

The Implementation of Short Story in Enhancing Student's Vocabularies

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Diterima	Direvisi	Disetujui
10-08-2020	16-09-2020	20-09-2020

Abstract- *Literary works have attracted more attention as a pedagogical instrument in enhancing vocabulary in recent years. Short stories refer to the learning media that is applied by the teacher to help the student in improving student's vocabulary based on the context of reading a certain text. The Increased interest in a student-centered approach makes this short story received attention from a variety of studies. In the case of students must be more active in the learning process. The activity lets the students explore various new words, the content of the story and also sentence structure. The focus of the activity is to define and understand the words in a specific context based on the content of the text. This research is a literature review from a previous study of short stories in English as a Second / Foreign Language context (ESL / EFL). The ten short story studies from the last ten years were widely reviewed and systematically analyzed. A short story from the study reviewed is about the quality of student vocabulary results in the context of EFL / ESL due to understanding vocabulary plays an important role in learning English. As a critical review research of these studies, this research highlights the obstacles faced during a teaching in improving vocabulary and the practicality of short stories as an effective pedagogical instrument in improving vocabulary. This study hopes that it can be useful and used effectively by educators in the ESL and EFL classrooms in the future.*

Keywords: *Short Story, vocabulary learning, learning and teaching activity*

Abstrak- *Karya sastra semakin menarik perhatian sebagai instrumen pedagogis dalam meningkatkan kosakata dalam beberapa tahun terakhir. Cerpen mengacu pada media pembelajaran yang diterapkan oleh guru untuk membantu siswa dalam meningkatkan kosa kata siswa berdasarkan konteks bacaan tertentu. Meningkatnya minat terhadap pendekatan yang berpusat pada siswa membuat cerita pendek ini mendapat perhatian dari berbagai penelitian. Dalam hal ini siswa harus lebih aktif dalam proses pembelajaran. Kegiatan tersebut memungkinkan siswa mengeksplorasi berbagai kata baru, isi cerita, serta struktur kalimat. Fokus kegiatan adalah mendefinisikan dan memahami kata-kata dalam konteks tertentu berdasarkan isi teks. Makalah ini merupakan tinjauan pustaka dari studi sebelumnya tentang cerita pendek dalam bahasa Inggris sebagai konteks Bahasa Kedua / Asing (ESL / EFL). Sepuluh studi cerita pendek dari sepuluh tahun terakhir ditinjau secara luas dan dianalisis secara sistematis. Cerpen dari penelitian yang diulas adalah tentang kualitas hasil kosakata siswa dalam konteks EFL / ESL karena pemahaman kosa kata memegang peranan penting dalam pembelajaran bahasa Inggris. Sebagai makalah tinjauan pustaka dari penelitian tersebut, makalah ini menyoroti kendala yang dihadapi selama pengajaran dalam meningkatkan kosa kata dan kepraktisan cerita pendek sebagai instrumen pedagogis yang efektif dalam meningkatkan kosa kata. Penelitian ini diharapkan dapat bermanfaat dan digunakan secara efektif oleh pendidik di kelas ESL dan EFL di masa depan.*

Kata Kunci: *Cerpen, pembelajaran kosakata, aktivitas belajar dan mengajar*

INTRODUCTION

Stories can offer valuable ways to contextualize and introduce new languages, making them comprehensive and easy to remember (Wasik & Bond, 2001). Linguistically, the story presents grammar, vocabulary, and speech formulas in a meaningful and structured context that supports the understanding of the narrative world and the content associated with the story (Koisawalia, 2005). In today's era, English is one of the most important languages that should be mastered by all people in the world. According to Dolma&Boonprasitt (2016) stated that currently, English has become a gateway

to various sciences, schools, commerce, and culture and nearly a quarter of the world's population is fluent in English since it has become a global language. In learning and teaching English either as a second language or foreign language, vocabulary takes an important role in the fluency of communication and even academic field.

In fact, many researchers that wrote about teaching and pedagogy such as (Laufer, 2017) said that In general vocabulary researchers consider learning vocabulary in a foreign language a pretty arduous task, (Amirian & Heshmatifar in Ge, 2015) states that vocabulary items are often considered as

the "building blocks" of a language. Without knowledge of a number of vocabulary words in the target language, students cannot effectively learn to listen, speak, read, or write in that language (Nation in Ge, 2015). Dealing with that, no wonder that tutors or teachers always try to find out an effective way of enhancing student's vocabularies. Traditionally, word study is taught in a monotonous way. The teacher asks the students to memorize some list of words in the textbook, and let them find out the meaning through the dictionary. But it seems that asking students to do that way can not be said as the best way of learning vocabulary.

Other than dictionaries, the short story has been considered in recent years as a learning media to improve student's vocabularies. Utilizing short stories in the EFL classroom introducing students to different opportunities for educational, intellectual, cultural and linguistic development. Short stories are considered as one of the literary genres that can be used in EFL classrooms to improve language skills, motivate students, and increase their cultural awareness and tolerance. (Abuzahra&Farrah, 2016). By using short stories, EFL teachers have the advantage of teaching vocabulary through context. Teaching vocabulary through context means looking for clues in sentences that might tell the reader something about the meaning of the word in question. (Al-Dersi, 2013). In the teaching and learning process, the student is not just knowing the meaning of the word but he/she will have more opportunity to understand the meaning of the word based on the written context.

Despite the fact that a short story has been implemented in the ESL or EFL classroom, there have been few negative perspectives toward the use of short stories as a pedagogical instrument in the classroom. As there has been a lack of studies on the obstacles that are faced by students in learning vocabulary and why they feel that learning English is difficult. Several studies have clarified the positive contribution of the short story in developing language learning. A student's level of vocabulary knowledge has been shown to be an important predictor of fluency in language ability such as reading comprehension, speaking skills, etc. Thus, this research will critically review the journal selected by highlighting the obstacles during a teaching in improving vocabulary and the practicality of short story as an effective pedagogical instrument in improving vocabulary.

The summary of previous studies is divided into two parts. The first part explores the definition of short story and vocabulary whereas the second part explores the advantages of using short story in the ESL and EFL classroom.

A. The Definition of Short Story and Vocabulary

Language is a very important tool for human beings in order to create a good communication in everyday life. Besides the variety of mother tongue that is owned by different people in the world, English take an important role to be communicated either as a second language, foreign language or specific purposes. According to Reddy (2016) said that English plays an important role in daily life. Along with the development of an increasingly modern era, English has a very large use in several sectors of work. in the business field, English is widely used by the international business community. In Education, English plays an important role in higher education and special training. In the field of employment, English proficiency is one of the requirements given to job applicants by the company. it can be said that foreign language skills can bring someone to a good job and a good salary. in the field of global information, English is very important to be able to access more easily all information through various online media platforms.

The ability in learning English is divided into several parts such as, speaking, reading, writing and listening. Those aspects are connected to each other in the learning process. Thus, students or learners can considered as they are having a good skill in English when they hold proficiency in those aspects. In this case, vocabulary is a basic part that needs to pay more attention before going further to the next level of learning. In line with Parvareshbar (2016) stated that vocabulary is the basis of language teaching and learning. without vocabulary wealth, students will have difficulty developing other skills successfully. this is because vocabulary knowledge is the main science used in all thoughts and feelings to be expressed and conveyed through language media. According to Al-Dersi (2013) based on knowledge of words, vocabulary can be categorized into 2, namely receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them (listening & reading). Whereas productive vocabulary are words that generally used during speaking or writing (speak & write).

However, teaching vocabulary improvement involves extra effort than teaching the definition of technical or unfamiliar words in texts. In this study, the acquisition of receptive vocabulary is the appropriate one when it deals with a short story. Learning vocabulary by using a short story is related to either reading a short story or listening to the story. Thus, a short story could be utilized in order to teach and motivate students in enhancing their vocabularies. This is because short story ideas

are the most suitable literary genre to be used in teaching English because they are short and are indicated as a genre that is less feared and the second most enjoyable (43%, this novel is most enjoyed by 44%) because short stories are easy to resolved and can definitely be understood (Umsugi, Hanapi & Handayani, 2018). In learning foreign languages, short stories are a rich resource for literacy and provide an abundance of linguistic resources for students that can be used in learning activities (Damayanti, 2017). In line with Rodriguez (2017) states that for many years, literature has been used to teach foreign languages because of its benefits in terms of language content and use. This has been considered the best way to get vocabulary.

B. The Advantages of Using Short Stories in EFL and ESL Classroom

A short story can be used as a supported or alternative of the pedagogical instrument in teaching vocabulary. As it has been discussed that short stories can help students achieving better Improvement in vocabulary. Thus, by enriching and mastering a number of vocabularies, it can help them to improve other skills such as speaking, reading, writing and listening. As the basic knowledge in learning language, some of the studies of the reviewed literature reported some advantages of using short stories in ESL and EFL classes, this part of the literature review states those benefits in terms of the following:

Enhancing the Quality of Learning

Short stories open up opportunities for students to read intensively and extensively. Giving a reading assignment by asking students to work on a story in a short amount of time without a dictionary will significantly increase their reading speed. It can also train students to guess the meaning in the reading text. (Zeraatkar&Hadipanah, 2013). According to Povey in Pardede (2011) states that it contains concrete examples of grammatical structures and vocabulary items, literary texts increase students' awareness of various target languages and increase their competence in all language skills. Other writers such as Dolma & Boonprasitt (2016) say that stories can be a tool to hone the vocabulary skills of EFL students. This is because the vocabulary provided can facilitate EFL teachers to help improve their speaking and writing skills. In addition, the use of short stories is a good approach to attract EFL students. Thus, students can learn more about cultural and moral values that have direct relevance to their daily lives.

Another advantage of using short stories is cultural content in storytelling. Cultural content refers to the way language and culture are

interrelated including the number of cultural knowledge needed to understand the meaning to be used in an activity (Meyer in Parvareshbar, 2016). EFL learners must learn words in the context of the story to understand its meaning. This can happen with the use of short stories chosen by EFL teachers. Al-Dersi (2013) states that Reading short stories not only offers the opportunity to review the words learned but also to understand and use them in real-life communication that guarantees longer retention. Umsugi, Hanapi & Handayani (2018) said that short stories have several advantages over non-literary texts. In some pre-reading activities, there are a number of things that can be applied well to short stories such as discussion of topics and narrative structure where they are very useful in facilitating the reader top-down process. In the teaching and learning process, Krishna & Sandhiya (2015) says that short stories are available for all levels from beginners to advanced learners, as well as for all ages from young students to adult.

RESEARCH METHODOLOGY

This study uses a descriptive review of several journal articles. In doing descriptive reviews, the writer follows a systematic procedure, including searching, screening and classifying studies (Pettersen, Vakkalanka&Kuzniarz, 2015). This research is focused on journals that consider English as a Second Language (ESL) and English as a Foreign Language (EFL) context. The critical review focuses on 10 comprehensive journals. Additionally, these journals were selected on the basis of the year of publication as the authors of this research targeted journals from 2011 onwards as there was a limited number of recent studies that were available. As the research focuses on the ESL and EFL context of vocabulary improvement that utilizes the short story, these journals are from countries such as Columbia, India, Indonesia, Thailand, China, Iran, Palestine, and Iran

The majority of the numbers of journals are from Iran which is 2. It is followed by the number of journals from Indonesia which is 2. The remaining journals collected were from India, Palestine, Uzbekistan, Thailand, Columbia, and China was one journal respectively. As for the number of participants in the respective 10 journals reviewed, the number of participants varied. The number of participants ranged in the samples ranged from small to large numbers. The proficiency level of the participants from these respective journals is varied. The majority of articles were represented by participants started from beginner to advanced levels in English.

FINDING AND RESULTS

This research clarifies two aspects of short story. The first aspect clarifies the obstacles that faced by students in learning vocabulary. The second part clarifies the practicality in using short story as the effective pedagogical instrument to improve vocabulary.

1. The Obstacles in improving Vocabulary

The implementation of the short story in teaching and learning vocabulary has been conducted and experimented through several studies. In learning vocabulary, the student often faces difficulty in enhancing the number of vocabulary. The phenomenon reported that Many of the students got a problem in improving their English skills because of the lack of vocabulary. The notion is that the way students in gaining the vocabulary only by knowing the meaning of each word through the dictionary. According to Allen in Ajideh, Zohrabi & Nouazad (2014) identified three reasons why strategies that focus on word definitions are ineffective: (1) a word can have many definitions and meanings depending on the geographical location where a person lives, (2)) a word can have definitions that may not be correct in certain contexts, and (3) word definitions often lack sufficient information for students to use them correctly.

Some of the causes why students lack vocabulary is just because of the poor of reading habit, poor of motivation and role modeling by parents and teachers and do not spend much time in the library (Dolma & Boonprasitt, 2016). Considering that vocabulary as an important part in learning English, Harmer In Parvareshbar (2016) overemphasizes the importance of acquiring vocabulary and states that very little can be expressed without grammar, while without vocabulary nothing can be conveyed. Thus, it should be better to introduce new vocabulary earlier to the students. Learning vocabulary based on written text is different from the spoken text. The limitedness of student's ability in mastering the standard number of vocabularies is also one of the obstacles in learning vocabulary. This is in line with Nation in Laufer (2017) stated that receptive knowledge of 8,000–9,000-word families are needed to comprehend authentic written texts in English, and knowledge of 6,000–7,000 families for dealing with spoken texts.

Specifically, in teaching vocabulary for the young learner, several obstacles also faced by the teacher such as young learners forget something easily, they get bored easily when they feel that text is not interested, the students who are low proficiency will get difficulty in guessing the meaning from text. In this case, no wonder that

teachers and many researchers have been searching for an effective method to make student's knowledge of vocabulary be better. Finding an interesting strategy and interesting narrative text should be considered in order to attract student's attention during the learning process.

2. Practicality in Using Short Story as the Effective Pedagogical Instrument

The short story is implemented in teaching vocabulary because it is considered as a good instrument to give students broad knowledge in understanding a word based on context. Teaching a vocabulary based on context is rather difficult than directly ask the students to find out the meaning through a dictionary. Practically, a teacher should choose an appropriate text that corresponds to the proficiency level of learners, whether it is beginner, intermediate or advanced (eren, 2004, pardede, 2011, Rodriguez, 2017). Dealing with the length of the text, Hill in Pardede (2011) points out three basic criteria for text selection: (1) students' needs and abilities; (2) linguistic level and text style; (3) the number of background information needed in relation to actual material. The methods used in teaching vocabulary are diverse, such as Bakhodiruvna (2015) said that one of the most effective methods for helping students learn new vocabulary words is to teach unfamiliar words used in the text before the reading experience. The teacher must preview the reading material to determine which words are unknown. Then these words must be defined and discussed. It is important for the teacher to not only tell students what the word means but also to discuss its meaning.

According to Sandhya & Krishna (2015) clarifying that Listening and Reading short stories motivate students not only to develop their reading skills but also their imaginative skills. It further enhances student vocabulary by changing words from one form to another, for example, changing words from verbs to nouns, nouns to adjectives and verbs to verbs. On the other hand, Sunemo in Ajideh (2014) concluded that summarizing short stories leads to effective use of mental skills and to improve memory as well as understanding. It also helps students to read and understand, to distinguish important ideas, and to express information using their own words. Another practice is that After selecting text, the teacher has to create activities to help students understand the text. Short stories to be studied must be given to students beforehand. This is because when reading text for the first time, students focus on structural meaning. "Understanding the structural meaning is a prerequisite for penetrating any text (eren, 2004).

To measure the effectiveness of a short story, many studies conducted a pretest and posttest

to the number of participants in ESL or EFL classrooms in order to know the improvement of student's knowledge. After conducting a post-test, showing that the acquisition of vocabulary and expressions strengthens students' communication skills, and this makes them feel more confident, especially during oral interventions (Rodriguez, 2017). In line with Hirsh & Nation in Parvareshbar (2016) also stressed that most of the simplified short story series will have an impact on the development of L2 student vocabulary acquisition. Therefore, there is a need for more short stories that 'bridge' the gap between monotonous reading and vocabulary learning.

CONCLUSION

Based on the explanation above it can be concluded that the short story gives many positive impacts on student's knowledge in the language field. Focusing on the improvement of vocabularies. it shows a good impact on the other student's language skills as well. The enrichment of vocabularies helps students to be able to communicate easily and fluently, to be more understanding in reading a certain text, to be able to write with the various words they known and also to adjust them to understand a story based on listening context. Selecting a story based on student interest has become a challenge for the teacher in order to anticipate the student's boredom during the learning process. The short story has been considered as an effective literary work to teach language skills because the content of the text provides a student the opportunity to explore various words that definitely easy to understand. Besides, it also lets the student know about the structure of the sentences and also adjusts students to understand the variety of vocabularies based on the context.

Despite the many advantages that have been clarified by several studies, it suggested further research to do an experiment based on the level of student proficiency. to measure the effectiveness of the short story, it will be better if the teaching process classified the student whether they are in the level of beginner, intermediate or advanced level. Besides, it also makes the teacher easy to select a text-based on their level of ability and fluency.

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