The Use of Short Story as A Teaching Vocabulary Resource to The Second Grade of Babul Khaer Islamic Boarding School Bulukumba

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Abstract

The purpose of this study was to investigate the effectiveness of using short stories as a teaching vocabulary resource for second grade students at Babul Khaer Islamic Boarding School Bulukumba. The study employed a quasi-experimental design with a pretest-posttest control group to evaluate the impact of short stories on students' vocabulary acquisition. The participants in this research were 16-member classes of second-grade students (XI. Exact-2 as the experimental class and XI. Social Science-2 as the control class). The study instrument consisted of a test and a questionnaire. This data showed that the pre-test mean score for the experimental class was 47.31 and that it increased to 56.75 on the post-test. The findings revealed that students in the experimental group, who were exposed to short stories, significantly improved their vocabulary compared to the control group. The results suggest that short stories can be a valuable resource for vocabulary instruction in second grade students. Furthermore, the study highlights the potential implications of integrating short stories into the curriculum, including enhanced student engagement, improved critical thinking skills, and enriched cultural understanding. Additional research is needed to further explore the long-term effects of using short stories for vocabulary instruction and its impact on students' overall language development.

***Keywords**: Short Stories, Vocabulary, Islamic Boarding School*

INTRODUCTION

Indonesia has four languages that are used to interact with one another. First language is the Regional Language, often known as the "mother tongue". Second is National language. Third, the combination between national and regional languages. The last is Foreign Languages, which includes English, Chinese and Arabic. Students' vocabulary learning skills will increase as they develop a strong vocabulary. The two objectives of vocabulary are vocabulary depth and vocabulary size. The quantity of words known, or how many words the students learned, is referred to as vocabulary size. The depth of vocabulary relates to the extent to which students comprehend each term. Referring to Gunaprova (2015), he distinguishes two types of vocabulary. First, active vocabulary, also known as productive vocabulary, is a

collection of terms that students grasp and use in their writing and speaking. Second, passive vocabulary, also known as receptive vocabulary, refers to a student's capacity to comprehend words but not employ them; passive vocabulary is used in listening and reading skills. Vocabulary is useful in the process of learning a foreign language because that helps students to learn listen, read, speak and write. Vocabulary is a tool to having conversations feelings and ideas by language. Language skills cannot be developed without vocabulary. It is from elementary school, middle school and high school, English teaching is mandatory. Middle school English teaching began in 1968. According to Minister of Education and Culture Decree No. 096/1967, the English language should be made mandatory in the middle and high schools. In addition, National Education Minister Order No. 23/2006, Standards for English Learning Ability of High School Students, Oral Expression and Oral Comprehension, Written Expression and Written Comprehension. Curriculum 2006 was re-evaluated in 2014. No. 160 of the Ministry of Education and Culture on curriculum implementation in 2006 and 2013 (Yassi, 2018). Babul Khaer Boarding Islamic School itself has an English lesson. Students learn English twice a week and meetings every two hours.

Babul Khaer Boarding Islamic School there is no special vocabulary material because the vocabulary in integrates in four skills of speaking, writing, reading and listening. Based on the results of observation and interviews on 13 September 2021 in Babul Khaer Boarding Islamic School, according to the authors' interview with students, they had limited vocabulary while pronunciation was also a problem for the students. Students have limit vocabulary, so they have difficulty to produce the necessary vocabulary (speaking and writing) in practice. Short story is one of the most successful strategies for teaching vocabulary, the authors chose it as a strategy for resolving students' difficulties.

English Vocabulary Learning

The most essential aspect of every language, including English is vocabulary. The first step to learning a new language begins with learning the vocabulary of that language. The more vocabularies someone masters, the easier it will be for someone to convey their feelings and ideas. According to Manser (1995) vocabulary consists of two concepts, namely: 1) The number of vocabularies in a language. 2) How well the word is understood by someone. 3) List of vocabulary and their meaning

The most important thing in vocabulary is to get a meaning from what students read (Sternberg, 2014; Alqahtani, 2015). Students need sufficient vocabulary to easily understand the meaning contained in the stories they read. Students who have little vocabulary will have difficulty in understanding a reading. Mastery of vocabulary and ability to read are two things that have a relationship with each other (Schmitt & Schmitt, 2020). Vocabulary is very important for students to master because it is the basis for speaking, writing, listening, and reading. However, the fact experienced by students, especially at Babul Khaer Islamic Boarding School, is that they find it difficult to conveyed their communicative needs (emotions, ideas and desires) to others clearly because their vocabulary is limited.

Short Story in ELT

Reading a short stories should take between 30 minutes and two hours (Nurgiantoro, 2013). Short stories are typically shorter than novels and include a limited cast of character. A short stories usually focus on a specific effect communicated with one or a few essential themes or plotlines.

Short story is a complete narrative and only has 1 episode and the reader does not need a long time to finish 1 story. In short stories there are only 1 to 6 characters, one scene and the

time that occurs in the story is relatively very short (Reid, 2017). Short stories only tell about 1 main character and one conflict, so readers don't need much time to read the whole thing.

In short, in current foreign language courses, the use of stories seems to be a very useful technique. Due to its brevity, it makes reading tasks easy for students and coverage for teachers. An important characteristic of a story is universality. Short story can be used as a medium for acquiring language skills. Short story has the characteristics of being short, modern and attractive for students to learn languages. When a teacher can choose the right short story according to students' English skills, it will improve students' linguistic, intellectual, and emotional skills. Therefore, the authors selected short stories as a fun and interesting technique for enhancing students' vocabulary.

To improve the efficacy of short story learning, teachers must selectively the stories they will present. According to Sadiku (2011), selecting stories is one of the most crucial responsibilities of a teacher. As a reason, teachers should choose a short narrative that can be completed during the course hours. Hill (1994) provided three key text selection criteria in addition to the length of the story: 1) The requirements and abilities of the students; 2) The grammatical and stylistic qualities of the text; and 3) The amount of previous knowledge required for a complete understanding of the contents.

Research has shown that the use of stories in the classroom can enhance the language learning process (Darvin & Norton, 2014; Nodira, 2022; İnal & Cakir, 2014; Harmer & Puchta, 2018) . Stories are a rich source of diverse and authentic language input. They introduce learners to a wide range of vocabulary items and provide them with the opportunity to see these words in context, which can aid understanding and retention. Furthermore, stories create a positive and engaging learning environment that can motivate learners and enhance their learning outcomes.

The potential benefits of using short stories in vocabulary instruction are numerous. However, there is a dearth of empirical research examining the actual impact of this approach, particularly in the context of Islamic Boarding Schools in Indonesia. Babul Khaer Islamic Boarding School, for instance, traditionally relies on conventional vocabulary teaching methods. It is unclear whether integrating short stories into the curriculum would yield better vocabulary learning outcomes for the students in this setting.

This research aims to fill this gap by conducting a quantitative analysis of the efficacy of using short stories as a vocabulary teaching resource at Babul Khaer Islamic Boarding School. The study employs a rigorous pretest-posttest experimental group design to measure and compare vocabulary knowledge before and after the intervention. The research provides insights into how short stories can be effectively used in vocabulary instruction, thereby contributing to the ongoing discussion in the field of language education about innovative teaching resources and methods.

The study's findings have implications for educators, curriculum designers, and policymakers. If short stories are found to be effective in improving vocabulary knowledge, they could be integrated into the curriculum and teaching practices not only at Babul Khaer Islamic Boarding School but also in similar educational settings. The study would also contribute to a broader understanding of how literature can be used in language instruction, shedding light on the potential benefits and challenges of this approach.

METHOD

This research used a quasi-experimental design. This research design was separated into two categories: experimental and control. In experimental courses, three stages were applied as follows:

Pre-test (O₁), treatment (X) post-test (O₂)

The Independent Variable in this research was using short story to teach vocabulary. **The Dependent Variable** of this research was effectiveness of short story in teaching vocabulary in improving vocabulary. **Populasi and Sample,** there were four classes for the second grade in Babul Khaer Islamic Boarding School, XI. Exact-1 (20 students) and XI. Exact-2 (29 students), XI. Social science-1 (15 students) and XI.Social science-2 (21 students). So, the total population of this research were 85 students. For this research, the sampled female students from two different class. The sampling strategy used in this research was random sampling, with all samples selected at lotery. Therefore, XI. Exact-2 (16 students) was the experimental class and XI. Social Science-2 (16 students) was the control class. As a sample for this research, 32 students participated.

Research Instrument.
   a. Test: To examine the efficacy of short stories as a tool for enhancing students' vocabulary, the authors administered a vocabulary test to collect data. The vocabulary examination included a pre-test and a post-test. The total number of the test were 30 items.
   b. Questionnaire: A questionnaire was utilized to determine the elements that impact the students` vocabulary. The authors employed a structured questionnaire with closed-ended questions to obtain the data.

Data Analysis
1)   Test
 a.   Scoring students answer

$$Score = \frac{student's\ correct\ answer}{total\ number\ of\ items} \times 100$$

   b.   Classifying the students score:

Table 1 Classification of Students Score

No.	Classification	Score
1	Very good	$91 - 100$
2	Good	$81 - 90$
3	Fair	$71 - 80$
4	Poor	< 71

   2)   Questionnaire
   The questionnaire was evaluated using a Likers Scale, and students were asked to response to series statements by indicating whether they Strongly Agree (SA), Agree (A), neutral (N), Disagree (D), or Strongly Disagree (SD). The questionnaire and point values are listed below:

Table 2 Point Values

Scale categories	Favorable items	Unfavorable items
Strongly agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly disagree	1	5

FINDINGS AND DISCUSSION

The Effect of Short Story in Improving Students' Vocabulary Mastery
1) Descriptive statistical analysis
a. Experimental class

The participants of this research consisted of two classes. They were XI Exact-2 as the experiment class and XI Social Science-2 as the control class. Both classes were given different treatment where XI Exact-2 was treated by giving short stories in teaching vocabulary whereas XI social science-2 was just given conventional teaching. In this research, the data of both classes were explained in descriptive analysis using the result of the both pretest and posttest. To determine whether short stories have impact in teaching vocabulary in the second grade of Babul Khaer Islamic Boarding School Bulukumba, descriptive analysis was used to evaluate the student learning consequences collected in the form of the highest score, lowest score, average (mean), standard deviation, and variance. According to the findings of the descriptive analysis, the average value of student learning outcomes has increased, the pretest value was 47.31 and the posttest value was 56.75. To determine the category of vocabulary mastery in the experimental class, the value interval for categorizing learning outcomes was in the range (0–100). The categories of learning outcomes in the experimental class before being given treatment (pretest) the learning outcomes of students were all of students (16 student) with a percentage of 100%, they were in the poor category. After receiving treatment and completing a posttest of student learning outcomes, there was one student in the "good" group with a percentage of 6.25 percent and 15 students in the "poor" category with a percentage of 93.7 percent.

b. Control class

According to the findings of the pretest and posttest, the average learning score of students did not a significant increase, the pretest score was 38.44 and the posttest score was 40.88. range (0–100). So the category of vocabulary mastery scores in the control class before being given the treatment and after being given the treatment all of students in poor categories. It can be concluded that there was no difference before and after given the treatment in control class.

2) Inferential Statistical Analysis

a. Data Normality Test experimental class

To determine the data normality test, the Kolmogorov-Smirnov normality test was used with the significance level set at .05. The data is not normally distributed if the significant number (Sig.) < .05 and if the significant number (Sig.) > .05, the data is normally distributed. Based on the analysis for the pre-test in the experimental class found that the normality test showed a value of sig. of .704 with a sig.05. Therefore, the value of Sig. was greater than.05 (.704 >.05) and it could be inferred that the experimental class pretest data were normally distributed. Besides, the normality test results for posttest data showed a value of Sig. of 0.811 at a significance level of.05, indicating that the experimental class posttest data was normally distributed with value .811>.05.

b. Data Normality Test of Pretest and Posttest Data for Control Class

The result of normality in the control class found that with a significance of .05 showed the value was .471 for the pre-test. It explained that the pre-test was normally distributed with a significant value of .471 > .05. Besides, the significance value of .461 was in the post-test with sig. set .05 showed that it was normally distributed due to the sign value being greater than α (0,461 > 0,05).

c. Data Homogeneity Test

In this research, homogeneity was determined using SPSS version 20 for Windows and Levine's Test of Equality of Error Variances. If the significant number (Sig.) >.05, the data was homogenous; otherwise, the data was not homogeneous if the significant number (Sig.)<0.05. Based on an examination of the learning results of the experimental class and the control class, the homogeneity test was done. The investigation revealed a statistically significant value of 0.376. This value was higher than.0. 5 (.376 >.05). It showed that the data both classes were homogenous.

Table 3 Group statistics

Learning outcomes	Class	Mean	Std. Deviation	Std. Error Mean
	Experimental Class	56.75	10.65	2.66
	Control Class	40.87	13.55	3.39

Table 4 Independent samples test

		Learning outcomes	
		Equal Variances Assumed	Equal Variances not Assumed
Levine's test for Equality of Variances	F	0.760	-
	Sig.	0.390	-
t-test for Equality of Means	t	3.684	3.684
	df	30	28.420
	Sig. (2-tailed)	0.001	0.001

According to table group data, the average learning outcomes of students in the experimental class treated using short stories were 56.75 with a standard deviation of 10.65. The average value of learning outcomes for the control class was 40.87, with a standard deviation of 13. It showed that students who were given the treatment a short story had have greater descriptive learning results than those who were not used short story.

Based on table 4, the F value was .760 with a sig. or p-value was .390 > 0.05. Besides, In the Equal variances assumed column and Levene's Test for Equality of Variances row indicated that the population variances of the two classes were homogeneous. It indicated that the Equal variances column will be used. The value of tcount= 3.684, ttable= 2.042, df= 30, and sig. (2-tailed) = 0.001/2 for the t-test for equality of means. It indicated that the value of t> table (3.684 > 2.042) and the sig. the value was less than the error threshold (0.001<0.05), hence rejecting the null hypothesis. This analysis concluded that a short stories may enhance the vocabulary of second-grade students at Babul Khaer Islamic Boarding School Bulukumba.

How Short Story Effects Students` Vocabulary Mastery

Table 5 The Influence of Every Aspect of Vocabulary Mastery on Student Learning Outcomes

Aspects Vocabulary Mastery	R	R Square	KD
Aspect Content Analysis	0.618	0.3823	38.23%
Activities/exercises/tasks Aspect Analysis	0.575	0.331	33.10%

Supplementary Materials Aspect Analysis	0.791	0.6251	62.51%
Illustration Aspect Analysis	0.687	0.4726	47.26%

Referring to the result of the analysis conducted by the authors using regression analysis in SPSS, supplementary authentic vocabulary materials has a greater influence than other aspects. The supplementary authentic vocabulary materials gave an effect of 62.51%, illustration aspect 47.26%, Aspect Content Analysis 38.23%, Activities/exercises/tasks Aspect Analysis 33.10%.

Rosell-Aguilar (2007) considers ancillary material to be "everything that is use" teachers to facilitate language learning. The supplementary materials, cassettes, videos, dictionaries, CD-ROMs, workbooks, grammar books, newspapers are also acceptable. Furthermore, Enriquez (2014) defined supplementary learning materials as "everything" non-textbook resources used by teachers to enhance students' research; in summary, it is learning and learner knowledge. According to Bajrami and Ismaili (2016), supplementary resources for English lessons become more engaging and motivating. However, relevant resources must be chosen and used for each class. Appropriateness is one of the most essential features of a successful lesson. To support the use of supplemental resources, Alqahtani (2015) asserts that teachers must pick materials based on their relevance (subject, objective, linguistic content), productive or receptive skills (listening, reading, writing, speaking), and relevance (student requirements, age, and level).

Discussion

The results of this research are supported by the theory that became the basis of the authors, short stories give an important role in the world of education, including in increasing students' vocabulary, students who are diligent in reading have more vocabulary (Blachowicz & Fisher, 2004). Using short stories in increasing vocabulary through context will make students more active so that new vocabulary they find in the text will stay longer in students' long-term memory. Another expert explain that short story can improve students' vocabulary.

According to Al- Dersi (2013), some of the impact of short stories in language. 1) short stories make English learning enjoyable and interesting for students, 2) short stories able to introduce learners with the target language and culture, 3) short stories can improve language acquisition and learners' comprehension. 4) short stories integrate new words with actual usage in varied ways, enables students to understand the context and meaning of new words, 5) Reading short stories guess what will occur next, which actively engages them in the process and aids them in understanding the meaning of new words they learn through context. 6) short stories help EFL teachers to combine it with productive skills like as speaking and writing. 7) short story helps students to carry it everywhere; and it does not take much time to develop. 8) give opportunities for students to be creative. According to the statements above, the short story technique has several advantages, including improved vocabulary, enjoyable, offering use in context, and not takes a lot of time.

According to the findings of this research, the average student learning outcomes in the experimental class are 47.31 on the pre-test and 56.75 on the post-test. In the control group, the average student learning outcomes is pre-test value 38.44 and post-test value 40.87. The

values of tcount = 3.684, ttable = 2.042, df = 30, and sig. (2-tailed) = 0.001 0.05 in the SPSS inferential analysis indicated that tcount > ttable or the significance value is less than the error rate, hence H0 is rejected. Based on inferential statistical analysis, it can be shown that Short storymay be used to teach vocabulary to students in the second grade at the Babul Khaer Islamic Boarding School in Bulukumba. In addition, the features of supplemental genuine vocabulary resources had a percentage of 81%, vocabulary, with a rate of 69.8%, activities/exercises/tasks, with a percentage of 68.5%, and illustration had a percentage of 58%, due to it was less effect on student learning results.

In the aspect of vocabulary analysis, the most significant influence in increasing students' vocabulary is that it is easier for students to understand vocabulary through the grammar at each meeting (76.25%). The students' vocabulary always increases in every meeting (75%). The increase in students' vocabulary was also influenced by the introduction of meaning (75%), through the use of vocabulary (71.25%), The vocabulary gives accordance with the needs of high school level (68.75%), synonyms and antonyms for each word help students to improve their vocabulary (67.5%). The vocabulary given can be used in students' daily lives (65%). And the one that gives the least influence is learning vocabulary through its form (60%).

The aspects of activities/exercises/tasks have the most influence, because students were interested in the exercises/activities provided during the vocabulary learning process through short stories (72.5%), the instructions given during the vocabulary learning process through short stories were clear and easy to understand (72.5%), the exercises/activities provided for the students to train writing skills, speaking, reading and listening (70%), the exercises/activities given focus on improving vocabulary (68.75%), the exercises/activities provided help students increase vocabulary (66.2%) the exercises/activities/task provide more opportunities for students to be more active during the vocabulary learning process through short stories (61.25%).

In the Aspects of Supplementary vocabulary materials that have the most influence, namely the material provided has sufficient vocabulary practice (93.75%), there are handouts for each material (82.5%), students easily understand the material and topics contained in the short story through vocabulary learning (80%) the material provided is interesting so that it helps increase students' vocabulary (75%), the material provided is varied and according to the needs and level of students (59%).

In the illustration aspect, the biggest influence is the image contained in the short story helping students understand the content of the story (58.75%), the image in the short story is in accordance with the story content (57.5%).

These findings corroborate the theoretical underpinnings of using stories in language instruction. Stories, especially short ones suitable for children, provide a rich and meaningful context that can enhance the learning and retention of new vocabulary items (Nagy & Herman, 2014; Coyne et al. 2014). In a story, words are not isolated entities but are woven into sentences and connected with other words, creating a network of semantic relations (Toub et al., 2018). This context helps learners understand the meaning of new words and how they are used, leading to a deeper level of processing and better retention.

Additionally, stories can stimulate students' interest and engagement, making the learning process more enjoyable (Puspitarini & Hanif, 2019). This emotional and cognitive engagement can enhance memory and recall, further contributing to the effectiveness of stories as a vocabulary teaching resource. It is worth noting that students in the experimental group, who were taught using short stories, might have developed a more positive attitude towards vocabulary learning, which in turn could have influenced their learning outcomes.

The findings of this research contribute to the growing body of literature on the use of literature in language teaching and shed light on its potential benefits in the context of vocabulary instruction. While previous studies have suggested the benefits of using literature, including short stories, in language instruction, empirical evidence, particularly in the context of Islamic Boarding Schools in Bulukumba, has been limited. This study adds to this body of evidence and extends our understanding of the potential of short stories as an effective teaching resource for vocabulary instruction.

CONCLUSION

This quantitative study conducted at Babul Khaer Islamic Boarding School was designed to investigate the potential benefits of using short stories as a teaching resource for vocabulary instruction for second-grade students. The promising results obtained from this research indeed offer meaningful insights into the domain of language acquisition.

Based on the data analysis, research results, and research discussions, the authors concluded that utilizing Short story as a resource to teach vocabulary to the second grade of Babul Khaer Islamic Boarding School Bulukumba was beneficial. It was shown by the students' performance on vocabulary assignments and activities. Prior to the implementation of the short stories, the students' vocabulary knowledge was limited. After using a short stories, the students' abilities produce a distinct outcome. It was discovered that students' post-test scores were higher than their pre-test scores, showing that the use of a short story as a teaching resource contributed to the students' advances in vocabulary acquisition. The statistical analysis revealed that the average pre-test vocabulary score for the experimental class was 47.31 and increased to 56.75 on the post-test. It demonstrates that employing Short story as a teaching tool for vocabulary increased the students' vocabulary knowledge. On other hand, short stories have an effect in increasing student vocabulary as evidenced by the results of statistical data analysis, but the average student score is still below the KKM. the total number of students in the experimental class was 16 students but only 1 student succeeded in obtaining the KKM score. According to the result of this research, short stories have an affect but are unable to achieve student graduation standards at Babul Khaer Islamic Boarding School Bulukumba.

Nevertheless, it's important to underscore that the interpretation and generalizability of these findings should consider the limitations of the study. Conducted in a single educational setting, this study underscores the need for replication and expansion into diverse learning environments, which could serve to validate the results further. Furthermore, this research focused only on the immediate impact of the use of short stories on vocabulary acquisition. Future studies should delve into long-term retention of the acquired vocabulary, which is vital in ensuring the sustainability of the learning outcomes.

The novelty of this study lies in its exploration of the effectiveness of short stories as a teaching vocabulary resource in the specific context of an Islamic boarding school. The results indicate that integrating short stories into the curriculum can be particularly beneficial in settings where students may have limited access to diverse learning resources. This study also emphasizes the potential of using short stories to foster moral and ethical discussions, which align well with the values-based education provided in Islamic boarding schools.

While the focus of this study was primarily on vocabulary instruction, it indirectly opens up possibilities for similar investigations into other aspects of language teaching, such as grammar, reading comprehension, or even oral fluency. By doing so, researchers can unearth the full potential of literature, specifically short stories, in language learning and instruction (Arham & Ariani, 2020).

In light of the results, educational institutions, including Babul Khaer Islamic Boarding School, could contemplate integrating short stories into their vocabulary instruction practices. It offers a more engaging and context-rich alternative to traditional teaching methods, making vocabulary learning more efficient and enjoyable for the students.

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