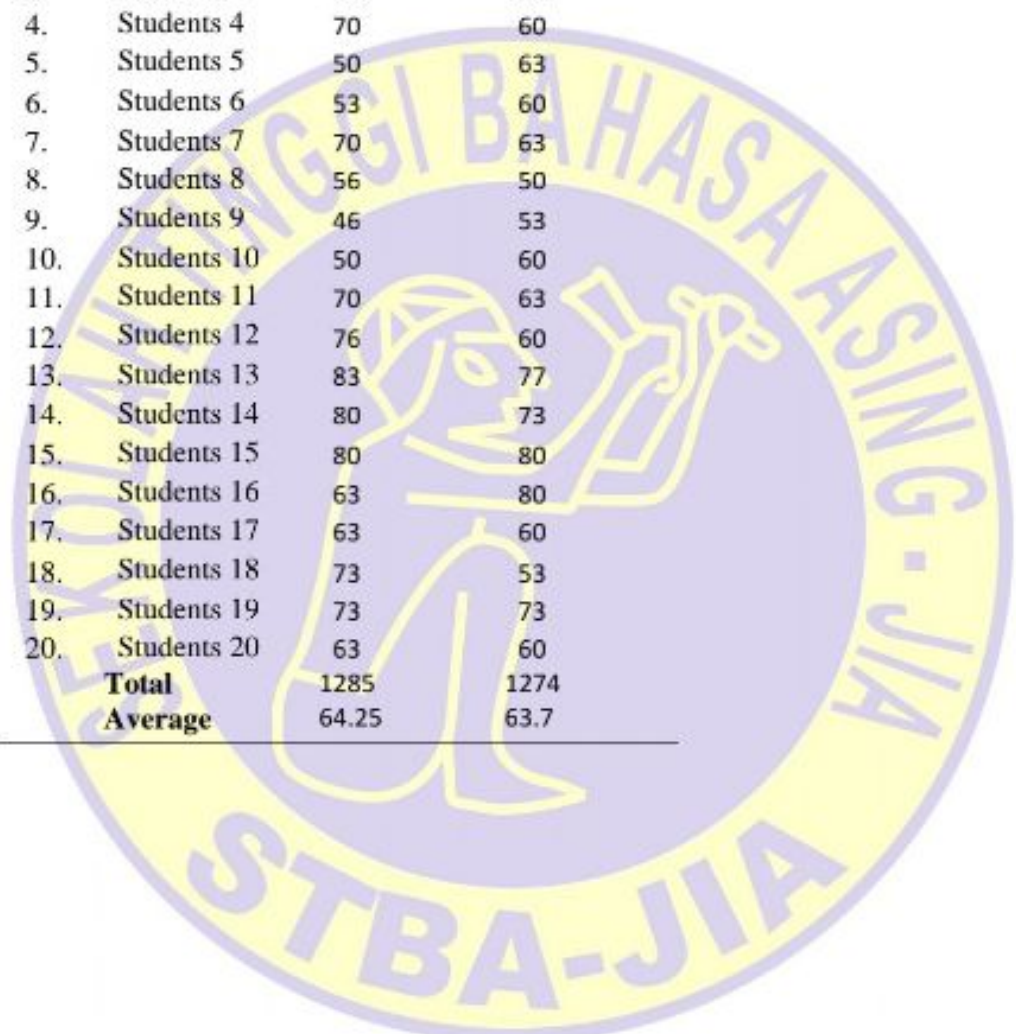
Instrument Test Validated by
ADVISOR II



Winda Lutfiyanti, M.Pd

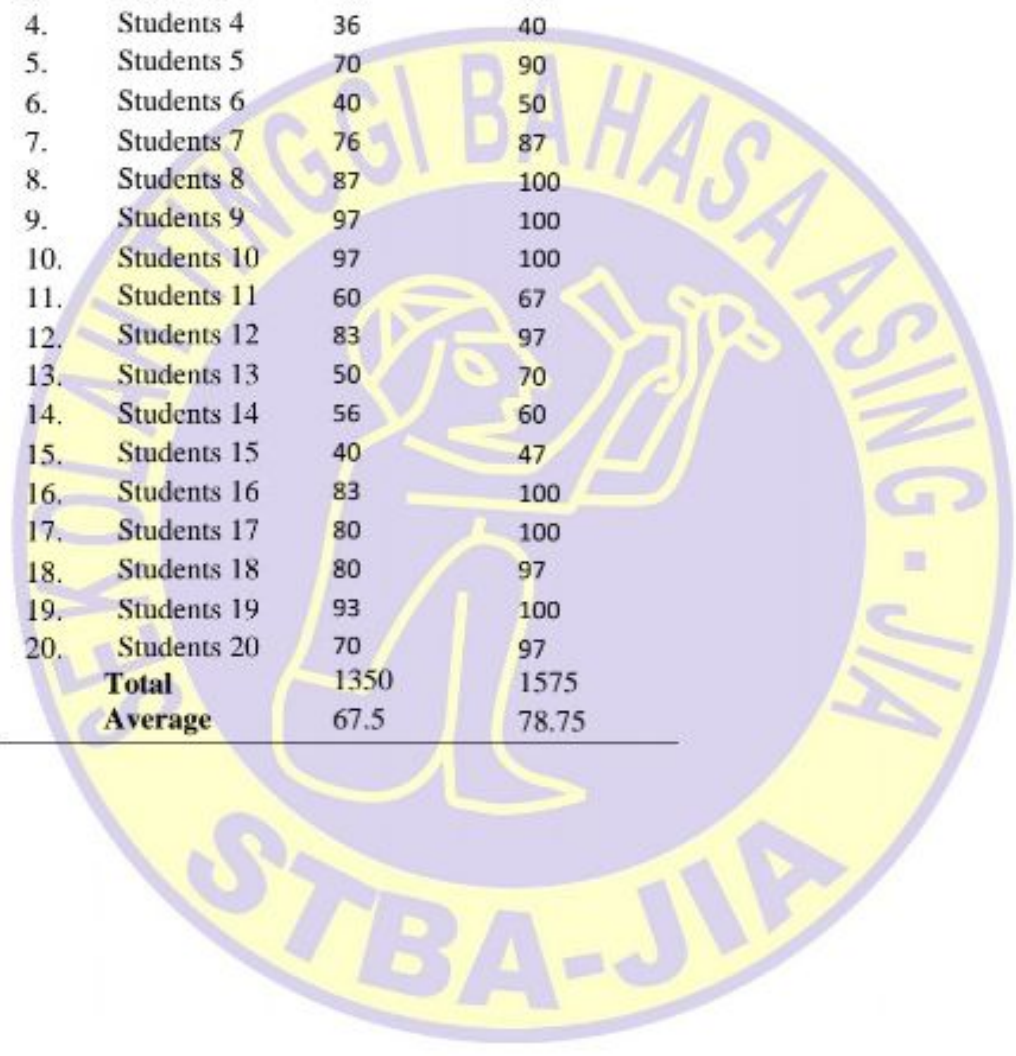
Appendix 5 The Result of Pre-test and Post-test in Control Class

No.	Students Number	Score Pre-test	Score Post-test
1.	Students 1	46	53
2.	students 2	60	60
3.	Students 3	60	73
4.	Students 4	70	60
5.	Students 5	50	63
6.	Students 6	53	60
7.	Students 7	70	63
8.	Students 8	56	50
9.	Students 9	46	53
10.	Students 10	50	60
11.	Students 11	70	63
12.	Students 12	76	60
13.	Students 13	83	77
14.	Students 14	80	73
15.	Students 15	80	80
16.	Students 16	63	80
17.	Students 17	63	60
18.	Students 18	73	53
19.	Students 19	73	73
20.	Students 20	63	60
	Total	1285	1274
	Average	64.25	63.7



Appendix 6 The Result of Pre-test and Post-test in Experiment Class

No.	Students Number	Score Pre-test	Score Post-test
1.	Students 1	33	40
2.	students 2	36	40
3.	Students 3	83	93
4.	Students 4	36	40
5.	Students 5	70	90
6.	Students 6	40	50
7.	Students 7	76	87
8.	Students 8	87	100
9.	Students 9	97	100
10.	Students 10	97	100
11.	Students 11	60	67
12.	Students 12	83	97
13.	Students 13	50	70
14.	Students 14	56	60
15.	Students 15	40	47
16.	Students 16	83	100
17.	Students 17	80	100
18.	Students 18	80	97
19.	Students 19	93	100
20.	Students 20	70	97
	Total	1350	1575
	Average	67.5	78.75



Appendix 7 Data Validity

Descriptive Statistics

	Mean	Std. Deviation	N
QUESTION1	.60	.503	20
QUESTION2	.90	.308	20
QUESTION3	.75	.444	20
QUESTION4	.85	.366	20
QUESTION5	.90	.308	20
QUESTION6	.80	.410	20
QUESTION7	.90	.308	20
QUESTION8	.70	.470	20
QUESTION9	.75	.444	20
QUESTION10	.80	.410	20
QUESTION11	.80	.410	20
QUESTION12	.80	.410	20
QUESTION13	.80	.410	20
QUESTION14	.85	.366	20
QUESTION15	.80	.410	20
QUESTION16	.70	.470	20
QUESTION17	.75	.444	20
QUESTION18	.60	.503	20
QUESTION19	.80	.410	20
QUESTION20	.90	.308	20
QUESTION21	.75	.444	20
QUESTION22	.85	.366	20
QUESTION23	.80	.410	20
QUESTION24	.80	.410	20
QUESTION25	.85	.366	20
QUESTION26	.60	.503	20
QUESTION27	.85	.366	20
QUESTION28	.80	.410	20
QUESTION29	.80	.410	20
QUESTION30	.75	.444	20
TOTAL	23.60	7.221	20

QUESTION	Statistic	QUESTION2	QUESTION3	QUESTION4	QUESTION5	QUESTION6	QUESTION7				
QUESTION2	Pearson Correlation	.612**	.250	.577**	.490**	.667**	.375	.250	.491**	.866**	1.000
	Sig. (2-tailed)	.004	.288	.008	.028	.001	.103	.288	.028	.000	.0
	Sum of Squares and Cross-products	2.400	.600	2.000	1.400	1.600	1.200	.600	1.800	3.000	3.2
	Covariance	.126	.032	.105	.074	.084	.063	.032	.095	.158	.1
QUESTION3	Pearson Correlation	.612**	.250	.577**	.490**	.667**	.375	.250	.491**	.866**	1.000
	Sig. (2-tailed)	.004	.288	.008	.028	.001	.103	.288	.028	.000	.0
	Sum of Squares and Cross-products	2.400	.600	2.000	1.400	1.600	1.200	.600	1.800	3.000	3.2
	Covariance	.126	.032	.105	.074	.084	.063	.032	.095	.158	.1
QUESTION4	Pearson Correlation	.514**	-.140	.404	.608**	.327	.140	-.140	.642**	.728**	.84
	Sig. (2-tailed)	.020	.556	.077	.004	.160	.556	.556	.002	.000	.0
	Sum of Squares and Cross-products	1.800	-.300	1.250	1.550	.700	.400	-.300	2.100	2.250	2.4
	Covariance	.095	-.016	.066	.082	.037	.021	-.016	.111	.118	.1
QUESTION5	Pearson Correlation	.102	.250	.000	-.210	.250	.062	.250	.764**	.000	.0
	Sig. (2-tailed)	.669	.288	1.000	.374	.288	.784	.288	.000	1.000	.0
	Sum of Squares and Cross-products	.400	.600	.000	-.600	.600	.200	.600	2.800	.000	.4
	Covariance	.021	.032	.000	-.032	.032	.011	.032	.147	.000	.0
QUESTION6	Pearson Correlation	.356	.145	.126	.336	.145	.218	.145	1.000**	.378	.4
	Sig. (2-tailed)	.123	.541	.597	.147	.541	.365	.541	.000	.100	.0
	Sum of Squares and Cross-products	1.600	.400	.500	1.100	.400	.800	.400	4.200	1.500	1.8
	Covariance	.084	.021	.026	.058	.021	.042	.021	.221	.079	.0
QUESTION7	Pearson Correlation	.236	.192	-.067	.404	-.192	.289	.192	.882**	.200	.2
	Sig. (2-tailed)	.317	.416	.780	.077	.416	.217	.416	.000	.388	.2
	Sum of Squares and Cross-products	1.000	.500	-.250	1.250	-.500	1.000	.500	3.500	.750	1.0
	Covariance	.053	.026	-.013	.066	-.026	.053	.026	.184	.039	.0
QUESTION8	Pearson Correlation	.479	.488	.374	.545	.488	.479	.488	.977**	.000	.0

QUESTION18	Pearson Correlation	167	.408	.471	.229	.408	.102	.408	.102	.408	.366	.236	.0
	Sig. (2-tailed)	.482	.074	.036	.332	.074	.669	.074	.669	.074	.123	.317	.1
	Sum of Squares and Cross-products	800	1.200	2.000	800	1.200	.400	1.200	.400	1.200	1.600	1.000	1.4
	Covariance	.042	.063	.105	.042	.063	.021	.063	.021	.063	.084	.053	.0
QUESTION19	Pearson Correlation	102	.250	.289	.490	.250	.375	.250	.375	.250	.218	.289	.3
	Sig. (2-tailed)	.669	.288	.217	.028	.288	.103	.288	.103	.288	.355	.217	.1
	Sum of Squares and Cross-products	400	.600	1.000	1.400	.600	1.200	.600	1.200	.600	.800	1.000	1.2
	Covariance	.021	.032	.053	.074	.032	.063	.032	.063	.042	.042	.053	.0
QUESTION20	Pearson Correlation	408	.444	.577	.327	.444	.250	.444	.250	.444	.145	.577	.65
	Sig. (2-tailed)	.074	.050	.008	.160	.050	.288	.050	.288	.050	.541	.008	.0
	Sum of Squares and Cross-products	1.200	.800	1.500	.700	.800	.600	.800	.600	.800	.400	1.500	1.6
	Covariance	.063	.042	.079	.037	.042	.032	.042	.032	.042	.021	.079	.0
QUESTION21	Pearson Correlation	236	.192	.467	.728	.192	.289	.192	.289	.192	.126	.467	.57
	Sig. (2-tailed)	.317	.416	.038	.000	.416	.217	.416	.217	.416	.597	.038	.0
	Sum of Squares and Cross-products	1.000	.500	1.750	2.250	.500	1.000	.500	1.000	.500	.500	1.750	2.0
	Covariance	.053	.026	.092	.118	.026	.053	.026	.053	.026	.026	.092	.1
QUESTION22	Pearson Correlation	229	.793	.404	.216	.327	.490	.327	.490	.327	.031	.404	.1
	Sig. (2-tailed)	.332	.000	.077	.361	.160	.028	.160	.028	.160	.898	.735	.5
	Sum of Squares and Cross-products	800	1.700	1.250	.550	.700	1.400	.700	1.400	1.700	1.00	.250	.4
	Covariance	.042	.089	.066	.029	.037	.074	.037	.074	.089	.005	.013	.0
QUESTION23	Pearson Correlation	102	.250	.289	.490	.250	.375	.250	.375	.250	.218	.289	.3
	Sig. (2-tailed)	.669	.288	.217	.028	.288	.103	.288	.103	.288	.355	.217	.1
	Sum of Squares and Cross-products	400	.600	1.000	1.400	.600	1.200	.600	1.200	.600	.800	1.000	1.2
	Covariance	.021	.032	.053	.074	.032	.063	.032	.063	.042	.042	.053	.0
QUESTION24	Bivariate Correlation	100	.920	.900	1.40	.920	.920	.920	.920	.920	.920	.900	.0

	Sum of Squares and Cross-products	.400	.600	.000	.400	-.400	.200	.600	2.600	.000		
	Covariance	.021	.032	.000	.021	-.021	.011	.032	.147	.000		
QUESTION25	Pearson Correlation	.229	-.140	.404	.216	.327	-.210	-.140	.842**	.404		
	Sig. (2-tailed)	.332	.556	.077	.361	.160	.374	.556	.002	.077		
	Sum of Squares and Cross-products	.800	-.300	1.250	.560	.700	-.800	-.300	2.100	1.250		
	Covariance	.042	-.016	.066	.029	.037	-.032	-.016	.111	.066		
QUESTION26	Pearson Correlation	.797**	.408	.236	-.057	.408	.612**	.408	.356	.471*		
	Sig. (2-tailed)	.000	.074	.317	.811	.074	.004	.074	.123	.036		
	Sum of Squares and Cross-products	3.800	1.200	1.000	-.200	1.200	2.400	1.200	1.600	2.000		
	Covariance	.200	.063	.053	-.011	.063	.126	.063	.084	.105		
QUESTION27	Pearson Correlation	.229	.327	.081	.216	.327	.450**	.327	.336	.404		
	Sig. (2-tailed)	.332	.160	.735	.361	.160	.028	.160	.147	.077		
	Sum of Squares and Cross-products	.800	.700	.250	.560	.700	1.400	.700	1.100	1.250		
	Covariance	.042	.037	.013	.029	.037	.074	.037	.058	.066		
QUESTION28	Pearson Correlation	.192	.250	.000	.490**	-.167	.375	.250	.491*	.000		
	Sig. (2-tailed)	.569	.288	1.000	.028	.482	.103	.288	.028	1.000		
	Sum of Squares and Cross-products	.400	.600	.000	1.400	-.400	1.200	.600	1.800	.000		
	Covariance	.021	.032	.000	.074	-.021	.063	.032	.095	.000		
QUESTION29	Pearson Correlation	.192	-.167	.289	.840**	-.167	.062	-.167	.491*	.289		
	Sig. (2-tailed)	.569	.482	.217	.000	.482	.794	.482	.028	.217		
	Sum of Squares and Cross-products	.400	-.400	1.000	2.400	-.400	.200	-.400	1.800	1.000		
	Covariance	.021	-.021	.053	.126	-.021	.011	-.021	.095	.053		
QUESTION30	Pearson Correlation	.236	.192	.200	.081	.192	.000	.192	.882**	.200		
	Sig. (2-tailed)	.317	.416	.398	.735	.416	1.000	.416	.000	.398		
	Sum of Squares and Cross-products	1.000	.500	.750	.250	.500	.000	.500	3.500	.750		
	Covariance											

Appendix 8 Data Reliability

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.934	30

Appendix 9 Image on Control Class

1. Pre-test



2. Post-test



Appendix 10 Image on Experiment Class

1. Pre-test



2. Treatment 1



3. Treatment 2



4. Treatment 3



5. Post-test



Appendix 11 Questions and Pre-test Results

MULTIPLE CHOICE.

DETERMINE THE MOST APPROPRIATE SYNONYM OF THE UNDERLINED WORD !

1. Designers need to expose their creations to public by holding fashion shows.

- a. Want ✓
- b. Comfort
- c. Fortune
- d. Have
- e. Luxury

2. We also had a fashion show at our school last week.

- a. Model ✓
- b. Confusion
- c. Mixing
- d. Not fashionable
- e. Mess

3. Pretty tall girls and handsome young stars presented several kinds of clothes, both formal and casual.

- a. Lovely ✓
- b. Homely
- c. Ugly
- d. Sad
- e. Unattractive

4. Pretty tall girls and handsome young stars presented several kinds of clothes, both formal and casual.

- a. None ✓
- b. One +

- c. Individual
- d. Two
- e. A few

5. They are required to walk along the catwalk wearing different types of clothes: suits, shirts, blouses, dresses, jackets, trousers, ties, pajamas and even traditional clothes.

- Alike ✗
- b. Like
- c. Disparate
- d. Normal
- e. Same

6. There were four categories of winners: the most beautiful, the most harmonious, the most colorful and the funniest.

- Vibrant ✓
- b. Boring
- c. Weak
- d. Plain
- e. Simple

7. One must go to college and study seriously about everything related to clothes.

- a. Nothing
- All ✓
- c. Not all
- d. One
- e. Double

8. The garment industry will produce garments based on their designs. Not easy to become a designer.

- a. Hard
- b. Complex
- c. Difficult
- ~~Simple~~ ✓
- e. Complicated

9. The trends must change from time to time so that customers will not be bored.

- a. Energized
- b. Excited
- c. Interested
- ~~Tired~~ ✓
- e. Refreshed

10. Designers have an important role in the garment industry.

- a. Deny
- b. Exclude
- c. Disallow
- ~~Get~~ ✓
- e. Avoid

11. The warden of a prison today will readily acknowledge the new trend in prison reform.

- a. Murder
- b. Headmaster
- ~~Park ranger~~ ✗
- d. Householder
- e. Marshal

12. Even the more unstable convict who may have committed homicide is not penalized as harshly as before.

- a. Clear ✕
- b. Unpredictable
- c. Constant
- d. Definite
- e. Certain

13. The idea that prison should completely deprive the convict of freedom.

- a. Cover
- b. Give ✕
- c. Keep
- d. Pull out
- e. Build

14. In an attempt to provide a different brand of justice for society's delinquents.

- a. Deny
- b. Give up
- c. Conceal ✕
- d. Supply ✕
- e. Consume

15. The hope is that if persons emerge from prison less defiant than they do now, society will be the beneficiary.

- a. Giver
- b. Recipient ✓
- c. Payer
- d. Give
- e. Take

DETERMINE THE MOST APPROPRIATE ANTONYM OF THE UNDERLINED WORD!

1. Beautiful, tall women and handsome young men display the designer's work.

- a. Short ✓
- b. Big
- c. Great
- d. Ugly
- e. Sky-high

2. One must go to college and study seriously about everything related to clothes.

- a. Unrelated ✓
- b. Similar
- c. Linked
- d. Complementary
- e. Relevant

3. Designers sometimes have to go abroad to compare the fashion trends.

- a. Constantly
- b. Frequently
- c. Never
- d. Always ✗
- e. At times

4. There were four categories of winners: the most beautiful, the most harmonious, the most colorful and the funniest.

- a. Lovely
- b. Wonderful
- c. Pretty
- d. Ugly ✓

c. Smart

5. Milan, Paris, London and New York are big cities which are famous for their fashion industries.

Well known

b. Popular

c. Inconspicuous

d. Powerful

e. Great

6. Beautiful, tall women and handsome young men display the designer's work.

a. Smart

b. Lovely

Unfashionable

d. Stylish

e. Good looking

7. For some young men, becoming a designer is an interesting profession, although they have to spend a lot of money.

a. Youthful

b. New

Old

d. Fresh

e. Early

8. Designers sometimes have to go abroad to compare the fashion trends.

a. Match

b. Analyze

Equal

d. Combine

e. Correlate

9. A well-recognized designer hold fashion shows in big hotels.

a. Fat

b. Full

c. Huge

Little ✓

e. Jumbo

10. For some young men, becoming a designer is an interesting profession, although they have to spend a lot of money.

a. Lovely

b. Exotic

c. Attractive

d. Fine

Boring ✓

11. However, they didn't have money to pay for the doctor.

Offer ✗

b. Extend

c. Handle

d. Deny

e. Present

12. The children's condition was getting better.

a. Greater

b. Exceptional

c. Improved

Superior ✗

e. Unhealthy

13. Her child was crying and realizing that her mother gave her true love till the end.

- a. Head
- b. Deadline
- c. Top
- d. Point
- e. Beginning

14. The mother would like to bring her child to the doctor.

- a. Hold
- b. Carry
- c. Deliver
- d. Import
- e. Take

15. Once upon a time, there were a mother and her child who lived near the forest.

- a. Far
- b. Beside
- c. Nearby
- d. Behind
- e. On

GOOD LUCK
AND
THANKYOU

Appendix 12 Questions and Post-test Results not Using Short Story

DETERMINE THE MOST APPROPRIATE SYNONYM OF THE UNDERLINED WORD !

1. A Hare was very popular with the other animals in the jungle who all claimed to be her friends.
 - a. Unknown
 - b. Dislike
 - c. Obscure
 - d. Famous
 - e. Unpopular

2. One day she heard the hounds approaching her and hoped to escape them by the aid of her Friends.
 - a. Nearing
 - b. Later
 - c. Passing
 - d. Receding
 - e. Distant

3. The Hare then applied, as a last hope, to the calf,.....
 - a. Fear
 - b. Belief
 - c. Dislike
 - d. Hate
 - e. Disbelief

4. The ram, he felt sure, was the proper friend to ask for help.
 - a. Claim
 - b. Reply
 - c. Question
 - d. Ignore
 - e. Answer

5. So, she went to the horse, and asked him to carry her away from the hounds on his back.
 - a. Avoid
 - b. Drop
 - c. Fix
 - d. Bring
 - e. Hold

6. But he declined, stating that he had important work to do for his master.
- a. Come down
 - b. Greater
 - c. Higher
 - d. Important
 - e. Bigger
7. She then applied to the bull, and hoped that he would repel the hounds with his horns.
- a. Ignore
 - b. Halt
 - c. Used
 - d. Stop
 - e. Assign
8., as he did not like to take the responsibility upon himself,
- a. Loss
 - b. Debt
 - c. Holding
 - d. Payment
 - e. Whole
9. But he declined, stating that he had important work to do for his master.
- a. Meaningless
 - b. Unimportant
 - c. Useless
 - d. Essential
 - e. Inessential
10. ... and hoped to escape them by the aid of her Friends.
- a. Coming
 - b. Staying
 - c. Run away
 - d. Meeting
 - e. Stay
11. to the calf, who regretted that he was unable to help her,
- a. Be happy
 - b. Approve
 - c. Praise
 - d. Rued
 - e. Delight

✓2. he said, "that all her other friends would come to her assistance."

- ~~a.~~ Aid
- b. Loss
- c. Stop
- d. Damage
- e. Obstruction

✓3. The goat, however, feared that his back might do her some harm if he took her upon it.

- a. Unfeared
- ~~b.~~ Worried
- c. Sustained
- d. Tolerated
- e. Accepted

✓4. but I have an appointment with a lady;

- a. Dismissal
- b. Rejection
- ~~c.~~ Assignment
- d. Removal
- e. Discharge

✓5. A Hare was very popular with the other animals in the jungle who all claimed to be her friends.

- a. Assumed
- b. Denied
- c. Disclaimed
- d. Negative
- ~~e.~~ Rejected

DETERMINE THE MOST APPROPRIATE ANTONYM OF THE UNDERLINED WORD !

1. The bull replied: "I am very sorry, but I have an appointment with a lady;.....
 - a. Request
 - b. Respond
 - c. Acknowledge
 - d. React
 - e. Feedback

2. The goat, however, feared that his back might do her some harm if he took her upon it.
 - a. Away
 - b. Isolated
 - c. Ignored
 - d. Distant
 - e. Withdrawn

3. So she went to the ram and told him the case.
 - a. Issued
 - b. Reported
 - c. Released
 - d. Unannounced
 - e. Broadcast

4. I do not like to interfere on the present occasion,....
 - a. Unlike
 - b. Alike
 - c. Related
 - d. Comparable
 - e. Close

5. who regretted that he was unable to help her,....
 - a. Able
 - b. Helpless
 - c. Impotent
 - d. Not able
 - e. Powerless



6. ... as so many older persons than himself had declined the task.
- a. Earlier
 - b. Younger
 - c. Prior
 - d. Olden
 - e. Senior
7. By this time the hounds were quite near....
- a. Nearby
 - b. Beside
 - c. Far
 - d. Around
 - e. Neighboring
8. ... and the Hare took to her heels and luckily escaped.
- a. Fortunately
 - b. Favorably
 - c. Opportunely
 - d. Unluckily
 - e. By chance
9. "He felt sure," he said, "that all her other friends would come to her assistance."
- a. Become
 - b. Move
 - c. Leave
 - d. Near
 - e. Arrive
10. I do not like to interfere on the present occasion, as hounds have been known to eat sheep as well as hares.
- a. Assist
 - b. Obstruct
 - c. Trouble
 - d. Conflict
 - e. Suspend
11., as he did not like to take the responsibility upon himself,....
- a. Duty
 - b. Authority
 - c. Irresponsibility
 - d. Liability
 - e. Importance

12. The ram, he felt sure, was the proper friend to ask for help.
- a. Fitting
 - b. Able
 - c. Useful
 - d. Unsuitable
 - e. Qualified

13. The Hare then applied, as a last hope, to the calf,...
- a. Final
 - b. Beginning
 - c. Closing
 - d. Concluding
 - e. Latest

14. ... that he would repel the hounds with his horns.
- a. Buck
 - b. Fight
 - c. Surrender
 - d. Oppose
 - e. Resist

15. to the calf, who regretted that he was unable to help her,...
- a. Ached
 - b. Repented
 - c. Deplored
 - d. Enjoyed
 - e. Grieved



Appendix 13 Questions and Post-test Results Using Short Story

MULTIPLE CHOICE.

Read the short story below first!

The Hare With Many Friends

A Hare was very popular with the other animals in the jungle who all claimed to be her friends. One day she heard the hounds approaching her and hoped to escape them by the aid of her Friends. So, she went to the horse, and asked him to carry her away from the hounds on his back. But he declined, stating that he had important work to do for his master. "He felt sure," he said, "that all her other friends would come to her assistance."

She then applied to the bull, and hoped that he would repel the hounds with his horns. The bull replied: "I am very sorry, but I have an appointment with a lady; but I feel sure that our friend the goat will do what you want." The goat, however, feared that his back might do her some harm if he took her upon it. The ram, he felt sure, was the proper friend to ask for help.

So she went to the ram and told him the case. The ram replied: "Another time, my dear friend. I do not like to interfere on the present occasion, as hounds have been known to eat sheep as well as hares." The Hare then applied, as a last hope, to the calf, who regretted that he was unable to help her, as he did not like to take the responsibility upon himself, as so many older persons than himself had declined the task. By this time the hounds were quite near, and the Hare took to her heels and luckily escaped.

DETERMINE THE MOST APPROPRIATE SYNONYM OF THE UNDERLINED WORD !

1. A Hare was very popular with the other animals in the jungle who all claimed to be her friends.
 - a. Unknown
 - b. Dislike
 - c. Obscure
 - d. Famous
 - e. Unpopular

2. One day she heard the hounds approaching her and hoped to escape them by the aid of her Friends.
 - a. Nearing
 - b. Later
 - c. Passing
 - d. Receding
 - e. Distant

3. The Hare then applied, as a last hope, to the calf,.....
 - a. Fear
 - b. Belief
 - c. Dislike
 - d. Hate
 - e. Disbelief

4. The ram, he felt sure, was the proper friend to ask for help.
 - a. Claim
 - b. Reply
 - c. Question
 - d. Ignore
 - e. Answer

5. So, she went to the horse, and asked him to carry her away from the hounds on his back.
 - a. Avoid
 - b. Drop
 - c. Fix
 - d. Bring
 - e. Hold

6. But he declined, stating that he had important work to do for his master.
- a. Come down
 - b. Greater
 - c. Higher
 - d. Important
 - e. Bigger
7. She then applied to the bull, and hoped that he would repel the hounds with his horns.
- a. Ignore
 - b. Halt
 - c. Used
 - d. Stop
 - e. Assign
8., as he did not like to take the responsibility upon himself ,....
- a. Loss
 - b. Debt
 - c. Holding
 - d. Payment
 - e. Whole
9. But he declined, stating that he had important work to do for his master.
- a. Meaningless
 - b. Unimportant
 - c. Useless
 - d. Essential
 - e. Inessential
10. ... and hoped to escape them by the aid of her Friends.
- a. Coming
 - b. Staying
 - c. Run away
 - d. Meeting
 - e. Stay
11. to the calf, who regretted that he was unable to help her,....
- a. Be happy
 - b. Approve
 - c. Praise
 - d. Rued
 - e. Delight

12. he said, "that all her other friends would come to her assistance."
- a. Aid
 - b. Loss
 - c. Stop
 - d. Damage
 - e. Obstruction
13. The goat, however, feared that his buck might do her some harm if he took her upon it.
- a. Unfeared
 - b. Worried
 - c. Sustained
 - d. Tolerated
 - e. Accepted
14. but I have an appointment with a lady;
- a. Dismissal
 - b. Rejection
 - c. Assignment
 - d. Removal
 - e. Discharge
15. A Hare was very popular with the other animals in the jungle who all claimed to be her friends.
- a. Assumed
 - b. Denied
 - c. Disclaimed
 - d. Negative
 - e. Rejected



DETERMINE THE MOST APPROPRIATE ANTONYM OF THE UNDERLINED WORD !

1. The bull replied: "I am very sorry, but I have an appointment with a lady:....
 - a. Request
 - b. Respond
 - c. Acknowledge
 - d. React
 - e. Feedback

2. The goat, however, feared that his back might do her some harm if he took her upon it.
 - a. Away
 - b. Isolated
 - c. Ignored
 - d. Distant
 - e. Withdrawn

3. So she went to the ram and told him the case.
 - a. Issued
 - b. Reported
 - c. Released
 - d. Unannounced
 - e. Broadcast

4. I do not like to interfere on the present occasion,...
 - a. Unlike
 - b. Alike
 - c. Related
 - d. Comparable
 - e. Close

5. who regretted that he was unable to help her,....
 - a. Able
 - b. Helpless
 - c. Impotent
 - d. Not able
 - e. Powerless

6. ... as so many older persons than himself had declined the task.
- a. Earlier
 - b. Younger
 - c. Prior
 - d. Olden
 - e. Senior
7. By this time the hounds were quite near....
- a. Nearby
 - b. Beside
 - c. Far
 - d. Around
 - e. Neighboring
8. ... and the Hare took to her heels and luckily escaped.
- a. Fortunately
 - b. Favorably
 - c. Opportunely
 - d. Unluckily
 - e. By chance
9. "He felt sure," he said, "that all her other friends would come to her assistance."
- a. Become
 - b. Move
 - c. Leave
 - d. Near
 - e. Arrive
10. I do not like to interfere on the present occasion, as hounds have been known to eat sheep as well as hares.
- a. Assist
 - b. Obstruct
 - c. Trouble
 - d. Conflict
 - e. Suspend
11., as he did not like to take the responsibility upon himself,....
- a. Duty
 - b. Authority
 - c. Irresponsibility
 - d. Liability
 - e. Importance

12. The ram, he felt sure, was the proper friend to ask for help.

- a. Fitting
- b. Able
- c. Useful
- d. Unsuitable
- e. Qualified

13. The Hare then applied, as a last hope, to the calf,....

- a. Final
- b. Beginning
- c. Closing
- d. Concluding
- e. Latest

14. ... that he would repel the hounds with his horns.

- a. Buck
- b. Fight
- c. Surrender
- d. Oppose
- e. Resist

15. to the calf, who regretted that he was unable to help her,....

- a. Ached
- b. Repented
- c. Deplored
- d. Enjoyed
- e. Grieved

Appendix 14 Guidance Card



SEKOLAH TINGGI BAHASA ASING JIA

Jalan Cut Muthia Raya No. 30 No.Telp/Fax : (021) 8822727
KOTAMADYA BEKASI

KARTU BIMBINGAN SKRIPSI

NAMA MAHASISWA : Indah Indiyarta
 NIM/NPM : 43131510180041
 PROGRAM STUDI : Sastra Inggris
 JUDUL SKRIPSI : THE EFFECT OF READING SHORT STORIES
 ON INCREASING STUDENTS VOCABULARY
 MASTERY IN SMA/1 SERANG BARU
 NAMA PEMBIMBING I : Ade Surista, M.Pd.

NO	TANGGAL BIMBINGAN	MATERI BIMBINGAN	TANDA TANGAN PEMBIMBING
1	19 - Mar - 2022	title & chapter 1 acc	adept
2	24 - Mar - 2022	persiapan observasi	adept
3	3 - Mei - 2022	Menyebut Hasil observasi	adept
4	13 - Juni - 2022	Revisi chapter 2	adept
5	22 - Juni - 2022	Acc chapter 2	adept
6	18 - Juli - 2022	Revisi chapter 3	adept
7	27 - Juli - 2022	Acc chapter 3	adept
8	5 - Agustus - 2022	Revisi chapter 4	adept
9	12 - Agustus - 2022	Acc chapter 4	adept
10	18 - Agustus - 2022	Chapter 5, table of content, Abstrak, dll	adept
11			
12			
13			
14			
15			
16			



SEKOLAH TINGGI BAHASA ASING JIA

Jalan Cut Muthia Raya No. 30 No.Telp/Fax : (021) 8822727

KOTAMADYA BEKASI

KARTU BIMBINGAN SKRIPSI

NAMA MAHASISWA : Indah Indyareta
NIM/NPM : 43131510180091
PROGRAM STUDI : Sastra Inggris
JUDUL SKRIPSI : THE EFFECT OF READING SHORT STORIES
ON INCREASING STUDETS VOCABULARY
MASTERY IN SMAN 1 SERANG BARU
NAMA PEMBIMBING II : Winda Lutfiyanti, M.Pd.

NO	TANGGAL BIMBINGAN	MATERI BIMBINGAN	TANDA TANGAN PEMBIMBING
1	22 - Apr - 2022	Chapter 1	
2	13 - Jun - 2022	Revisi chapter 1	
3	20 - Jun - 2022	Acc chapter 1	
4	11 - Jul - 2022	Chapter 2 (Revisi)	
5	21 - Jul - 2022	Acc chapter 2	
6	27 - Jul - 2022	Chapter 3 (Revisi)	
7	28 - Jul - 2022	Acc chapter 3	
8	15 - Agustus - 2022	Revisi chapter 4	
9	18 - Agustus - 2022	Acc chapter 4	
10	19 - Agustus - 2022	BAB 5, Abstrak, dll	
11	20 - Agustus - 2022	All Chapter	
12			
13			
14			
15			
16			

BIOGRAPHY



Indah Indyarta, born on December 18, 1999, the third child of father Jonniater Sirait and mother Nurlinda Manalu. Graduated from SMAN 1 Serang Baru, in 2018 and majored in science, and earned a Bachelor of Letters degree in 2022 from the Faculty of Languages and Letters, JIA Foreign Language School.

While studying at the JIA Foreign Language School, the author was involved in several committees and organizations, including HMIJ in the 2018-2019 period serving as part of the media and communication division, in the 2019-2020 period as the media and communication division, and in the 2020-2019 period, 2021 as a soft skills division. Next is J-Ealfest which is held in 2019 and J-Ealfest in 2021, the event is organized by HMIJ.

