The Use of Short Stories with Hidden Pictures to Improve Students' Vocabulary Achievement at Seventh Grade

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A B S T R A C T

Short Stories (*Cerpen*) are literary works containing fictional stories packaged in a concise and clear form. The story presented is in the form of the author's imagination. Short stories have hidden images that can be used as learning media. Each noun in the story is replaced with a note that hides the picture of that noun. This research used subjects in seventh grade (VII) junior high school (SMP) level. The research stages were carried out in cycles of planning, action, observation and reflection. In the cycle stage there were four meetings with 13 class VII students at State Junior High School (SMPN) 5 Padang. This research was conducted on students who have limited vocabulary. Researchers recommend that an English teacher use short stories with hidden pictures as an alternative medium for learning vocabulary. The results of the paired sample test analysis show a p-value of $0.003 < 0.05$ and a t-value of 3.792 with df -9. Thus, the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted and there is a significant increase in the use of short stories with hidden pictures to increase students' vocabulary achievement. So, this research can be a recommendation in using learning media to increase students' ability to master the components or other English skills in different classes, subjects and activities.

A B S T R A K

Cerita Pendek (Cerpen) berupa karya sastra yang bermuatan cerita fiksi yang dikemas dalam bentuk ringkas dan jelas. Cerita yang disajikan berupa imajinasi dari penulisnya. Cerpen memiliki gambaran yang tersembunyi yang dapat digunakan sebagai media pembelajaran. Setiap kata benda dalam cerita diganti dengan catatan yang menyembunyikan gambar dari kata benda tersebut. Penelitian ini menggunakan subjek pada siswa kelas tujuh (VII) tingkat Sekolah Menengah Pertama (SMP). Tahapan penelitian dilaksanakan dalam siklus perencanaan, tindakan, observasi dan refleksi. Dalam tahapan siklus memiliki empat pertemuan terhadap 13 siswa kelas VII Sekolah Menengah Pertama Negari (SMPN) 5 Padang. Penelitian ini dilakukan terhadap siswa mempunyai kosakata yang terbatas. Peneliti merekomendasikan agar seorang guru bahasa Inggris menggunakan cerita pendek dengan gambar tersembunyi sebagai media alternatif pembelajaran kosakata. Hasil analisis uji sampel berpasangan menunjukkan nilai *p-value* sebesar $0,003 < 0,05$ dan nilai *t-value* sebesar 3,792 dengan df -9. Dengan demikian Hipotesis Nol (Ho) ditolak dan Hipotesis Alternatif (Ha) diterima dan terdapat peningkatan yang signifikan dalam penggunaan cerita pendek dengan gambar tersembunyi untuk meningkatkan pencapaian kosakata siswa Sehingga penelitian ini dapat menjadi rekomendasi dalam menggunakan media pembelajaran untuk meningkatkan kemampuan siswa untuk menguasai komponen atau keterampilan bahasa Inggris lainnya di kelas, mata pelajaran, dan aktivitas yang berbeda.

1. Introduction

Vocabulary is the language's property of words [1], [2], [3]. In learning language will certainly not fail to learn vocabulary, as vocabulary has a vital role in the broadness of communication [4], [5]. Communication is multilingual, among other things English. English mastery when enhanced by mastering a vocabulary well because the processing of good vocabulary would have an effect in person's skills in the language [6], [7], [8].

Whilst humans want to master English, they ought to learn 3 basic English components, namely pronunciation, grammar, and vocabulary [9], [10]. They all are very important to research. However, vocabulary s the most vital that they want to analyze because it is the simple element that determines human will be a hit or no longer in mastering English and the crucial detail that connects all of the four language abilities; speaking, listening, reading, and writing [11].

The students need to analyze vocabulary to understand the message that the author conveys via textual content, communicate their ideas within the textual content, interact with others, and recognize what people say [12]. If the students master vocabularies, the students can improve their receptive skills and effective skills.

The receptive skills are reading and listening skills, whilst productive skills are writing skills and speaking skills [13].

The author spends maximum of the time analyzing grammar, the writers' English will not enhance very an awful lot [14]. It will see extra improvement if the author learns extra words. the author can say very little with grammar, but the author can say almost anything with words [15]. It could be concluded that the first thing that have to be mastered by people in getting to know English is vocabulary. How an awful lot the author spends the time analyzing grammar will not enhance the writers' English but if the author spends the time getting to know vocabulary, the author will see extra development. By mastering vocabulary, there are numerous words that the author can say, but with grammar, very few words that the author can say [16].

Studying vocabulary could be very essential, in particular for college students [17]. If students have lack vocabularies, they will get difficulties have understanding and producing the English language. Then they also get problems conveying their ideas to different people. Despite the fact that, if they master vocabularies, they can without problems express and apprehend ideas both in an oral and written shape. By mastering vocabularies, students can enhance their English language skills. For listening, and reading, students' vocabulary allows them apprehend what the speaker says and what the author conveys inside the textual content. Then, for writing and speaking, students' vocabulary will also have an impact on their potential to supply their ideas in written and oral shape [18].

Seven problems may also reason the students did not master vocabulary [19], that is:

a. First, they've problems understanding the means of words inside the text. It may be seen once they meet the words in the text and they feel careworn to recognize the means of words. If they discover unexpected words, they will directly ask their teacher about the means of these words. The author also sees very few students still checked out the English dictionary while the author requested them that means of an English word in Indonesian. It could be one of the student problems that make students' vocabulary is low. They also experience difficulty to define the meaning of those means words in English because they lack vocabulary.

b. Second, they do not know the way to use the word appropriately. In the other words, the students sense pressured to choose and use the word based on the context because one English word has a couple of meanings.

c. Third, they have problems with spelling the words. a few students even do not recognize once they make mistakes in spelling the words, broadly speaking for spelling letters a, i, e.

d. Fourth, a few students have problems pronouncing the words. In Indonesia, the way we pronounce words is the same as the written form, however, it is specific for English words where the written form is different from the spoken form. That is why they sense stressed to pronounce English words and think that English is a tough concern to examine.

e. Fifth, a few students have low participation in English. Throughout getting to know techniques, some students are sleepy, go to sleep, make a fuss in the classroom, and usually ask permission to go out of class.

f. Sixth, the students have problems memorizing the words. it could be visible from the students' comments about the problems they face in mastering English. One of the problems they have is memorizing words. While the author gives students questions to say the names of factors in the zoom class and some adjectives words which have been learned, a few students cannot point out the words. It could be stated that they sense difficulty to memorize the words.

g. Seventh, the author located that the teacher still uses the conventional method in teaching English to his students. This method makes students overly dependent on teachers. The students say that to the author, the teacher by no means used an exciting method to educate English particularly to be master in vocabulary (translation method).

Regarding the troubles above, some strategies may be utilized in teaching vocabulary, in particular in this case, for junior high school students [20]. One of the effective strategies is by using short stories with hidden pictures so students can enhance their vocabulary mastery [21]. It may be an alternative way to increase students' vocabulary. Short stories with hidden pictures can assist the teacher make students extra energetic and want to take part throughout the zoom class getting to know the system.

A short story with hidden pictures is the learning media in which every noun which was replaced with a sticky note which hid the picture from the noun could be used in English [22], especially the vocabulary study of young learners (young learners) in view the pictures in the story could capture students' attention. There are four reasons why the writer chooses Short Stories with hidden pictures as the technique to improve students' vocabulary mastery [23], [24], such as:

a. Short Stories with hidden pictures are suitable for teachers who want to teach vocabulary, especially for teaching noun, adjectives, verb, adverb, and spelling.

b. Students can learn English words in a fun way.

c. Short Stories with hidden pictures, students will be happy to learn and avoid boredom during learning process.

d. Short stories with hidden pictures make students more motivated to learn, active, and want to take apart.

Vocabulary is one of the crucial components of language that has to be found by students in learning English [25]. Second language teaching getting to know stated that vocabulary is more than listing of goal language words. As a part of the language system, vocabulary is intimately interrelated with grammar. In fact, it is feasible to tool the lexical system of maximum language into "grammatical word" together with prepositions, articles and adverbs and so forth, and content material phrases. The grammaticality of vocabulary additionally manifests itself in word morphology, that is, the grammatical debris that we attach to the start and ends of words in order to form new words.

Vocabulary is not always an optional or unimportant part of a foreign language [26]. Still, much less is it an aspect of expertise that can be disposed of without a lot of impact on the language being learned. Words are the building blocks of language and without them, there is no language. Therefore, vocabulary is a very important part to construct of the words. Without vocabulary, there is no language to be said or not anything.

Own thinking that is not based on preexisting definitions. Even if there is an immediate resemblance, it's just the story is the result of a coincidence. It is a series of events presented, whether by non-fiction or fiction. The short story is fictional narrative prose. Short stories tend to be solid and straight forward to their aims rather than other lengthy works of fiction, such as novella (in the modern sense) and novels. Because in short, successful short stories rely on literary techniques such as characters, pots, themes, language and insight in a greater way than even longer fiction [27]. It could be in different kinds.

A short story with hidden pictures is the learning media in which every noun which was replaced with a sticky note which hid the picture from the noun [28]. It should be used in English, especially vocabulary study of young learners in view of pictures in the story attracting students.

2. Research Method

This type of research is quantitative research using a pre-experimental and using one group pre-test post-test design. Pre-experimental design is a plan that reveals only one group or class that was given pre-test and post-test. In a sense, then, there are external variables that affect the formation of a dependent variable. It is because there are no control variables so it can affect the dependencies, where the co-dependent variables themselves are not affected by independent variables. This design would reveal the use of short stories with hidden pictures before and after treatment. Thus, the writer given pre-test questioners (initial test) and post-test (final test).

2.1. Respondents of the research

This research was at State Junior High School (SMPN) 5 Padang, where is locate in JL. Komplek PJKA, Jati, Kecamatan, Padang Timur, Kota Padang, Sumatera Barat-25129. The reason for choosing this school is the researcher found that the students have some mastering vocabulary problems. The other reason is the researcher used experimental research where there must be more than one classes. Researcher found there are eight classrooms of the seventh-grade students in this school.

2.2. Identification of the problem

Based on the background of the problem above, the writer found the problem as follows:

a. he students still lack vocabulary mastery

b. The students' motivation to learn English is still have low

c. The teaching technique used by teacher is not effective and monotonous.

2.3. Source of Data

This section shows the finding of the research from the experimental class. The population of this study was all students of the seventh grade in SMPN 5 Padang that consists of 8 classes. The sample of this study was VII.8 with consisted of 13 students as the experimental class. Here the researcher wanted to know the effect of using short stories with hidden pictures to improve student's vocabulary achievement at seventh grade of SMPN 5Padang. The instrument of this study was test. The pre-test was in the form of essay for vocabulary test. The pre-test was given to experimental class. Then, after conducting the pre-test, the researcher gave treatment by using short stories with hidden pictures in experimental class. After the treatment is done post-test will be giving students of the experimental class. There were 7 number of the question given to students of the experimental class.

3. Result and Discussion

3.1. Technique of Data Collection

3.1.1. Pretest

According to Creswell, a pre-test gives a degree on some characteristics that the researcher assesses for participants in a test before they acquire treatment. The researcher gave a pre-test in each class that had been given before doing a treatment to understand the

difference between the only classes taught by using short stories with hidden pictures and conventional techniques. The pre-test is in form of multiple essays for a vocabulary test. The researcher gave 7 questions to the students.

3.1.2. Treatment

The treatment will be given after conducting the pre-test. The duration for giving the experiment at the seventh-grade students in VII-8 class was 60 minutes in one meeting in which the experimental class will be taught with using Short Stories with hidden pictures in vocabulary learning.

3.1.3. Post-test

After treatment is complete, students will be post-tested. It is used to understand the student's vocabulary mastery after therapy. The post-test will be in the form of a dissertation. The test items in the post-test are the same as those in the pre-test.

3.2. The technique data analysis

Pre-experimental design is a plan that reveals only one group or class that was given pre-test and post-test. In a sense, then, there are external variables that affect the formation of a dependent variable. It is because there are no control variables so it can affect the dependencies, where the co-dependent variables themselves are not affected by independent variables. This design would reveal the use of short stories with hidden pictures before and after treatment. Thus, the writer given pre-test questioners (initial test) and post-test (final test).

The researcher extensively utilized a pre-experimental layout because objectives to reach valid conclusions of the experimental treatment on the established variable. It is the identical with the purpose of this studies, which was to benefit conclusions about the effect of using short stories with hidden pictures on students' vocabulary mastery.

3.3. Normality Test

The normality of the test is used to measure whether the data in experimental class are normally distributed or not. In this research the researcher used Shapiro Wilk to do Normality [29] statistical computation by using SPSS (Statistical Package for Social Science) version 16. The criteria of accepted or rejection of hypothesis for normality test are:

a. The data has a normal distribution if the significance value is > 0.05.

b. The data does not have a normal distribution of the significance value < 0.05.

3.4. Finding Study

3.4.1. Data Description

This section shows the finding of the research from the experimental class. The population of this study was all students of the seventh grade in SMPN 5 Padang that consists of 8 classes. The sample of this study was VII.8 with consisted of 13 students as the experimental class. Here the researcher wanted to know the effect of using short stories with hidden pictures to improve student's vocabulary achievement at seventh grade of SMPN 5 Padang. The instrument of this study was test. The pre-test was in the form of essay for vocabulary test. The pre-test was given to experimental class. Then, after conducting the pre-test, the researcher gave treatment by using short stories with hidden pictures in experimental class. After the treatment is done post-test will be giving students of the experimental class. There were 7 number of the question given to students of the experimental class.

3.4.2. The result of pre-test and post-test of the experimental class

After conducted pre-test and post-test of experimental class, the researcher obtained the data. The data can be seen in Table 1.

Table 1. The Data of Pre-test-Post-test of experimental class

Student's Number	The experimental class	
	Pre-test	Post-test
1	24	40
2	32	64
3	72	80
4	52	80
5	76	80
6	24	36
7	60	96
8	20	84
9	52	56
10	44	60
11	48	84
12	76	76
13	64	64

Based on the above results, the wide variety of students taking the test is 13. The full pre-test rating acquired by the experimental class is 644, and the mean pre-test rating is 49.54 with mode 24a and a median 52. The lowest score for the pre-test changed to 20 and the highest score was 76. The researcher discovered that there have been handiest 2 students with a score above the minimum mastery criterion. in the meanwhile, the total score for the post-test is 900 and the mean is 69.23 with mode 80 and median 76. The lowest score for the post-test turned into 36 and the highest score became 96. It showed that there were 7 students at the post-test who accomplished above the minimal mastery criterion. It may be indicated that there may be an enormous distinction in the experimental class between the pre-test and post-test ratings in Table 2.

Table 2. Frequency Pre-Test Distribution in the Experimental Class (Pre-test)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
20	1	7.7	7.7	7.7
24	2	15.4	15.4	23.1
32	1	7.7	7.7	30.8
44	1	7.7	7.7	38.5
48	1	7.7	7.7	46.2
52	2	15.4	15.4	61.5
60	1	7.7	7.7	69.2
64	1	7.7	7.7	76.9
72	1	7.7	7.7	84.6
76	2	15.4	15.4	100.0
Total	13	100.0	100.0	

Table 2 could be seen that there are various student pre-test scores. There were 7,7% or 1 student got score 20, 15,4% or 2 students get score 24, 7,7% or 1 student got score 32, 7,7% or 1 student got score 44, 7.7% or 1 student got score 48, 15,4% or 2 students got score 52, 7,7% or 1 student got score 60, 7,7% or 1 student got score 64, 7,7% or1 student got score 72, 15,4% or 2 students got score 76 in Table 3.

Table 3. Frequency Post-Test Distribution in the Experimental Class (Post-Test)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
36	1	7.7	7.7	7.7
40	1	7.7	7.7	15.4
56	1	7.7	7.7	23.1
60	1	7.7	7.7	30.8
64	2	15.4	15.4	46.2
76	1	7.7	7.7	53.8
80	3	23.1	23.1	76.9
84	2	15.4	15.4	92.3
96	1	7.7	7.7	100.0
Total	13	100.0	100.0	

Table 3 could be seen that there are various students' post-test score. There were 7,7% or 1 student got score 36, 7,7% or 1 student got score 40, 7,7% or 1 student got score 56, 7,7% or student got score 60, 15,4% or 2 students got score 64, 7,7% or 1 student got score 76, 23,1% or 3 students got score 80, 15,4% or 2 students got score 84, 7,7% or 1 student got score 96.

3.5. Test Requirements Analysis

To know data from the 7.8 class as experimental class is normally distributed, the normality test must be done. To know the result of the calculation is normal or not, the researcher used Shapiro-Wilk formulas by using Statistical Package for the Social Sciences (SPSS) Software Version 16.0 software with α = 0.05. If the significance value of pre-test and post-test is higher than α = 0.05, it can be assumed that the data is normally distributed. But if the significance value of

pre-test and post-test is lower than α = 0.05, it can be concluded that the data is nor normally distributed. The calculation of the normally test using Shapiro-Wilk can be seen in the following Table 4.

Table 4. Experimental Class Normality Testing (Tests of Normality)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre-Test	.131	13	.200[*]	.925	13	.293
Post-Test	.188	13	.200*	.929	13	.330

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The Table 4 shows that the significance value of pre-test 0,293, higher than 0,05, which means that the pre-test data distribution is normal. The post-test significance value is 0,330, higher than 0,05, which means that the post-test data distribution is also normal. It can be concluded that the experimental class data are normal.

3.6. Hypothesis Testing

The Paired sample t-test was used to determine whether or not there was a significant improvement of using short stories with hidden pictures to improve student's vocabulary achievement. The calculation of the paired t-test was used to analyzed the 7.8 class as the experimental group between pre-test and post-test. The result 7.8 class as the experimental pre-test and post-test scores were determined using SPSS version 16.0 in Table 5.

Table 5. Paired Samples Statistics Pre-Test and Post-Test Experimental Class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	49.54	13	19.902	5.520
	Post-test	69.23	13	17.843	4.949

Based on the result, the mean post-test score of the experimental class was higher than the mean pre-test score where the mean post-test score 69.23 and the pre-test score 49.54 in Table 6.

Table 6. Paired Samples Test

Pair 1	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pre-test - Post-test	-19.692	18.723	5.193	-31.007	-8.378	-3.792	12	.003

Based on the result above, it can be seen that the t-value in the table value got score -3.792 (sig = .003) with df -12. Thus, Ho was rejected and Ha was accepted. This result assumes that there was significant improvement of using Short stories with hidden

pictures to improve student's vocabulary achievement at seventh grade of SMPN 5 Padang.

3.7. Discussion of the result on data analysis

The objective of this observation is to find out whether any significant difference in students' vocabulary mastery between the students who have been taught using short stories with hidden pictures and those who taught the usage of conventional. In addition, the researcher wants to recognize whether or not there has been any widespread improvement in students' vocabulary mastery before and after being taught the usage of the short stories with hidden pictures. The pre-test turned into accomplished to recognize students' mastery of vocabulary before treatment. Then, the post-test turned into given to measure the improvement of students' mastery of vocabulary in each lesson after treatment.

From the calculation in Table 4, the result of the mean from the experimental class is 49.54. After conducting the treatment, the mean of the experimental class is 19.692. That is student feel increasingly able to follow, to understand, and to able learning using short stories with hidden pictures. This result indicates that there was an improvement mean in the experimental class 19.692 from 49.54 to 69.23. this shows that the experimental class had mean that increased significantly.

Last, the researcher used paired sample test to know whether or not there was any significant improvement on students' vocabulary mastery before and after being taught using short stories with hidden pictures. The result of paired sample test analysis showed that the p=value was 0,003 <0,05 and the t-value is 3.792 with df -9. Thus, Ho was rejected and Ha was accepted. This result assumes that there was a significant improvement of using short stories with hidden pictures to improve students' vocabulary achievement at seventh grade of SMPN 5 Padang.

4. Conclusion

Based on the result of the hypothetical test, the writer concluded that there was a significant difference on students' vocabulary mastery by using short stories with hidden pictures. In the previous chapter, the result of data calculation shown that the mean pre-test score for the students was 49.54 in the experimental class. It can be said that the vocabulary mastery of students before treatment was still low. After conducting the treatment, the experimental class had a higher score where the mean post-test score of the students in the experimental class was 69.23. The finding of this research proves that the short stories with hidden pictures s effective in improving students' vocabulary mastery. So, the finding of this study can be used by future writes as an additional reference for conducting further studies. Moreover, the writer hopes that the future writer will be able to develop this study to be better in order to make this research more valuable.

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