

**THE USE OF ENGLISH SHORT STORY TO ENRICH
STUDENT VOCABULARY**

THESIS

Submitted by

VELLA NAZIRA

NIM. 170203188

**Mahasiswa Prodi Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan**



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2024 M / 1446 H**

THESIS

Submitted to Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirement for
The Bachelor Degree of Education in English Language Teaching

By:

Vella Nazira
NIM. 170203188

Student of *Fakultas Tarbiyah dan Keguruan*
Department of Students English Language Education

Approved by:

A R - R A N I R Y

Supervisor,



Rahmi, S.Pd.I., M.TESOL., Ph.D.

It has been defended in *Sidang Munagasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Friday, 19 August 2024 M
14 Safar 1446 H

In Darussalam, Banda Aceh

Board of Eximiner,

Chairperson,

Rahmi, S.Pd.I., M.TESOL., Ph.D.

Secretary,

Rita Hermida, S.Pd.I

Member,

Siti Khasinah, S.Ag., M.Pd

Member,

Fithriyah, S.Ag., M.Pd

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Saiful Mujib, S.Ag., M.A., M.Ed., Ph.D
NIP. 197301021997031003

DECLARATION OF ORIGINALITY

Yang bertanda tangan dibawah ini:

Nama : Vella Nazira
NIM : 170203188
Tempat/tanggal Lahir : Lamhom, 5 April 1999
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

Dengan ini menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

“The Use of English Short Story to Enrich Student Vocabulary” Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

Demikian pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 2 Agustus 2024

Yang Menyatakan,


Vella Nazira



ACKNOWLEDGEMENT



Thank God, the author is grateful to Allah SWT for His grace and guidance, so that the author can complete the thesis entitled “The Use of English Short Story to Enrich Student Vocabulary”. Shalawat and Salam also to the Prophet Muhammad SAW, his family and friends in fighting for Islam to be better as it is today. In making this thesis, the author realizes that there are several obstacles due to lack of understanding and experience. This thesis can be completed with the help, guidance, and activeness of all parties. Therefore, with a sincere heart, the author would like to thank:

1. Especially my father and mother and family who never stop praying and supporting both morally and materially so that the author can complete the making of this thesis
2. Mrs. Syarifah Dahliana as the Head of the English Language Education Study Program, Faculty of *Tarbiyah* and *Keguruan*, Ar-Raniry State Islamic University Banda Aceh
3. Mrs. Rahmi as the supervisor who has taken the time and patience to provide guidance, direction and input to the author so that this thesis can be completed.
4. Lecturers and teaching staff of the English Education Study Program who have educated and provided knowledge so that the author can complete the education properly.
5. Thank you to all my friends in 2017 who have been struggling together in making this thesis. For the moral assistance and thoughts given to the author.

May Allah SWT always give His grace and guidance. The author is very aware that there are still many shortcomings and weaknesses in writing this thesis. Therefore, the author really hopes for constructive criticism and suggestions for the good of this thesis, hoping that this thesis can provide benefits for readers in general.

Banda Aceh, 2 August 2024

The researcher,

Vella Nazira



ABSTRACT

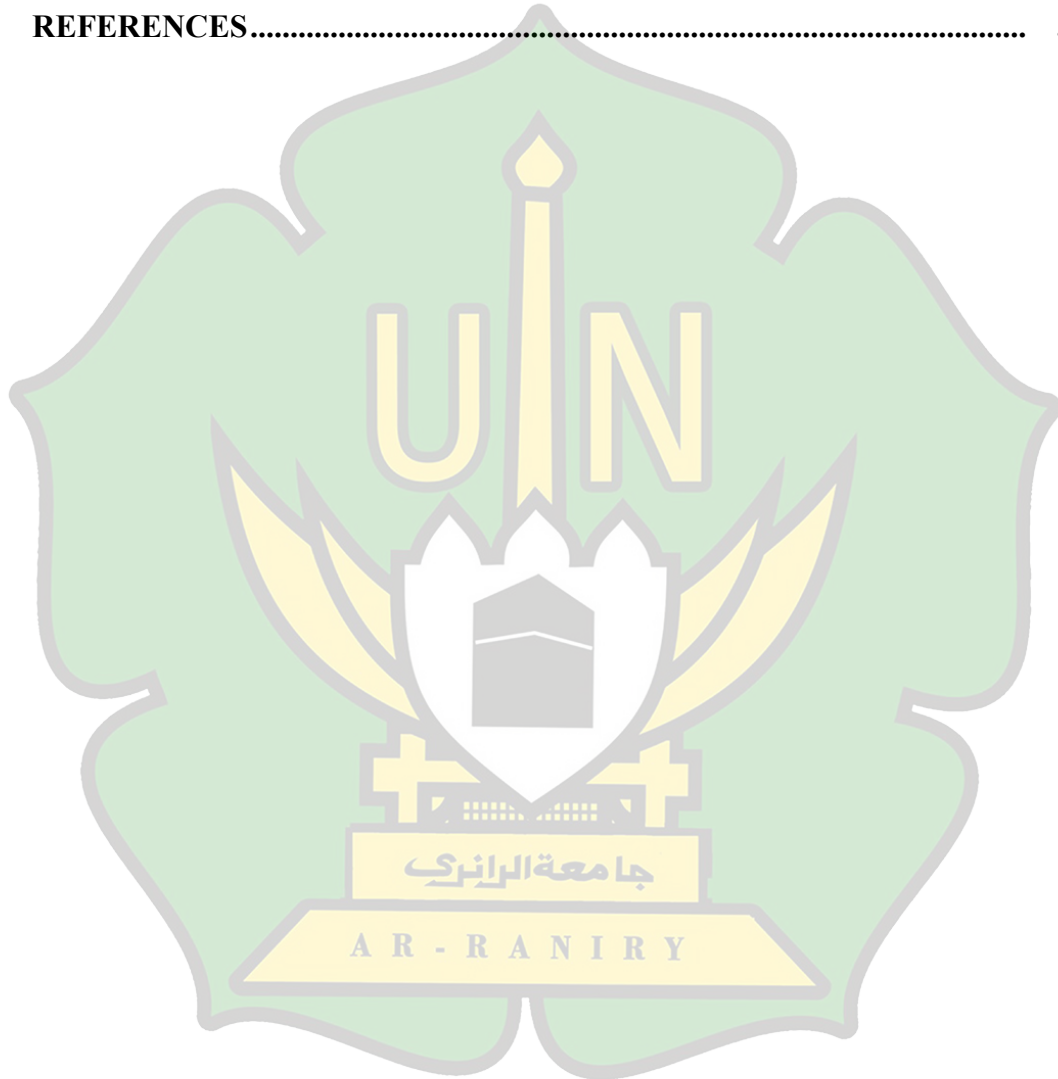
Nama : Vella Nazira
Reg. No. : 170203188
Faculty : *Tarbiyah dan Keguruan*
Major : *Pendidikan Bahasa Inggris*
Thesis title : The Use of English Short Story to Enrich Student Vocabulary
Supervisor : Rahmi, S.Pd.I., M.TESOL., Ph.D.
Keywords : Language Learning, Vocabulary Acquisition, English Short Story

The researcher focused on the use English Short Story in developing students' vocabulary at the seventh grade of MTsN 3 Aceh Besar. The research question of this research how what effective are English short stories as a tool to improve vocabulary acquisition among students at MTsN 3 Aceh Besar. The aims of this research were to find out whether the use of English Short Story is effective to developing student's vocabulary at the seventh grade of MTsN 3 Aceh Besar. This research applied experimental teaching. The population of this research was the seventh grade of MTsN 3 Aceh Besar. The number of populations was 15 classes. The sample was the seventh-grade students consisted of 24 students. To collect the data the researcher gave them pre-test and post-test to students, the data analyze by using SPSS 22. The finding of this research showed that the implementation of English short story is effective in developing students' vocabulary. Based on the result of mean score in pre-test was lowest than the mean score in the post-test (57, 37 < 80, 00), and the standard deviation of pre-test and post-test in experimental class is (7, 61 < 10, 74). From the result, it can be concluded that English short story was effective in developing students' vocabulary. Based on the score of mean and standard deviation of post-test was higher than pre-test in experimental class.

TABLE OF CONTENT

| | |
|---|-------------|
| COVER PAGE | i |
| APPROVAL LETTER | ii |
| SIDANG MUNAQASYAH-EXAMINER SIGNATURE | iii |
| DECLARATION OF ORIGINALITY | iv |
| ACKNOWLEDGEMENT | v |
| ABSTRACT | vii |
| TABLE OF CONTENT | viii |
| | |
| CHAPTER I INTRODUCTION | 1 |
| A. Background of Study..... | 1 |
| B. Research Question..... | 3 |
| C. Aims of the Research | 3 |
| D. Hypotheses | 3 |
| E. Significance of the Research..... | 3 |
| F. Terminologies..... | 4 |
| | |
| CHAPTER II LITERATURE REVIEW | 6 |
| A. Theoretical Framework of Vocabulary Acquisition | 6 |
| B. Role of Literature in Language Learning..... | 7 |
| C. Benefits of Short Stories in Vocabulary Development..... | 9 |
| D. Previous Studies | 15 |
| | |
| CHAPTER III RESEARCH METHODOLOGY | 17 |
| A. Research Design | 17 |
| B. Location and Research Subjects | 18 |
| 1. Population..... | 19 |
| 2. Sample..... | 19 |
| C. Data Collection | 19 |
| 1. Experimental Teaching | 19 |
| 2. Test..... | 20 |
| D. Techniques of Data Collection | 21 |
| E. Data Analysis..... | 22 |
| 1. Normality Test | 22 |
| 2. T-test | 23 |
| | |
| CHAPTER IV FINDING AND DISCUSSION | 24 |
| A. Research Findings | 24 |
| 1. Analysis of Test in Experimental Class..... | 24 |

| | |
|---|-----------|
| 2. Data analysis | 26 |
| B. Discussion..... | 28 |
| CHAPTER V CONCLUSIONS AND SUGGESTIONS..... | 33 |
| A. Conclusions..... | 33 |
| B. Suggestions | 33 |
| REFERENCES..... | 35 |



CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary acquisition is a crucial aspect of language learning, particularly for junior high school students who are English as a foreign Language (EFL) learner. Webb and Nation (2017) underscore the importance of a rich vocabulary in enhancing comprehension and effective communication in a new language. In ESL contexts, the acquisition of a diverse vocabulary is often challenging, necessitating innovative teaching approaches to meet the varied needs of learners.

The integration of English short stories into the curriculum is increasingly recognized as a potent tool for vocabulary enrichment among junior high students. Literature, as Boakye (2017) notes, provides authentic contexts that render the learning of vocabulary more meaningful and engaging. This approach not only enhances retention but also improves comprehension, making vocabulary learning more effective and relevant to real-world contexts.

However, ESL learners frequently encounter challenges such as limited exposure to diverse vocabulary and lack of real-life contexts for applying new words. Traditional methods of vocabulary teaching sometimes fail to engage students in meaningful language use, creating a gap between vocabulary knowledge and its practical application (Alqahtani, 2015). This gap is evident in many

educational settings, where students may know words but struggle to use them effectively in real-life situations.

To bridge this gap, incorporating literature, particularly short stories, into language learning can be highly beneficial. Nikolajeva (2014) highlights that stories naturally embed language within a context, facilitating a deeper understanding and application of vocabulary. This contextualization is crucial for students to not only learn new words but to also understand their usage in various situations.

The comprehensive approach offered by English short stories in vocabulary learning is noteworthy. As Cheung (2016) points out, narrative texts not only introduce new vocabulary but also aid in contextualizing and embedding these words within engaging and memorable stories. This method enhances long-term retention and deeper understanding of the vocabulary.

Despite these recognized benefits, there is a noticeable gap in research focusing on the use of English short stories for vocabulary enrichment in junior high school ESL settings. The current study aims to address this gap by providing empirical evidence on the effectiveness of English short stories in vocabulary acquisition. It seeks to contribute to the body of knowledge in language pedagogy and offer insights for future teaching practices. The expected outcome of this research is to provide valuable insights for educators and curriculum developers in ESL contexts, potentially leading to more effective and engaging vocabulary teaching strategies.

B. Research Question

Here one question is formulated, namely: what effective are English short stories as a tool to improve vocabulary acquisition among junior high school EFL students?

C. Aims of the Research

The purpose of this study is to assess the effectiveness of English short stories as pedagogical tools for vocabulary acquisition in junior high school students.

D. Hypotheses

The hypothesis for this research is formulated as follows:

Ho: The use of English short story is not effective in enriching students' vocabulary.

Ha: The use of English short story is effective in enriching students' vocabulary.

E. Significance of the Research

1. Students

The findings of this research are expected to significantly benefit junior high school students, especially ESL learners. It is anticipated that the study will reveal how English short stories can effectively enhance vocabulary acquisition. This improvement in vocabulary will likely lead to better English comprehension and communication skills, which are crucial for academic success and broader language proficiency.

2. Teachers

For educators, especially those teaching English as a second language, the research is expected to offer new insights into vocabulary teaching methodologies. It is anticipated that the findings will encourage the integration of literature, particularly short stories, into vocabulary teaching, thus enriching the learning experience. This could lead to a paradigm shift in how vocabulary is taught, making lessons more engaging and educationally rewarding.

3. Researchers

For the academic and research community, this study is expected to contribute valuable knowledge in the field of language acquisition and pedagogy. The anticipated findings will likely open new avenues for research, particularly in exploring the role of literature in language learning. This could lead to further studies that examine various literary genres and teaching methods, enriching the academic discourse and inspiring ongoing research in this field.

F. Terminologies

1. Vocabulary acquisition

Vocabulary acquisition refers to the process by which individuals learn, understand, and begin to use new words in a language. In the context of second language learning, it involves the incorporation and mastery of new lexical items, enhancing the learner's language proficiency. As noted by Schmitt (2010), vocabulary acquisition is not only about memorizing words but also understanding their usage, nuances, and variations in different contexts. In this study, vocabulary

acquisition will be assessed in terms of the breadth and depth of new words learned by junior high school ESL students through English short stories.

2. English short stories

English short stories are brief fictional narratives written in English, characterized by their concise and focused plotlines. They are a subset of literature that provides rich linguistic input within a limited scope, making them ideal for educational purposes. According to Zipes (2012), English short stories can serve as effective tools for language learning, as they encapsulate diverse vocabulary and grammatical structures within engaging and context-rich narratives. In this research, English short stories are used as a medium for vocabulary acquisition in a junior high school ESL setting.

3. Foreign language learning

Foreign language learning refers to the process of learning a language that is not the learner's mother tongue, typically in a setting where the language is used for wider communication. As Ellis (2008) explains, it involves the development of skills and knowledge to use the language for communication. This research focuses on English as the foreign language being learned by junior high school students, specifically looking at how the use of English short stories can aid in their vocabulary acquisition.