

Chapter One

Introduction

Introduction becomes one of the most significant parts of the preparation of a thesis that discusses background of the research, statement of the problem, limitation of the problem, research question, the objective of the study, and significance of the research.

Background of the Research

Vocabulary is one the most crucial aspects in the process of language learning, including English. Therefore, teaching vocabulary in English is crucial for students in Indonesia to master English as their foreign language. However, mastering English vocabulary has been a challenge for Indonesian students because by having limited vocabulary, they cannot communicate with people that speak the language. This is in line with Richard and Rodgers (2001) that found:

“Vocabulary is one of the most important elements in language proficiency which is the basis of how well they write, speak, read and listen. First, vocabulary teaching and learning often lacked priority in language teaching. Second, while without mastering a lot of vocabulary, students will feel discouraged in using English to communicate, or read English books, watch TV with English broadcasts, listen to the radio and so on”.

Furthermore, vocabulary is a set of words that belong to someone or are part of a specific language. One's vocabulary is described as a collection of all words that a person understands or is likely used to create a new sentence. To be proficient in English, a student should master a considerable amount of English vocabulary. In addition, four English language skills (reading, listening, speaking and writing) and language components (such as grammar, pronunciation, vocabulary and spelling) should also be mastered by students. However, among these aspects, the most significant aspect to be mastered by students is vocabulary because the more vocabulary mastered by students, the more knowledge they will get resulting in comprehension on the purpose of a text or alignment. Biemiller (2006) claimed a strong relationship between vocabulary development and literacy development.

Furthermore, short stories may be one of the learning media to increase students' vocabulary knowledge in learning English, especially in Indonesia. This is supported by Riani (2015) that inferred that using short stories with hidden pictures can increase students' vocabulary mastery. Challenging and motivating stories can enhance students' learning and positive thinking. Moreover, short stories push students to be interested in learning English; thus, they master a number of vocabulary and are able to compete with people who speak English.

In addition, based on prior investigation in Baubau (senior high school 4 baubau) when giving vocabulary to students using short stories, teachers should be aware of several possible problems, especially regarding the vocabulary classes.

Teachers should make sure that every word in the short story are understood by the students and the majority of students are familiar with the meanings of the words they read. However, in reality, students only read the contents and words in the short story without knowing what they are reading. Therefore, the majority of students have no idea what the teacher is saying. Another issue is that students face difficulty in remembering the meanings of the words they read in short stories, especially verbs and nouns. Students have difficulty reading the words in the short story. In addition, the students lacked English vocabulary skills. Hence, short stories were used as a medium of learning to solve this problem by improving students' vocabulary. Moreover, students showed positive reaction when listening to short stories read by the teacher; thus, using short stories made the class effective.

In conclusion, based on prior investigation, short stories might enrich students' vocabulary and improve students' vocabulary mastery, especially in Baubau. When the researcher studied English during high school, several methods were used to teach students; from memorizing vocabulary to telling stories about life experiences. Moreover, short stories were also used as a method and medium to learn English. Based on this fact, the title of "The Use of English Short Story for Children to Enrich Students' Vocabulary Mastery" was chosen as the main topic of this study.

Statement of the Problem

Vocabulary is often used in the process of learning English. The short story approach was chosen as a learning medium to assist students in mastering

vocabulary. However, there are some problems that teachers face when teaching using short stories. The first problem is the teacher's activities in the classroom are not supported by effective teaching materials even though students need explanations and teaching materials from the teacher to be able to learn English. Moreover, the teacher does not master the teaching materials or does not deepen his role in teaching using short stories.

Furthermore, the second problem is the lack of student interest which causes teachers not to consider using short stories as learning media (Rahmadani, 2019). In learning activities, interest has a very important role. If a student does not have great interest and attention to the object being studied, it is difficult to expect the student to be diligent and get good results from his study. Conversely, if the student learns with great interest and attention to the object being studied, the results obtained are better

Delimitation of the Problem

Despite various learning media used to enrich students' vocabulary mastery, this research only focused on the use of short stories to find out students' level of vocabulary mastery? after using short stories as learning media. Moreover, this study was also conducted at Junior high school 4 Satap Sampolawa.

Research Questions

Based on the research background mentioned, one research question was formulated which stated "Does the use of short stories enrich students' vocabulary?"

Research Objectives

Based on the research question, the research objective of this study was “to find out whether the use of short stories enrich students’ vocabulary”.

Significances of the Study

This study aimed to find out the use of English short story for children to enrich students’ vocabulary achievement. Therefore, this research is expected to provide several benefits, such as providing input into the teaching system of foreign languages, specifically English, in an effort to enrich students’ vocabulary both at elementary and intermediate school level. Moreover, the results of this study are also expected to be significant for students, teachers, also other researchers.

The first significance is for students of Junior high school 4 Satap Sampolawa. The application of short story media as learning media is expected to improve students’ ability in mastering English vocabulary. In addition, students are expected to memorize vocabulary after learning English through short stories.

Moreover, this research is also expected to provide benefit for teachers, especially English teachers by helping teachers better understand the benefits and difficulties of improving students’ English vocabulary. Teachers might also implement the use of short story by considering both benefits and difficulties to develop mastery of students’ vocabulary.

The last advantage is for other researchers. This research might be used as consideration and reference material for future researches. In addition, this study can also contribute in providing knowledge about the implementation of short story to improve vocabulary mastery in learning English.

Organization of the Research

This study consists of five chapters. The first chapter discusses the introduction describing the background, problem statement, and delimitation of the problem along with the research questions and objectives. Chapter two discusses literature review and theories related to the use of short stories to improve students' vocabulary. Moreover, this chapter also defines the meaning of vocabulary; the type of vocabulary; the use of learning vocabulary; as well as the definition of short stories, short story characteristics, and the strengths and weaknesses of short stories.

Moreover, chapter three describes the research methodology regarding the research design; population and sample; research settings; research instruments; and data collection. Additionally, chapter four discusses the finding and discussion followed with chapter five that discusses the conclusion of this research.