

USING NARRATIVE TEXT TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SENIOR HIGH SCHOOL

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ABSTRACT

Rahmatia Sofyan, 2025, "Using Narrative Text in Improving the Students' Vocabulary Mastery At Senior High School." Supervised by Hasnani and Cayati. This study aims to determine the effect of using narrative text on the vocabulary skills of tenth-grade students at SMA Negeri 19 Makassar in the 2024/2025 academic year. This study used a pre-experimental method with a quantitative approach. The population of this study was 30 students. This study used a pre-test and post-test, followed by four sessions of treatment using narrative text. The data for this study were obtained through pre-tests and post-tests, where the researcher took students' vocabulary scores. The results showed that the average pre-test score was 76.7667, while the average post-test score was 87.7667. There was a significant difference from the average score in the experimental class. The score increased by 11.7 after treatment with a significance level of $0.000 < 0.05$; therefore, H_0 is rejected and H_1 is accepted. Based on the results of this study, it can be concluded that there was an increase in students' vocabulary through the use of narrative text in grade X 3 students of SMA Negeri 19 Makassar.

Keywords: Vocabulary Mastery, Narrative Text

ABSTRAK

Rahmatia Sofyan, 2025, *Using narrative text to improve students' vocabulary mastery at Senior High School.* Dibimbing oleh Hasnani dan Cayati. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan narrative text terhadap kemampuan kosakata siswa kelas X SMA Negeri 19 Makassar pada tahun ajaran 2024/2025. Jenis penelitian ini menggunakan metode pre eksperimen dengan pendekatan kuantitatif. Populasi penelitian ini adalah 30 siswa. Penelitian ini menggunakan pre-test dan post-test, kemudian dilanjutkan dengan tindakan

(treatment) empat kali pertemuan menggunakan narrative text. Data penelitian ini diperoleh melalui pre-test dan post-test, dimana peneliti mengambil nilai kosakata siswa. Hasil penelitian menunjukkan bahwa skor rata-rata pre-test siswa adalah 76.7667. Sedangkan nilai rata-rata post-test adalah 87.7667. Terdapat perbedaan yang signifikan dari skor rata-rata pada kelas eksperimen. Nilai tersebut meningkat sebesar 11,7 setelah diberikan tindakan (treatment) dengan tingkat signifikansi $0,000 < 0,05$, maka H_0 ditolak dan H_1 diterima. Berdasarkan hasil penelitian ini dapat disimpulkan bahwa terdapat peningkatan kosakata siswa dengan menggunakan narrative text pada siswa kelas X 3 SMA Negeri 19 Makassar.

Kata Kunci: Kemampuan Kosakata, Narrative Text.

A. Background

Many people have utilized English to assist their life goals because it has emerged as a global language for communication. The English language is used in many facets of human existence, including education, technology, travel, health, and economy, demonstrating how integrated it is into modern society. The importance of English these days stems from the fact that many different industries need workers with strong English skills. It could be simpler for someone who speaks English well to communicate with foreigners. In a

big business, they might even land a prominent position. To communicate effectively, a speaker of a foreign language, like English, needs to be familiar with its vocabulary first. Vocabulary is crucial to learning English. Words are the building blocks of communication. It implies that vocabulary is crucial to communication and that we cannot effectively speak without having a large enough vocabulary. Understanding vocabulary will make it simpler for people to communicate in foreign languages (Sari & Aminatun, 2021).

According to (sihombing, 2021) Vocabulary mastery also affects students' ability to speak in English. Language is very important in everyday life, especially to express one's thoughts or as a tool to think, reason, live life, and communicate. Language is a tool that people use to communicate with each other, such as sounds, signs, or symbols. In accordance with Permendiknas No.69 of 2013 concerning the high school curriculum, English is one of the subjects that must be taken by all high school students. English lessons cover four linguistic aspects: listening, speaking, reading, and writing.

A narrative text was a type of text that told a story or experience that happened to certain characters. It usually had a clear structure, such as introduction, conflict, and resolution. Narrative texts could be fiction or non-fiction and aimed to entertain, teach, or convey a message.

A narrative text was a type of text that told a story about events or experiences of certain characters. Its main purpose was to entertain,

inform, or convey a moral message to the reader through the story. By reading narrative texts, vocabulary was improved by learning words used to describe settings, characters, and emotions. Narrative texts also helped understand how words were used to create atmosphere and evoke feelings in readers. This way, vocabulary was expanded and language skills were improved (Wulandari et al., 2024).

B. Research Methodology

This study applied a pre-experimental research design, which is categorized as a type of quantitative research that does not include a control group or random assignment of participants. The reason for selecting this design was due to practical limitations in the school environment, where assigning students randomly or dividing them into multiple groups was not possible. The research involved only one group of students who received a treatment using narrative texts, and their vocabulary mastery was evaluated both before and after the treatment.

The design used in this research is known as the one-group pretest-posttest design. In this setup, students first completed a pretest to determine their existing vocabulary knowledge. Then, they participated in learning sessions that implemented narrative texts as the core instructional material to support vocabulary development. After the treatment, a posttest was administered to assess any improvement in their vocabulary mastery. Even though this design lacks a comparison group, it is still useful for identifying the initial impact of the instructional approach being tested.

C. Results

The findings of this research are to know the significance of using the narrative text to improve the vocabulary mastery score, which was gained from the test conducted in the pre-test and post-test. To make the result clear, the researcher also provided a comparison to show the differences between students' scores in the experimental class and the control class.

Tabel 1 Pretes, Postes Kemampuan Kosa Kata Siswa SMA N 19 Makassar

N	Kelas Eksperimen			
	Pretest		Posttest	
	m	std	m	std
30	76.766	8.5528	87.766	9.0351
	7	1	7	2

Table showed that the data of the post-test consisted of 30 students. the total of all data, which was divided by the number of data, determined as the mean score from the post-test, was 87.7667 and Std. The deviation score was 9.03512. Then, the pre-test was 76.7667 and Std. Deviation score was 8.5528.

D. Conclusion

Based on the formulation in the previous chapter. The researcher aims to know if there is a significant using narrative text to improve students' vocabulary mastery. The results of this research were derived from quantitative data. The researcher concluded as follows:

The mean score of the pre-test was 69.75, and the post-test was 75.50 in the control class without the Narrative Text. The score pre-test was 76.77, and the post-test was 87.77 in the

experimental class taught using the Narrative Text. There is a significant use of the Narrative Text.

There was a significant difference in students' vocabulary mastery between the pre-test and post-test. H0 was rejected and H1 was accepted because the observation was sig (2-tailed < 0.05) = (0.00 less than 0.05), indicating a significance of using the Narrative Text on the students' Vocabulary Mastery in tenth-grade at SMA Negeri 19 Makassar.

This research concluded that using narrative text improved students' vocabulary mastery at senior high school. The students showed better understanding and use of vocabulary after they were taught through narrative texts. They became more motivated, more engaged, and more active during the learning process. The words they learned from the stories were easier to remember because they saw them used in real contexts.

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