

## **Chapter One**

### **Introduction**

This chapter discusses important aspects related to the topic. It contains the background of the research, where the writer provides a brief outline of the issue addressed in this study. The chapter also includes the statement of the problem, the delimitation of the problem, the research questions, the research objective, the significance of the study, and the organization of the research. Additionally, this chapter explores how retelling short stories can aid students in developing their English reading skills and expanding their vocabulary knowledge.

### **Background of the Research**

Reading is one of the most important language skills used in communication. It enables individuals to communicate and convey information in written form. The goal of reading is not speed, but the ability to understand reading material (Alpian & Yatri, 2022). This is why reading is a crucial component of effective communication. Reading is also an important aspect of the learning process because it can enhance one's abilities and stimulate the brain's imagination by comprehending messages conveyed through the language or words used by the author.

The goal of reading is to seek and obtain information, including content and meaning. The more one reads, the more knowledge they acquire, which helps broaden their understanding of various topics. It is essential to master reading

skills, as they are the key to improving academic and knowledge performance, making it easier to overcome the challenges of the times.

Reading activities can be done in various ways, and people can read a wide range of materials, including novels, newspapers, textbooks, and articles. These are among the most common reading materials used by people. However, there are many other types of reading materials that individuals can use to improve their reading skills, one of which is short stories. Reading short stories is a language skill that aims to comprehend the ideas, concepts, and emotions presented in the narrative (Arjmandi & Aladini, 2020).

Reading activities, especially reading short stories, are prioritized in the school context. Short stories are often integrated with another activity, which is retelling them. The retelling activity is an active process that encourages individuals to reconstruct the text and allows for interaction between the teacher and the student. The teacher can help the student reconstruct the meaning of the text by using open-ended questions and leading them to facilitate recall. The retelling activity can be done either in written or spoken form. Retelling short stories in a reading class has benefits for reading comprehension (Freed & Cain, 2021), improving grammatical accuracy, fluency, pronunciation and vocabulary (Hirai, 2021).

Evidence shows that students' vocabulary mastery is linked to their reading comprehension. Several studies have shown that retelling short stories can improve students' vocabulary. One study conducted an exploratory approach to determine the impact of short stories on the reading comprehension abilities of

university students in Aceh, Indonesia. The data examination revealed that students who learned by reading short stories had superior reading comprehension and vocabulary mastery than those who used the traditional mode of instruction (Hasbaini & Manan, 2017).

Then, retelling short story also impacts student's comprehension. Research by Frimasary (2015), which was consistent with Hasbaini's (2017), found that students who were taught using short stories significantly improved their reading comprehension. Several previous studies have also shown that teaching reading using short stories can help improve students' reading comprehension abilities, including research by Ghasemi and Hajizadeh (2011), Handayani (2013), Hasibuan (2019), Pourkalhor and Kohan (2013), and Pransiska (2018).

Additionally, retelling short story can help a learner progress in the development of an English speaking skill. Retelling story can be the method to measure student's progress in learning English, especially their speaking or writing's understanding of the narrative (Anriani, 2020). Safei (2020) also stated that retelling short story could improve students' accuracy in speaking skill. Novia (2017) stated that, student's score regarding speaking competence was improved by using a short narrative as a training tool for speaking.

Nevertheless, retelling a story is challenging for students regarding fluency, accuracy, interaction and coherence due to the lack of aptitude, shyness, mother-tongue use, and lack of motivation. Mentari (2020) found that children frequently mispronounce words, struggle to find the correct words, and even fail

to express their thoughts clearly. Then, mispronouncing can lead to inaccuracy (Yuan and Ellis, 2003).

Previous studies have evidenced the benefits and challenges that may affect the process of retelling short stories. Thus, the researcher believes that this study showcased the value of short stories as an easy and enjoyable method for improving students' language skill (Hasbaini & Manan, 2017). Therefore, researcher discussed “The Benefits and Challenges of Retelling Short Story for Junior High School Student“.

Researcher took Muhammadiyah Junior High School in Yogyakarta as the study's subject because researcher had completed an internship there and observed that the retelling short stories activities affected the students' comprehension of vocabulary. Thus, this junior high school was chosen as the research setting.

### **Identification of the Problem**

Retelling short story is challenging for students regarding fluency, accuracy, interaction and coherence due to a lack of aptitude, shyness, mother-tongue use, and lack of motivation. Based on researcher experience, students in junior high school in Yogyakarta participate in reading short stories as an activity in their English class and face similar challenges in the retelling short story.

The teacher provides the short story material to the students and allows them time to read it. After the reading time is over, the teacher asks the students to verbally retell the story while posing questions related to the short story. Students found it hard to retell the story due to poor vocabulary knowledge. Thus, this research raised this topic to get answers regarding the problem above.

### **Delimitation of the Problem**

Due to time, manpower and information limitations, researcher cannot examine the overall benefit of retelling short stories in all junior high schools. Thus, the researcher focused on 9<sup>th</sup>-grade students at Muhammadiyah Junior High School in Yogyakarta who engage in the retelling story activities in class. Based on researcher's experience as a pre-service teacher there, researcher observed that these activities affected the students' english skills, which is the comprehension of vocabulary. Therefore, this study is limited only on the benefits of retelling short stories on the 9<sup>th</sup> grade students and challenges encountered by them. Hence, the impact of retelling short stories on students' grammar, pronunciation and vocabulary are part of this research.

### **Research Question**

Based on the background of the study briefly discussed in the previous section, this is the question formulated in this study, as follows:

1. What are the benefits of retelling the short stories for 9<sup>th</sup> Grade students at Muhammadiyah Junior High School in Yogyakarta?
2. What are the challenges in retelling short stories for 9<sup>th</sup> Grade students at Muhammadiyah Junior High School in Yogyakarta?

### **Research Objective**

Based on the research question formulated before, the objectives of this research are as follows:

1. To investigate the benefits of retelling short stories for 9<sup>th</sup> Grade Students at Muhammadiyah Junior High School Yogyakarta.

2. To investigate the challenges faced by 9<sup>th</sup> Grade Students at Muhammadiyah Junior High School Yogyakarta in retelling short stories.

### **Significance of the Study**

The results and discussion presented in this study are hoped to contribute significant knowledge and insights to the community. This study is expected to be beneficial for the researcher, the students, the teacher, the next researcher, and the school.

**The pre-service teachers.** The results of this study are anticipated to inspire teachers to know the obstacles faced by students and create a learning method to help them solve those challenges to support the retelling short story activity.

**Junior high school students.** The results of this study are expected to provide information about the benefits of retelling short stories so that students are more encouraged to carry out these activities. Then, by knowing the difficulties in dealing with these activities, students are expected to determine the right way to solve these obstacles.

**Future researcher.** This research has provided several works of literature related to the topic of the impact of retelling short stories on student's linguistic abilities. As this research focuses on the benefit of retelling short stories for high school students, the next researcher can conduct research that covers a wider range of participants to gather a wider perspective regarding this topic.

**The school.** The findings of this research are anticipated to help the school to know the challenges that students faced in the retelling short story and be able to help them arrange a system regarding the challenges.

### **Organization of the Chapter**

This research is divided into three chapters. The first chapter provides the reasons regarding why the researcher chose this topic, the focus of the study as well as why researcher chose the settings of this research, the expected outcome of this research and a brief explanation of how this research was arranged.

The second chapter presents the basic theory related to the discussed topic and previous studies that have been conducted which make this topic possible and interesting to be conduct. Furthermore, the third chapter explains how the research was done including the research design, research participant, research setting, data collection method, research instrument, and data analysis method. This chapter served to describe the methods used to solve problems in research and support or prove existing truths.

Then chapter four displays the result or findings that were analyzed using theories and relevant previous studies in order to answer this research question. Finally, in chapter five, there is the concluding statement about the answers to the research questions, along with suggestions for future studies.