

CHAPTER I

INTRODUCTION

This chapter explains about general background of the study, statement of problem, objective of study, hypothesis, scope and limitation, significance of study, and the definition of key terms.

A. Background of the Study

Vocabulary is the one of components in English and it is the important aspect in learning a foreign language. Besides that, vocabulary has important role in communication. The word means vocabulary; therefore people use some vocabulary to communicate with other people. If people do not mastery vocabulary well, they will feel difficult to communicate with other people and they cannot explain everything that they want to share with another.

According to Norbert (2008) vocabulary is one of the most important competences in a language. Someone who has limited vocabulary usually cannot communicate to other clearly and the idea cannot be accepted clearly. Hermer (2013) also state, that “if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh”. From that statement it is impossible to learning language without mastering vocabulary.

Learning in foreign language, in this case English vocabulary, is considered to be difficult for most Indonesian students. They were felt difficult both in remembering and finding the meaning of the words (Syatriana, 2010:28). In solving this problem, Hayashi (1999) recommended teachers to select texts that

stimulate students to learn the vocabulary and the suitable text for teach vocabulary is short story.

According to Poe (1998) short story is fictional work or prose that is shorter in length than a novel and it can be read in a single sitting. Short story is one of many kinds of English Literature. Among literary genres, short story is the most suitable choice to build up vocabulary.

Slater (1991) states that short story can be a good teaching media for teaching vocabulary since it is considered to be adequate for the learners from all levels (from the beginner to the advanced learners). Short story can be a good teaching media because teaching vocabulary through short stories is very useful in the trial to improve students' vocabulary achievement.

Beside short story is very useful in the trial to improve students' vocabulary achievement, there are also some benefits or advantages by using short stories. Murdoch (2002) indicates short stories that selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency. According to Erkaya (2005) learning literary text in this case short story can lead student to be critical thinker. Young (1996) also discussed two advantages of using short stories for raising critical thinking in students as the following: "because they are entertaining, students' pervasive apprehension is reduced, and they learn from the beginning that critical thinking is natural, familiar, and sometimes even fun. And the stories put issues of critical thinking in an easily remembered context". Lao

and Krashen (2000) also conducted a survey in Hong Kong found that the group who read literary texts showed improvement in vocabulary and reading.

Moreover, there is previous study that conducted by Handayani (2013) In this research she found that the use of short stories improved the ability of students to understand the text better as well as to know more vocabulary. Another study also conducts by Anisah (2016) In this research she found that the use of short story was effective.

From these previous studies has shown that vocabulary is one of the important elements of language and as the basis of how learners speak, write, listen and read. Without a good mastery or achievement of vocabulary the learners will find the difficulties to succeed in learning English. Therefore, it needs treatment to attack students' achievement especially their vocabulary. And using short story is one of the media to improve students' vocabulary achievement. Although this study still discuss about vocabulary and short story.

In this research, the researcher chooses MAN 2 Tulungagung because she has been observing the instructions over there during apprenticeship. Beside that, the English teacher of MAN Tulungagung 2 said that the difficulties in learning English vocabulary because of the lack of remembering and words meaning, this makes the students cannot express communicative needs (ideas, emotion, desires, and though).

Based on that case, the researcher was curious to use short story as medium in teaching vocabulary. The researcher wants to analyze whether teaching vocabulary by using short story is more effective towards the students' vocabulary

achievement. Hence, in this study the researcher wants to take the title “**THE EFFECTIVENESS OF USING SHORT STORY AS THE MEDIA TOWARDS THE STUDENTS’ VOCABULARY ACHIEVEMENT OF X-MIA 3 AT MAN 2 TULUNGAGUNG**”.

B. Research Problem

From the background above, therefore, in this writing, the problem statements are:

1. How is the students’ achievement in vocabulary before being taught by using short story?
2. How is the students’ achievement in vocabulary after being taught by using short story?
3. Is there any significant difference score of the students before and after taught by using short story?

C. Research Objective

This research is conducted with some objectives and finding out the answers to the research questions. The objectives of the study are formulated as the researcher want to know:

1. To know the students’ achievement in vocabulary before being taught by using short story.
2. To know the students’ achievement in vocabulary after being taught by using short story.
3. To know significant difference score of the students before and after taught by using short story.

D. Hypothesis

In this research the researcher has two research hypotheses. They are alternative hypotheses and null hypotheses.

1. **Alternative hypotheses:** there is significant difference between the students who are taught by using short story and whom are not taught by using short story.
2. **Null hypotheses:** there is no significant difference between the students who are taught by using short story and whom are not taught by using short story.

E. Scope and Limitation of the Research

From the research problem that stated earlier, this study only focuses to know the effectiveness of using short story towards the students' vocabulary of X-MIA 3 students at MAN 2 Tulungagung in academic year 2016-2017.

F. Significance of Study

The researcher expects this research will be beneficial to:

1. For the students

Learning English vocabulary by using short story can improve the students' understanding about English words. Short story help students to learn vocabulary easily and effectively and also the learning process become fun and challenging.

2. For the teachers

It will give them insight that using short story is worth trying in teaching vocabulary to make teaching learning will be effective.

3. For the future researcher

This research gives some knowledge about the benefit of short story in teaching vocabulary.

G. Definition of Key Term

To avoid misunderstanding and to limit the unnecessary points, the researcher would like to give explanation of the topic as follow:

1. **Short Story**

Short story is fictional work or prose that is shorter in length than a novel.

2. **Vocabulary**

Vocabulary is all the words known and used by a particular person.