

ENHANCING STUDENTS' VOCABULARY MASTERY THROUGH SHORT STORY MEDIA AT THE TENTH GRADE OF SMA NEGERI 6 PADANGSIDIMPUAN

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ABSTRAK

Penelitian tindakan kelas ini bertujuan untuk menguji efektivitas penggunaan Short Story Media dalam meningkatkan penguasaan kosakata siswa kelas X SMA Negeri 6 Padangsidempuan. Penelitian ini melibatkan 30 siswa dari kelas X-7 dan dilaksanakan dalam dua siklus. Data dikumpulkan melalui observasi dan tes kosakata (pre-test, post-test Siklus I, dan post-test Siklus II). Hasil penelitian menunjukkan adanya peningkatan signifikan dalam penguasaan kosakata siswa. Rata-rata nilai pre-test adalah 68,33 dengan hanya 20% siswa yang mencapai Kriteria Ketuntasan Minimal (KKM) 75. Pada Siklus I, rata-rata meningkat menjadi 73 dengan 36,67% siswa mencapai KKM. Pada Siklus II, rata-rata meningkat menjadi 78,83 dengan 76,67% siswa mencapai KKM. Hasil ini menunjukkan bahwa penggunaan Short Story Media efektif dalam meningkatkan penguasaan kosakata siswa.

Kata Kunci: *Short Story Media, penguasaan kosakata, penelitian tindakan kelas.*

ABSTRACT

This classroom action research aimed to examine the effectiveness of Short Story Media in improving vocabulary mastery among tenth-grade students of SMA Negeri 6 Padangsidempuan. The study involved 30 students from class X-7 and was conducted in two cycles. Data were collected through observation and vocabulary tests (pre-test, post-test Cycle I, and post-test Cycle II). The findings revealed a significant improvement in students' vocabulary mastery. The average pre-test score was 68.33, with only 20% of students meeting the Minimum Mastery Criterion (KKM) of 75. In Cycle I, the average increased to 73 with 36.67% mastery, and in Cycle II to 78.83 with 76.67% of students achieving the passing standard. These results indicate that Short Story Media effectively enhances students' vocabulary mastery.

Keywords: *Short Story Media, vocabulary mastery, classroom action research.*

Pendahuluan

Vocabulary mastery plays an essential role in English language learning because it supports students' ability in listening, speaking, reading, and writing. However, many senior high school students still experience difficulties in mastering vocabulary due to monotonous teaching methods that focus on memorization without meaningful context. This problem was found among tenth-grade students at SMA Negeri 6 Padangsidempuan, where most students failed to achieve the Minimum Mastery Criterion (KKM) of 75. The average pre-test score was 68.33, and only 20% of students reached the standard. Therefore, an interactive and contextual learning medium was needed to improve students' vocabulary mastery. Short Story Media was chosen as an alternative strategy because short stories provide contextualized vocabulary, repetition, and meaningful learning experiences. Through short stories, students can understand vocabulary in context rather than memorizing isolated word lists. Based on this background, this study aims to examine the effectiveness of Short Story Media in improving vocabulary mastery among tenth-grade students at SMA Negeri 6 Padangsidempuan.

Kajian Literatur Dan Pengembangan Hipotesis

Short Story Media is a learning strategy that integrates vocabulary teaching through narrative texts such as fairy tales and short stories. This approach is supported by Krashen's Input Hypothesis, which states that language acquisition occurs when learners are exposed to comprehensible input slightly above their current level.

Short stories provide contextual learning, repetition of vocabulary, and meaningful engagement. Vocabulary mastery in this study includes students' ability to understand word meaning and use vocabulary appropriately in

context. Based on theoretical perspectives and previous research findings, it is hypothesized that the use of Short Story Media positively affects the vocabulary mastery of tenth-grade students at SMA Negeri 6 Padangsidempuan.

Metode Penelitian

This study used a Classroom Action Research (CAR) design conducted at SMA Negeri 6 Padangsidempuan during the 2024/2025 academic year. The sample consisted of 30 students from class X-7. The research followed Kurt Lewin's model implemented in two cycles: planning, acting, observing, and reflecting. Data were collected through: Observation sheets and Vocabulary tests (10 essay questions). Data analysis used descriptive quantitative techniques by calculating mean scores, mastery percentages based on the KKM of 75, and improvement between pre-test and post-tests.

Hasil Dan Pembahasan

This Classroom Action Research conducted in two cycles shows that Short Story Media effectively improved students' vocabulary mastery. The results indicate: Pre-test mean score: 68.33 (20% mastery), Cycle I mean score: 73 (36.67% mastery), Cycle II mean score: 78.83 (76.67% mastery). The improvement from pre-test to Cycle II was 56.67%, exceeding the success indicator of 75% classical completeness. Students became more active, motivated, and confident during the learning process. Short stories provided meaningful context that helped students understand vocabulary better compared to traditional memorization methods. These findings confirm that Short Story Media significantly enhances students' vocabulary mastery and supports active learning in the classroom.

1. Kesimpulan

This Classroom Action Research concluded that Short Story Media effectively improved students' vocabulary mastery at SMA Negeri 6 Padangsidempuan. Students' mean scores increased from 68.33 in the pre-test to 73 in Cycle I and 78.83 in Cycle II. Mastery percentage improved from 20% to 76.67%, exceeding the success criterion. Therefore, the research hypothesis was accepted, and Short Story Media is recommended for vocabulary teaching in senior high school.

2. Referensi

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