

PENGARUH CERITA PENDEK DAN PENGUASAAN KOSAKATA TERHADAP PEMAHAMAN MEMBACA (EKSPERIMEN DI KELAS SEBELAS MADRASAH ALIYAH DI TASIKMALAYA JAWABARAT)

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui efek cerita pendek terhadap pemahaman membaca, efek penguasaan kosakata terhadap pemahaman membaca, dan efek interaksi cerita pendek dan penguasaan kosakata terhadap pemahaman membaca. Metodologi penelitian yang digunakan adalah eksperimen. Teknik pengumpulan data adalah tes penguasaan kosakata dan pemahaman membaca. Teknik analisis data menggunakan Anova dua jalur. Hasil penelitian menyimpulkan ada pengaruh signifikan cerita pendek terhadap pemahaman membaca, ada pengaruh signifikan penguasaan kosakata terhadap pemahaman membaca dan tidak ada pengaruh signifikan interaksi cerita pendek dan penguasaan kosakata terhadap pemahaman membaca. Berdasarkan hasil penelitian, maka diharapkan pengajar bahasa Inggris menggunakan media pembelajaran cerita pendek dan memotivasi siswa untuk menguasai dan selalu menambah penguasaan kosakata dalam pembelajaran bahasa Inggris.

Kata kunci: cerita pendek, penguasaan kosakata, pemahaman membaca

THE EFFECTS OF SHORT STORY AND VOCABULARY MASTERY ON THE STUDENTS' READING COMPREHENSION

ABSTRACT

The objectives of the research are to find the effect of using short story on the students' reading comprehension, the effect of vocabulary mastery on the students' reading comprehension, and the interaction effect of short story and vocabulary mastery on the students' reading comprehension. The research methodology used is experiment. Data collection is obtained by testing their vocabulary mastery and reading comprehension. Data analysis uses descriptive statistics, normality test, homogeneity test, and two ways ANOVA to test hypothesis testing. The research results conclude 1) There is a significant effect of short story on the students' reading comprehension. This can be drawn by the result of significance value (sig) is 0.000 and $F_{\text{observed}} = 239.630$. Because $\text{Sig.} = 0.000 < 0.05$ and $F_{\text{observed}} = 239.630 > F_{\text{table}} (2.838)$, then H_0 is refused and H_1 is accepted, 2) There is a significant effect of vocabulary mastery on the student's reading comprehension. This is proved by the result of significance value (sig) is 0.000 and $F_{\text{observed}} = 62.190$. Because $\text{Sig.} = 0.000 < 0.05$ and $F_{\text{observed}} = 62.190 > F_{\text{table}} (2.838)$, then H_0 is refused and H_1 is accepted, 3) There is no significant interaction effect of short story and vocabulary jointly on the student's reading comprehension. This can be seen by the results of significance value (sig) is 0.563 and $F_{\text{observed}} = 0.341$. Because $\text{Sig.} = 0.563 > 0.05$ and $F_{\text{observed}} = 0.341 < F_{\text{table}} (2.838)$, then H_0 is accepted and H_1 is refused.

Keywords: short story, vocabulary mastery, reading comprehension.

INTRODUCTION

Reading lets one live and travel to various places through his imagination and become familiar with other people and cultures. Therefore, ideas can be transmitted from the author's mind to the reader's mind. Reading is an active, which does not encompass one skill but a large number of interrelated skills, which increase gradually. Grabe, William and L. Stoller, Fredricka (2002:18) point out that "Reading is also interactive in the sense that linguistic information from the text interacts with information activated by the reader from long-term memory, as background knowledge. Reading involves an active search for information and interaction with the text. It requires the constant constructive involvement of the reader in what he is doing. It requires the use of high level mental abilities and background knowledge." Nowadays, reading has become the need for many people. It is a medium to learn about the world and other things that we want to know. By reading, people can enrich their knowledge and get written messages.

When learning reading, it is found some problems. The first, students often feel boring around ten minutes when the process of learning it has just begun because the teacher uses conventional teaching. As the fact, they had some difficulties in comprehending the texts. They used to read word by word, got confused with unfamiliar words, and did not comprehend the text messages. The second, students were still difficult to comprehend, determine the meaning of unfamiliar words.

The problem on the teaching and learning process is one of the normal obstacles. The researcher thinks that knowledge can be reached through teaching learning process which involves teacher and learner. Weil, Marsha (1972:1) stated "Teaching as a process by which teacher and students can create a shared environment including set of values and beliefs (agreements about what is important) which is turn color their view of reality." Based on the case above, language

learning should be done in many ways. According to J. McCarty, Donald (1968:56) "All over the country educators are making efforts to improve learning in the school through the use of new and imaginative approaches that break down lockstep routines."

The notions above inspire the writer to find way out on the problems of teaching reading. This will help the students acquire the knowledge particularly in reading. He thinks that short story is one of the solutions to disappear the first teaching reading problem, the boredom.

Learning is a process to acquire knowledge. It needs hard work and sometimes will make students frustrated and get bored, so that they lose their attention to a lesson. In this case, the use of media in teaching-learning process is needed to attract students' attention and to make teaching-learning activities more interesting and also effective.

The usage of short story is really needed recently. It will improve student's willingness, motivation, stimulus and even influencing strategy to the students. The teaching and learning will attract the students, so it will increase the student's motivation in learning. In addition, the material will be clearer. It is easy to be understood by the students. Besides, the method of teaching will be vary. It is not verbal communication occur in the class, so the student will not boring. Moreover, the students will do more activities in the teaching and learning process. It has the students to observe, do, act, analyse, and others.

Short story helps the students to learn the four language skills; those are listening, speaking, reading, and writing. According to Rocha Erkaya, Odilea (2004:1):

Some instructors may still believe that teaching EFL encompasses focusing on linguistic benefits only, so eventually their students will communicate in the target language, others who have integrated literature in the curricula have realized that literature adds a new dimension to the

teaching of EFL. Short stories, for example, help the students to learn the four language skills (listening, speaking, reading, and writing) more effectively because of the motivational benefit embedded in the stories. In addition, with short stories instructors can teach literary, cultural, and higher order thinking aspects.

It means that teaching by using short story has many functions and more effective. It helps the students to master the four language skills (listening, speaking, reading, and writing) easily.

The second problem of the student's difficulties in learning reading is the difficulties to comprehend, determine the meaning of unfamiliar words. The writer thinks that vocabulary mastery will get the students understand easily when they do reading. Vocabulary mastery plays a great role in determining the success of foreign language learning. Schmitt, Norbert (2000:19) points out that "one of the key elements in learning a foreign language is mastering the L2 vocabulary. Meaning that without having enough vocabulary, a foreign language learner will have problems in understanding a language and expressing his ideas." Besides, Notion, Paul (1990:2) states that "learners feel that many of their difficulties in both perceptive and productive language use result from an inadequate vocabulary. Students need a productive knowledge of at least 3000 high frequency English words in order to be able to cope with English tasks." It means that if students do not have enough vocabulary, English tasks will be frustrating as they have to look the dictionary up in the most of time. It is absolutely clear that learners especially senior high students master the vocabulary.

K Baker, Scott et all. (1995:100) states that "Most people feel that there is a common sense relationship between vocabulary and comprehension the messages are composed of ideas and the ideas are expressed in words." Most theorists and researchers in education have assumed that vocabulary mastery and reading comprehension are closely related, and numerous studies have shown the strong

correlation between the two. There are a number of ways how to encourage the student's vocabulary development, but the most important and effective is through reading and comprehension. The bottom line is that reading is still the best way for the students to develop their vocabulary. The secret to success is making sure the students comprehend what they are reading. The students think reading is simply reading aloud the words they see on a page. This is reading, but not necessarily on comprehension. In order to help the students, it is needed to be actively involved in the students' reading and use their school lessons to further challenge their vocabulary development. By taking extra steps to help the students build their vocabulary while reading for school, it is important to provide the students with the tools needed for academic and career success. Words are the tools for thought; the more words the student learns, the more tools they will have to achieve great things. By improving students' vocabulary skills, their reading comprehension will increase as well. This study was undertaken to explore the role of vocabulary in reading comprehension. There is an assumption where a student's success in grade school, high school, college and later in his or her career is dependent almost entirely on vocabulary.

Those notions above makes the writer to formulate the problems, as follows: 1) Is there any effect of teaching media on the students' reading comprehension at private Islamic senior high school in Tasikmalaya-West Java? 2. Is there any effect of vocabulary mastery on the students' reading comprehension at private Islamic senior high school in Tasikmalaya-West Java? 3. Is there any interaction effect of teaching media and vocabulary mastery on students' reading comprehension at private Islamic senior high school in Tasikmalaya-West Java?

The objectives of the research are 1) To know the effect of teaching media on the students' reading comprehension at private Islamic senior high school in Tasikmalaya-West Java 2. To know the

effect of vocabulary mastery on the students' reading comprehension at private Islamic senior high school in Tasikmalaya-West Java 3. To know the interaction effect of teaching media and vocabulary mastery on students' reading comprehension at private Islamic senior high school in Tasikmalaya-West Java?

Short Story

The short story is a kind of literature. It is a printed material made by people, scholars, researcher, literary writer, etc. Short story usually tells us about many kinds of aspect if life, like philosophy, history, culture, religion, and region.

The short story is a literary genre. According to Library>Refference>Wordnet "The short story is a literary genre of fictional prose narrative that tends to be more concise and to the point than longer works of fiction such as novellas (in the modern sense of the term) and novels." It means that short story is a literary genre that is not too long.

Short story is a short fictional prose. According to Library>Refference>Wordnet. "Short story is a fictional prose tale of no specified length, but too short to be published as a volume on its own, as novellas sometimes and novels usually are." It means that short story is a short fictional prose, like novel. Furthermore, Ghasemi, Parvin and Hajizadeh, Rasool (2011:69) states " the short story is a compact literary genre in which much is left unsaid in order for the reader to draw implication."

The short story is a literary that can be valuable of the language skills development. Ghasemi, Parvin and Hajizadeh, Rasool (2011:69) states " the short story as a multi-dimensional literary genre can be profitably used in the acquisition of various language skills. The short story's distinctive feature's i.e. its brevity, modernity, and variety make it appealing and interesting to language learners."

From the definitions above, the writer concludes that short story is a fictional prose and it can be categorized as a

literature tends to be more concise and to the point than longer works of fiction such as novellas (in the modern sense of the term) and novels. The short story is really short to be published as a volume on its own, as novellas sometimes and novels usually are but the short story as a multi-dimensional literary genre can be profitably used in the acquisition of various language skills. The short story's distinctive feature's i.e. its brevity, modernity, and variety make it appealing and interesting to language learners.

The Characteristics of Short Story

In the old time, the short story comes from the tales. It is conveyed in the beautiful poem form. It is made to help the people to remember the story easily. Library>Refference>Wordnet.states

"Short stories date back to oral story-telling traditions which originally produced epics such as Homer's *Iliad* and *Odyssey*. Oral narratives were often told in the form of rhyming or rhythmic verse, often including recurring sections or, in the case of Homer, *Homeric epithets*. Such stylistic devices often acted as mnemonics for easier recall, rendition and adaptation of the story." It means that the short story are from the tales (story-telling traditions).It is conveyed to the people by using beautiful rhythmic poem in the old time because the people will remember it easily.

The short story is shorter than novel. It usually describes only one incident. It has only one setting and plot. Moreover, the short story has a small number of characters, and covers a short period of time.

According to Library>Refference>Wordnet. "Short stories tend to be less complex than novels. Usually short story focuses on only one incident, has a single plot, a single setting, a small number of characters, and covers a short period of time." It means that short story tells us about one event and has only one plot and setting. It also has only a few characters, and happened in short period of time.

Short story has many elements namely theme, character, setting, plot, and

conflict. The theme in a piece of fiction is its controlling idea or its central insight. It is the author's underlying meaning or main idea that he is trying to convey. The theme may be the author's thoughts about a topic or view of human nature. The title of the short story usually points to what the writer is saying and he may use various figures of speech to emphasize his theme, such as: symbol, allusion, simile, metaphor, hyperbole, or irony.

The second is character. There are two meanings for the word character: 1) The person in a work of fiction. 2) The characteristics of a person. Persons in a work of fiction - Antagonist and Protagonist. Short stories use few characters. One character is clearly central to the story with all major events having some importance to this character - he/she is the protagonist. The opposer of the main character is called the antagonist. The Characteristics of a Person. In order for a story to seem real to the reader its characters must seem real. Characterization is the information the author gives the reader about the characters themselves.

The third is setting. The time and location in which a story takes place is called the setting. For some stories the setting is very important, while for others it is not. There are several aspects of a story's setting to consider when examining how setting contributes to a story (some, or all, may be present in a story):

a) place - geographical location. Where is the action of the story taking place? b) time - When is the story taking place? (historical period, time of day, year, etc) c) weather conditions - Is it rainy, sunny, stormy, etc? d) social conditions - What is the daily life of the characters like? Does the story contain local colour (writing that focuses on the speech, dress, mannerisms, customs, etc. of a particular place)? e) mood or atmosphere - What feeling is created at the beginning of the story? Is it bright and cheerful or dark and frightening?

The plot is how the author arranges events to develop his basic idea; It is the sequence of events in a story or play. The

plot is a planned, logical series of events having a beginning, middle, and end. The short story usually has one plot so it can be read in one sitting. There are five essential parts of plot: Plot a) Introduction - The beginning of the story where the characters and the setting is revealed. b) Rising Action - This is where the events in the story become complicated and the conflict in the story is revealed (events between the introduction and climax). c) Climax - This is the highest point of interest and the turning point of the story. The reader wonders what will happen next; will the conflict be resolved or not? d) Falling action - The events and complications begin to resolve themselves. The reader knows what has happened next and if the conflict was resolved or not (events between climax and denouement). e) Denouement - This is the final outcome or untangling of events in the story.

The last is conflict. It is essential to plot. Without conflict there is no plot. It is the opposition of forces which ties one incident to another and makes the plot move. Conflict is not merely limited to open arguments, rather it is any form of opposition that faces the main character. Within a short story there may be only one central struggle, or there may be one dominant struggle with many minor ones. There are two *types* of conflict: 1) External - A struggle with a force outside one's self. 2) Internal - A struggle within one's self; a person must make some decision, overcome pain, quiet their temper, resist an urge, etc. There are four *kinds* of conflict: 1) Man vs. Man (physical) - The leading character struggles with his physical strength against other men, forces of nature, or animals. 2) Man vs. Circumstances (classical) - The leading character struggles against fate, or the circumstances of life facing him/her. 3) Man vs. Society (social) - The leading character struggles against ideas, practices, or customs of other people. 4) Man vs. Himself/Herself (psychological) - The leading character struggles with himself/herself; with his/her own soul, ideas

of right or wrong, physical limitations, choices, etc.

From the explanations above the writer concludes that the characteristics of short story are focusing only on one incident, having a single plot and setting and having a few characters. The five important elements of short story are theme, character, setting, plot, and conflict.

The short story as teaching media and its benefit in reading comprehension

In the previous, the writer concludes that there are two kinds of short story, those are electronic media and simple media. The example of simple media is short story because it is easy to make, to get, and to use.

The researcher believes that short story is a short story. It helps the students to get the knowledge, concepts, and theories through using short story. Furthermore, it can develop the students' motivation in learning something. Therefore, the writer concludes that short story is a short story.

Short story is a short story that can be practiced everywhere. Reading short story is a suggested way to be done in the classroom. Collie, Joanne and Slater, Stephen (1995:1) states "Reading stories in a classroom first, rather than in armchair. Working with other people in groups gives you a lot of advantages: it can help each other with the difficulties, and can share ideas, reactions, and interpretation."

Reading comprehension, as a fundamental language skill, requires a complex acquisition process which can account for the way that the learners comprehend what they read.

Some materials such as textbook are needed to enhance reading comprehension, such as word analysis, structural analysis, dictionary use, and learning the meaning of words from the context. Short stories could be beneficial since literature has the quality of being universal and short stories will allow the teacher to deal with human problem.

Pourkalhor, Omid and Kohan, Nasibeh (2013:1) states

The following advantages for pedagogical advantages of short stories over other literary texts:

1. Short stories makes the students' reading task easier because it is simple and short Give learners a better view of other people and other cultures.
2. Requires more attention and analysis helps students to be more creative and
3. Raise cultural awareness.
4. Reduce students anxiety and helps them feel more relax.
5. Is good for multicultural contexts because of its universal language.
6. Offers a fictional and interesting world

The teaching and learning process by using short story will increase the students' reading comprehension. According to Rocha Erkaya, Odilea (2004:1) "The results of a comparison between a group of students that read literary texts and a second group that read non-literary texts at a university in Hong Kong is the group who read literary texts showed improvement in vocabulary and reading comprehension." It means that the students who use literary text is better than the students who do not use it.

Short story will improve reading comprehension. Ghasemi, Parvin and Hajizadeh, Rasool (2011:69) states " Many ESL/EFL experts agree that the content knowledge is an important factor in the learning process of reading comprehension. The short story distinctive features, i.e., its brevity, modernity, and variety make it appealing and interesting to language learners and a value source for the improvement of language learning reading comprehension. The short story can offer learners adequate linguistic, intellectual, and emotional involvement and enrich their learning experience."

Furthermore, Ghasemi, Parvin and Hajizadeh, Rasool (2011:69) states " A good number of ESL/EFL experts do agree that content knowledge is an important factor in the learning process of reading comprehension. A valuable source of knowledge is, undoubtedly, literary texts, and more appropriately and for reading comprehension process, the short story.

Using the short story to enhance students' reading proficiency has another privilege. The short story is a compact literary genre in which much is left unsaid in order for the reader to draw implication. Therefore, it makes students sensitive to the hidden and implied meaning.

Teaching Reading by Using Short Story

Many techniques has been implemented to teach reading, one of the is by using short story. Pourkalhor, Omid and Kohan, Nasibeh (2013:1) states " Reading is not just a single skill but a combination of many skills and processes in which the readers interact with printed words and texts for content and pleasure. Through reading, one can teach writing, speaking, vocabulary items, grammar, spelling and other language aspects. There are some essential goals of reading such as enabling the students to understand the world, growing their interest, and finding solution to their own problems. The use of literature as a technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) is very popular within the field of foreign language learning and teaching nowadays. Moreover, in translation courses, many language teachers make their students translate literary texts like drama, poetry courses, and short story into their mother language."

Short story has valuable benefit if it is chosen in the development in language skills, particularly in reading comprehension. Ghasemi, Parvin and Hajizadeh, Rasool (2011:69-70) states " when the short story is chosen based on the student's level of English proficiency, it can offer them adequate linguistic, intellectual, and emotional involvement and enrich their learning experience. The short story can provide ESL/EFL learners with a suitable study resource which is both delightful and instructive to improve their English linguistics proficiency and reading comprehension."

There are five main parts of short story. They are theme, character, setting,

plot, and conflict. Five important elements of a short story are:

1. Theme
The theme is the central idea or belief in a short story.
2. Character
A character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.
3. Setting
The setting of a short story is the time and place in which it happens. Authors often use descriptions of landscape, scenery, buildings, seasons or weather to provide a strong sense of setting.
4. Plot
A plot is a series of events and character actions that relate to the central conflict.
5. Conflict
The conflict is a struggle between two people or things in a short story. The main character is usually on one side of the central conflict.

The writer concludes that the main parts of short story are theme, character, setting, plot, and conflict. The writer assumes if the students regularly read by identifying the elements of the short story, it will influence into their reading comprehension.

In the teaching reading process, the teacher should get the students to read short story first. The next, they are led to identify the theme, character, setting, plot, and conflict. After they succeed to label all the elements of the short story, the teacher should explain the function why they must know them.

Knowing the theme of the short story, it will help the students easy to find out the main idea on the passages subsequently. In addition, they can categorize what types of main ideas available on the text.

By labeling the characters on the short story, the students will easy to find out to the existing characters on the passages. In addition, the student can be able to find out how the character's physical/appearance on the passages easily. Moreover, the student is easy to find out what the character's say, think, feel, do or does on the passages. This

step will drive the students to decide the supporting ideas on the passages.

The next step of teaching reading by using short story based on the writer's opinion is identifying setting on the short story. This will assist the students easy to naming the places available on the passages. The next, it helps the student easy to identify the time available on the passages. The last, the students think easy to identify the conditions available on the passages. This benefit of this activity is the same as labeling the character. It incubates the students think easy to decide the supporting ideas on the passages.

Comprehending the plot and the conflict on the passages has some functions. It will make the student understand the genres, the generic structures in passages, the structure and grammar on the passages, the tenses, the moral value, the meaning, comprehend the passages served.

The Nature of Vocabulary Mastery

Speaking of vocabulary mastery, the first thing that should be explained is the definitions of mastery since the primary goal of vocabulary, which is mastery. According to Allen, Robert (2000:856), Mastery is skill or knowledge that makes one master of a subject.

From the definitions stated previously, mastery is someone's skill or knowledge of a subject. Subject in this case is vocabulary in a foreign language, which is learnt by students. In addition, Harmer, Jeremy (2002:13) points out that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Meaning that the existence of vocabulary cannot be separated by the existence of a language. In other words, no language exists without vocabulary.

In The World Book Encyclopedia vocabulary is the total number of words in a language, it is also the collection of words a person knows and uses in speaking or writing. Furthermore, Read, John (2000:11) states "A basic assumption in vocabulary is knowledge of words. A word is a microcosm of human consciousness.

Vocabulary therefore has an important role to help the students understand the meaning of words."

Referring to the concept of mastery, vocabulary mastery is someone's proficiency in using words and their meaning appropriately in language. By reading a text, learners will be accustomed to looking the dictionary up, guessing the words, and using the words in the context properly. Good mastery of vocabulary helps the learners express their ideas precisely. By having many stocks of words, learners will be able to comprehend the reading materials, catch someone's talk, give a response, speak fluently, and write some kinds of topics. On the contrary, if the learners are unfamiliar with the meaning of the words by those who address them, they will be unable to participate in conversation, ask for the information or express some ideas and thoughts.

From the previous statements, it can be inferred that vocabulary is a collection of words, which is collected through language, conversation and a dictionary used by people in verbal communication. Vocabulary mastery is someone's proficiency in using words and meaning and English language which frequently come up. Besides, vocabulary is also important in language learning which has to be mastered by students to develop the language skills; especially in reading that students should have adequate vocabulary as a result they can understand the reading materials.

Aspects of Vocabulary

According to Thornbury, Scott (2002:3-9) " There are some ways of presenting a word meaning namely:

- a) Word classes; the words play different roles in a text. They fall into one of eight different word classes such as nouns, pronouns, verbs, adjectives, adverb, prepositions, conjunction, and determiner.
- b) Word families; how words may share the same base or root but take different endings. A word family comprises the

base word plus its inflexions and its most common derivatives.(e.g. play, play + er = player, re + play = replay, play + ful = playful).

- c) Collocations; how words “couple up” to form compounds, and how they “hunt in packs” in the shape of multi-word units. It is seen as part of a continuum of strength of association: a continuum that moves from compound words (*second-hand, record player*), through multi-word units – or lexical chunks – (*bits and pieces*), including idioms (*out of the blue*) and phrasal verbs (*do up*), to collocations of more or less fixedness (*set the record straight, set a new world record*).
- d) Synonyms; Words that share a similar meaning. Thus: *old, ancient, antique, aged, elderly* are all synonyms in that they share the common meaning of not *young/new*. Synonyms are similar, but seldom the same.
- e) Antonyms; words with opposite meanings – like *old* and *new*.

The implication of the aspects just mentioned in presenting a word meaning, learning the vocabulary of a second language presents the following implications for teaching as stated by Thornbury, Scott (2002:30):

- a) Learners need tasks and strategies to help them organise their mental lexicon by building networks of association the more the better.
- b) Teachers need to accept that the learning of new words involves a period of “initial fuzziness”.
- c) Learners need to wean themselves off a reliance on direct translation from their mother tongue
- d) Words need to be presented in their typical contexts, so that learners can get a feel for their meaning, their register, their collocations, and their syntactic environments.
- e) Teaching should direct attention to the sound of new words, particularly the way they are stressed.

- f) Learners should aim to build a threshold vocabulary as quickly as possible.
- g) Learners need to be actively involved in the learning of words.
- h) Learners multiple exposures to words and they need to retrieve words from memory repeatedly.
- i) Learners need to make multiple decisions about words.
- j) Memory of new words can be reinforced if they are used to express personally relevant meanings.
- k) Not all the vocabulary that the learners need can be taught. Learners will need plentiful exposure to talk and text as well as training for self-directed learning.

From the explanation stated previously, it can be seen that so many components in mastering vocabulary because it consists of words, which have special features, and when someone only knowing the content words, without knowing the function words, and other components of words, he or she will never understand English sentence in a paragraph, or in a passage. Having lack of vocabulary will make students difficult in expressing their ideas; they will find many difficulties in using language skills. In enriching student’s vocabulary therefore the first thing has to do before starting lesson, students are introduced with the new vocabulary in the context of a passage.

As a result, vocabulary mastery is the student’s ability in finding out the words meaning in a sentence or paragraph, in the content, functional words, idioms, and also phrasal verbs. The vocabulary mastery can be enriched by giving a test to the students about words implementation, labeling a word to a picture, describing someone or something, finding the synonyms or antonyms from the text or the passage.

RESEARCH METHODOLOGY

The method used in this research is experiment. Short story will be implemented in teaching and learning process in treatment or experiment class and conventional method used in control class. The conventional method uses lecturing. The

students only listens what the teacher explained.

Variables and Design of the Research

The variables of the research consist of:

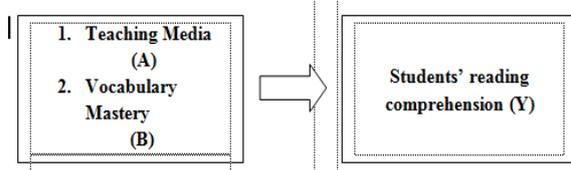
1. First Independent Variable, teaching media (A)
2. Second Independent Variable, Vocabulary mastery (B)
3. Dependent Variable, the students' reading comprehension (Y)

Independent Variables

Dependent Variable

Diagram 1

Variables of the Research
The following is design of the research:



Short story	Short Story (A1)	Conventional (A2)
Vocabulary Mastery		
High (B1)	(A1B1)	(A2B1)
Low (B2)	(A1B2)	(A2B2)
ΣTotal	ΣA	ΣB

Diagram 2
Research Design

Technique of Collecting and Analysing Data

The primary data of the research are test of vocabulary mastery and reading comprehension. Both are multiple choices test. All the questions have been examined before for getting the validity and reliability rules.

The research aims to analyse the difference the score rate of the two independent variables, therefore the he uses the two-way ANOVA to analyse the data.

Research Findings and Discussion

Research Findings

The analysis of the students' reading comprehension data done by using

two-way ANOVA which the calculation process helped by SPSS version 20 for windows. The following is the result of the computation

Tests of Between-Subjects Effects

Dependent Variable: Reading Comprehension

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	354.200 ^a	3	118.067	100.720	.000
Intercept	6969.600	1	6969.600	5945.630	.000
A	280.900	1	280.900	239.630	.000
B	72.900	1	72.900	62.190	.000
A * B	.400	1	.400	.341	.563
Error	42.200	36	1.172		
Total	7366.000	40			
Corrected Total	396.400	39			

a. R Squared = .894 (Adjusted R Squared = .885)

Diagram 3
Research Findings

By seeing diagram 3, it can be drawn the conclusion as follows:

1. There is a significant effect of short story on the students' reading comprehension

Hypothesis tested by seeing significant coefficient. If Sig. value > 0.05 then H₀ accepted and H₁ is refused. If Sig. value < 0.05 then H₁ accepted and H₀ is refused

Based on the table ,the researcher gets the result of ANOVA of short story with sig. = 0.000 < 0.05 and F_{observed} = 239.630 > F_{table} (2,838). Therefore, there is a significant effect of short story on the students' reading comprehension

2. There is a significant effect of vocabulary mastery on the students' reading comprehension

Hypothesis tested by seeing significant coefficient. If Sig. value > 0.05 then H₀ accepted and H₁ is refused. If Sig. value < 0.05 then H₁ accepted and H₀ is refused

Based on the table 4.13, the researcher gets the result of ANOVA of vocabulary mastery with sig. = 0.000 < 0.05 and F_{observed} = 62.190 > F_{table} (2,838). Therefore, there is a significant effect of vocabulary mastery on the students' reading comprehension.

3. There is not interaction effect of short story and vocabulary mastery on the students' reading comprehension

Hypothesis tested by seeing significant coefficient. If Sig. value > 0.05 then H_0 accepted and H_1 is refused. If Sig. value < 0.05 then H_1 accepted and H_0 is refused

Based on the table 4.13, the researcher gets the result of ANOVA of short story and vocabulary mastery with sig. = $0.563 > 0.05$ and $F_{\text{observed}} = 0.341 < F_{\text{table}} (2,87)$. Therefore, there is no significant interaction effect of short story and vocabulary mastery on the students' reading comprehension.

Discussion

There are many students who are still difficult in reading comprehension. The teacher has main role to must help the students who are still difficult to understand the material given. There so many ways to solve the student's difficulties and teaching and learning process. One of the ways is by using the teaching media. It assists the students to achieve the material and to achieve the teaching objective.

Teaching media means several things, graphic, or electronic tools that can be used to send the messages of several objectives of teaching to the students. In addition, media is tool to deliver message and can stimulate thought, feeling, and audience willingness so it can motivate them to become attractive in teaching and learning process (Usman, Basyi pn and Asnawir, 2002: 11).

A good teacher must fix the objectives of teaching to lead a well teaching and learning process. To achieve that objective, the teacher must consider the students, the available facilities, situation and condition when the students learning the material. In addition, teaching using media is an extraordinary method used to achieve the goal of learning.

Someone communication skill is influenced by the quantity and quality of his vocabulary mastery. The more he is rich of vocabulary mastery, the more he can communicate well.

Then, reading comprehension is the process or activity of taking meaning to a

text in order to obtain meaning from the text. An individual may be said that he is able to comprehend the text fully when he can recognize the words and sentences of the text, make value judgments and based on the reading experience.

Seeing the result of the research which supported by statistics analysis, the normality and homogeneity test can be obtained. It stated that the data is normally distributed and coming from same variance (homogenous). Because of that reason, the research can be continued into hypothesis testing. The following are the hypothesis test:

1. Hypothesis 1: There is a significant effect of teaching media on the students' reading comprehension.

From the hypothesis testing, it is obtained that significance value (sig) is 0.000 and $F_{\text{observed}} = 239.630$. Because $\text{Sig.} = 0.000 < 0.05$ and $F_{\text{observed}} = 239.630 > F_{\text{table}} (2.838)$, then H_0 is refused and H_1 is accepted. It means that there is a significant effect between A variable (teaching media) on Y variable (students' reading comprehension). Operationally, the students' reading comprehension is measured by objective test (multiple choices with five possible answer). Theoretically, it can be assumed that the students' reading comprehension is influenced by short story teaching media. The students who taught by short story took some enjoyable condition in learning than the student who taught conventionally. They did not feel boredom and have fun in the class because they read some interesting short stories from all over the countries. It enlarged their knowledge on the literature, culture and assist them to get the new concept of reading comprehension by using short story. In contrast, the students who taught conventionally has low result in reading comprehension because they teach by lecturing. They feel sleep and boring. They are not active and has no new experience on the teaching and learning process. From the explanation above, the researcher concludes that there is a significant effect of teaching media on the students' reading comprehension

2. Hypothesis 2 : There is a significant effect of vocabulary mastery on the students' reading comprehension.

From the hypothesis testing, it is obtained that significance value (sig) is 0.000 and $F_{\text{observed}} = 62.190$. Because $\text{Sig.} = 0.000 < 0.05$ and $F_{\text{observed}} = 62.190 > F_{\text{table}} (2.838)$, then H_0 is refused and H_1 is accepted. It means that there is a significant effect between B variable (vocabulary mastery) on Y variable (students' reading comprehension). Operationally, the vocabulary mastery is measured by objective test (multiple choices with five possible answer). Theoretically, it can be assumed that the more someone has high vocabulary mastery, the more he can get good result in learning reading. In contradictory, if the student has low vocabulary mastery, he may get lower result of learning than the high one. From the explanation above, the researcher concludes that there is a significant effect of vocabulary mastery on the students' reading comprehension.

3. There is a significant interaction effect of teaching media and vocabulary on the students' reading comprehension.

From the hypothesis testing, it is obtained that significance value (sig) is 0.563 and $F_{\text{observed}} = 0.341$. Because $\text{Sig.} = 0.000 > 0.05$ and $F_{\text{observed}} = 0.341 < F_{\text{table}} (2.838)$, then H_0 is accepted and H_1 is refused. It means that there is a significant effect between A variable (teaching media) and B variable (vocabulary mastery) on Y variable (students' reading comprehension). Operationally, the students' reading comprehension is measured by objective test (multiple choice with five possible answer). Theoretically, it can be assumed that the students' reading comprehension is not influenced by short story teaching media and vocabulary mastery. From the explanation above, the researcher concludes that there is no significant interaction effect of teaching media and vocabulary mastery on the students' reading comprehension.

CONCLUSION

Based on the objective of the research and the data analysis, the writer is able to make conclusion as follows:

1. There is a significant effect of short story on the students' reading comprehension
2. There is a significant effect of vocabulary mastery on the students' reading comprehension.
3. There is no significant interaction effect of short story and vocabulary on the students' reading comprehension.

Seeing the research findings above, the writer suggests to the teacher of Private Senior Islamic School to use short story as teaching media to improve their students' reading comprehension. Furthermore, the writer suggests that the teacher improve the students' vocabulary mastery by various kinds of technique to support not only reading but also all English language skills.

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