

## **Chapter One**

### **Introduction**

In this chapter, the researcher explains the research background, problem identification, and limitation of the research, and research questions. In addition, the researcher also presents more details about the aims of the study, and the significance of the study.

### **Background of the Study**

In education system, reading is important especially for the students. According to Maharsi, Ghali, and Maulani (2019), “reading is one of the most important abilities that learners must develop in learning language...” (p. 80). Reading is an activity that allows students to gain new insights and knowledge (Fhadillah, 2020, p. 10). Khan et al. (2020) stated that reading abilities are among the most important aspects of language acquisition and teaching, especially in foreign language learning. Reading can develop learners’ vocabulary knowledge, their ability to pronounce words correctly, and their comprehension of the information and meaning included within the text (Zur, Zulkifli, and Hestiana, 2022). Students who have developed reading skills can perform well in any subject or course because they can’t only understand but also analyze any text given to them (Kadir et al., 2014). Khatib and Nasrollahi (2012) points out that reading effectively is an important component of language learning success. This indicates reading is the foundation for acquiring knowledge, which significantly impacts on a student's intellectuality, especially for learning a language that can

develop vocabulary, and it is an important aspect of language acquisition and teaching.

Short story is a literary work that can be used as a teaching medium for students to learn vocabulary and an efficient technique for EFL students to learn vocabulary. Parvareshbar and Ghoorchaei (2016) stated that short stories are essential for developing the vocabulary of EFL students. Reading short stories allows language learners to steadily increase not only their vocabulary level and knowledge, but also their communication and cultural knowledge (Arjmandi and Aladini, 2020, p. 834). Nazara (2019) stated that learning vocabulary through short story also assists teachers in creating new contexts in which students should use the language to interact, share information, and express their opinions. Rohimajaya & Zatnika (2018) said that short story is a fictional narrative written in prose that may be read in a short amount of time. Other positive opinion comes from Gonzalez (2010) claims that stories made student's foreign language learning more enjoyable, entertaining, and memorable. According the claims above, reading a short story can be a good medium for developing students' vocabulary. When students learn English through stories, they will gain new experiences.

There are several studies conducted by previous researchers regarding the use of short stories to improve vocabulary. Bhatti, Arshad, and Mukhtar (2020) found that storybooks are an exciting way to teach vocabulary, by using short stories to teach vocabulary some elementary students' developed the habit of reading books which is a very effective habit to develop, and last one of the most important discoveries is that students are interested in telling the story in a fun and

entertaining way. According to Sariana, Dollah, and Talib (2022), through local short stories students are active, enthusiastic, and always participate in the lesson, thus makes them interested in learning English, and they easily understood the vocabulary. Febriyanti and Riandi (2020) also conducted a study entitled “The influence of using short story towards students’ vocabulary mastery at the seventh grade students’ of An’Nur Junior High School Tanah Abang Jakarta Academic Year 2019-2020” in this research their found that short stories can help students improve their vocabulary mastery.

Although there are various studies related to the topics of this research, most of them concentrate on Elementary School (Bhatti, Arshad, and Mukhtar (2020)), which were conducted at public and private elementary school, and Junior High School Students' levels (Sariana, Dollah, and Talib (2022); Febriyanti and Riandi (2020)), which were conducted in eleventh grade, and conducted at the seventh grade students’ of using short stories for developing students’ vocabulary. Then, this research will focus on Senior High School Students of using short stories for developing students’ vocabulary mastery. The researcher has been doing the observation at the State High School in Yogyakarta, based on the observation short stories have never been used as a teaching to develop students' vocabulary in the Senior High School where the researcher will conduct the study. Based on the reason above, the researcher is interested in research the study of “The effectiveness of the reading short story on developing senior high school students' vocabulary mastery”.

## **Identification of the problem**

Based on the researcher observation, the researcher found some problems in teaching and learning process. Here are several problems faced by the students:

**Students' low vocabulary.** Based on the interview that the researcher conducted with the English teacher, students have a common vocabulary. So this becomes an obstacle for students to master English as their second language. Students can increase their vocabulary by using various media, including reading short stories. The researcher focus is finding out the effectiveness of reading short story in improving students' vocabulary.

**Lack of students' reading motivation.** Based on the researcher observation at state high school in Yogyakarta. The researcher found that short stories are not applied because reading activities are bore for some students. Students have no motivation to do reading activities, especially reading in English texts. Students' low motivation in reading affects students' vocabulary acquisition. The lack of vocabulary makes it difficult for students to understand reading in English texts. However, students will not do this activity if the teacher does not use short stories as a medium to develop vocabulary. Teachers do not motivate students to read, which affects students' ability to improve vocabulary.

**Less motivation to learn English.** Teachers typically used the same technique to teach English to their students. Due to knowledge limitations, they rarely used media that may motivate students in the English teaching and learning process. During class, students look unenthusiastic when the English lesson starts.

This is because students are asked to do exercises without any learning media that motivates students. If students were asked to repeat an exercise, their motivation to learn English would suffer. For example, the teacher may simply assign questions or tests to the students and then grade the tests at the end of the course. This can be apparent in students' attitudes, such as talking to other friends and not paying attention to the teacher's explanation.

### **Delimitation of the Problem**

In this study, the researcher limited the problem only to investigating the effectiveness of students' reading using short stories as a medium to improve students' vocabulary for senior high school students, eleventh grade, and the researcher applied a quantitative approach in gathering the data.

### **Research Question**

This research is intended to answer the following question:

1. What is the level of students' vocabulary mastery in their pre-test score?
2. What is the level of students' vocabulary mastery in their post-test score?
3. Is there any significant difference on students' vocabulary mastery between pre-test and post-test score?

## **Research Objective**

The study's objectives are outlined below:

1. To find out the level of students' vocabulary mastery score before reading short story.
2. To find out the level of students' vocabulary mastery score after reading short story.
3. To find out whether there is any significant difference in the level of students' vocabulary mastery pre-test and post-test score after reading short story and before reading short story.

## **Significance of the Research**

This study has several of benefits and positive contributions. These are the benefits:

**For Teacher.** Teacher can learn about learning media that can help them improve their classroom's learning system, aware of the strengths and flaws of his or her teaching method so that it can be improved, and the last is Teacher can get more passionate about supplying class content.

**For Students'.** This research will raise students' awareness of the importance of reading, particularly reading short stories, in order to increase their vocabulary.

**Future Researcher.** The researcher hopes that the finding of the study was expected to be a reference for future researchers in conducting further investigation in the same problem.

### **Organization of the Chapter**

The research is arranged into three chapters in this writing:

In the first chapter the researcher explains the study's introduction, which conveys the background of the research, identification of the problem, delimitation of the problem, the research question, the research objectives, the significance of the research, and organization of the chapter.

The second chapter includes the following topics: definition of short story, definition of vocabulary, the advantages of vocabulary knowledge, using a short story to teach vocabulary, review of related study, conceptual framework, and hypothesis.

In the other hand, chapter three presents the research methodology, including research design, research setting, data collection method, data collecting procedure, research instrument, and data analysis.

The chapter four discusses the result and discussion in this research. This chapter explains the result of this research in detail.

The chapter five presents a conclusion which is consisted of conclusion, and recommendation.