CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the study, research problem, research objectives, research significance, and research scope.

A. The Background of The Study

In teaching and learning English, vocabulary as an element of language is considered as the most important factor in improving mastery of four language skills. According to Griva (2009), vocabulary learning is considered fundamental and cannot be separated from the language teaching area. Students cannot master these skills if they lack vocabulary. Without vocabulary mastery, students also will not be able to express their communicative needs such as ideas, emotions, desires, and thoughts to somebody else. Flohr (2010, p. 2) accentuated this by stating that students should learn vocabulary because otherwise, they will not be able to express and articulate themselves into the required language in a way that other students can accept and understadable.

Teaching vocabulary in the right technique is needed to give motivation to students. Teachers should choose the strategy or technique, which is appropriate to use in teaching vocabulary. The basic way of teaching vocabulary is using a short story.

A short story is a work of fiction usually written in prose, often in a narrative format. The short story can range from 5,000 to 7,500 words. Unlike the novel, which has more than 7,500 words and has many plots and themes. With a

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variety of prominent characters, short stories usually focus on one plot, one main character (with several additional minor characters), and one major theme.

According to Abuzahra & Farrah (2016) 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. Therefore a short story has been considered in recent years as a learning media to improve students' vocabulary.

Learning English is very important for us because it makes it easy to communicate with the people in the world. English as a foreign language has four skills. They cannot master it if the students' vocabulary is still lacking. Students cannot clearly express their communicative needs (ideas, emotions, desires, and thoughts) to someone because of their inadequate vocabulary. Without vocabulary, the students cannot express ideas or understand sentences.

In addition to knowing English words and their meaning, students must also know the words together in English sentences. It can be concluded that teaching vocabulary does not only provide the meaning of words but also teaches how words work in sentences because many words have many meanings.

The researcher will present a previous study that is relevant to this topic. First Lamante, F. (2020) studied Improving The Students' Vocabulary Mastery by Using Storytelling at The Eleventh Grade of Language Class In Man Model 1 Manado in the academic year of 2016/2017. To achieve the research objective, she designed action research and chose cycle 1 and cycle 2 for this study. The first cycle conducted in four meetings includes a pre-test. The second cycle was

conducted in three meetings. In the last meeting of each cycle, the students took the test as the post-test. The research took one class of the Eleventh grade as samples. This study showed that students were interested in learning vocabulary and became active, more enthusiastic when discussing the material, and participated in finding a new vocabulary.

Second, Muzayyin, H. (2020) conducted action research in a two-cycle design about Improving Students' Vocabulary mastery Through Digital Storytelling at The Eight Grade of MTS MW Just in The Academic Year 2018/2019. To achieve the objective of the research. The first cycle conducted in four meetings includes a pre-test. The second cycle was conducted in three meetings. In the last meeting of each cycle, the students took the test as the post-test.

As the research above shows, Lamante, F. (2020) researched on the role of Storytelling in improving and mastering student vocabulary. Muzayyin, H. (2020) also researched on the role of Storytelling in improving and mastering student vocabulary. However previous studies have never conducted research discussing the students' perception on using Short Story to learn vocabulary. This study aimed to explore the student's perceptions on using Short Story to develop vocabulary. The results of this study are expected to provide clear information for readers or other researchers.

B. Research Problem

Based on the background of the research, the author conveys the research problems as follows: "What are the students' perception toward the use of short story to develop vocabulary?"

C. Research objectives

The objective of this research is to identify the students' perception on using short story to develop vocabulary.

D. Research Significance

The significances of this study are expected to be useful for :

1. Students

The finding of this research has explained the perception of the students who learn vocabulary through a short story. So, when the eighth-grade students of SMP Regina Caeli Cileungsi learn using a short story. It will be easier to learn English, especially vocabulary.

2. Teachers

To English teachers who read this paper would hopefully suggest the students use Short Story as a teaching media to develop vocabulary.

3. Researchers

The researchers would find this topic interesting to study more and will open a bright idea about the short story in the classroom. As we know, research about this topic is rare and needs further study.

E. Research Scope

   This research was designed to focus on students' perceptions of using a short story to develop vocabulary at SMP Regina Caeli Cileungsi. To obtain valid data, the participants in this study were 59 students in Grade VIII Schuman and VIII Wagner. The data will be collected through a questionnaire.