CHAPTER 1

INTRODUCTION

This chapter discusses some topics related to the background of the study, the statement of problem, the hypothesis, and the purpose of the study, the significance of the study, the scope and limitation, and the definition of key terms. All of the items will be explained below:

1.1 Background of Study

Vocabulary is an inseparable part of any language learning process. It would be impossible to learn a language without vocabulary because it supports all of the English skill such as listening, speaking, reading and writing. And it should not be neglected for anyone who learns English. Laufer (2008:2 as stated in Akbari) states that in language learning and use, vocabulary is an important as fact. The importance can be seen when we compose a sentence using different vocabulary. Without vocabulary, speakers are unable to communicate each other in particular language.

Considering the importance of vocabulary, the introduction of new vocabulary at the eighth grade of learning process to the students is necessary because it will lead them understanding a lot of vocabulary easily. However, learning vocabulary is not easy. Cameron (2001), says that learning a new word is not a simple thing. A new word should be given at least 5-6 times in one unit of text book in order to be learned by the students. So, learning vocabulary repeatedly is very important in order to make the student always remember the material that they have learned. Because learning
vocabulary is not the simple thing to be done, the students get difficulties in this subject.

Based on researcher’s pre observation in teaching practice I at SMPN 2 Pamekasan, students’ vocabulary mastery is still low. It can be seen from the data of eighth grade students at SMPN 2 Pamekasan that 60% of the students got low scores in English vocabulary. From 60% before, average of students’ is dominated by 50 score. Whereas standard score in that school is 75. So it’s show us that student achievement is still low. Therefore, it is very important for the teacher to find the solutions in order to make the students easier mastering vocabulary. One of the solutions is by giving an appropriate method, technique, material and media. It is expected that the students will be more interested in learning vocabulary.

The previous research done by Irawati (2005) entitle “The Role of Simulation Method in Improving the Fifth Year students’ Vocabulary Achievement at SDN Torongrejo 02 Batu” showed that simulation method was effective to be used in teaching and learning vocabulary. Students can respond actively, promote their confidence, and participate with their fellows. The experimental group got better mean score than the control group. This result implies that simulation method is one of the factors which influence the student vocabulary achievement.

The previous research above is conducted to know the role of Simulation Method in improving the students’ vocabulary achievement. However, in this study, the researcher wants to apply short story in vocabulary lesson. The researcher wants to know the effect of short story in improving students’ vocabulary mastery.
According to Burroway (1987:12 in Koesnosoebroto1988), Short story is “formed by simple sentence, and can waste no words”. It can deal with only or a very few consciousnesses”. Furthermore, Merrath (2003), statet that short story is a piece of prose fiction which can be read at single sitting. Short story is short enough to be read in one sitting, with every word leading toward some final, preordained effect. In short story, the sentences are generally shorter in order the students easy to understand the story. Moreover, according to Thornbury (2002:59), “Level easy starts with 200 words is effective to be used if learners did not know all the words in a reader”.

The researcher uses short story because short stories are the most suitable literary genre to use in English teaching due to its shortness, is supported by Collie and Slater (1991: 196) when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with on their own. Third, short stories have a variety of choice for different interests and tastes. Finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes. Besides that, the students will be easy to write down the correct words. It is because all the words are inside of the short story. Here, the researcher uses narrative short story because this texts are being taught in eighth semester of eighth grade students. It can be proved from the syllabus for eighth grades in eighth semester. The researcher wants to apply folktale from Indonesia as theme of material in teaching.
The explanation above is the reason why the researcher is interested to conduct the research entitled “The Effect of Short Story in Improving the Eighth Grade Students’ Vocabulary Mastery at SMPN 2 Pamekasan”. The researcher wants to know whether or not short story improves the student’s vocabulary mastery.

1.2 Statement of Problem

Based on the background above, the problem of this research is stated as follows: *Does “Short Story” improve the eighth grade students’ vocabulary mastery at SMPN 2 Pamekasan?*

1.3 Hypothesis

In order to give tentative answers of the result problem, the hypothesis are formulated as follows:

1. **Alternative hypothesis (Ha):** Short story improves the eighth grade students’ vocabulary mastery at SMPN 2 Pamekasan.

2. **Null Hypothesis (Ho):** Short story does not improve the eighth grade students’ vocabulary mastery at SMPN 2 Pamekasan.

1.4 Purpose of the Study

Based on the research question above, the purpose of the study is to find the answer whether or not Short story improves the eighth students’ vocabulary mastery at SMPN 2 Pamekasan.

1.5 Significance of the Study

Theoretically this study is expected to give the teachers more information about one of the appropriate teaching materials in learning vocabulary, such as short
story. So, they can create an interesting teaching learning process by using this teaching material. Besides, it is expected that the result of this study will give motivation to the students to have sufficient vocabulary in their level.

 Practically the result of this study will be very useful to school to give the other alternative teaching models, so the quality of teaching learning process can be increased. The result of the research is also hoped to improve students’ ways of improving the vocabulary.

1.6 Scope and Limitation

This study focuses on improving students’ vocabulary mastery by using narrative short story no more than 200 words. In addition, this study is limited on the eighth grade students of SMPN 2 Pamekasan.

1.7 Definition of Key Terms

To avoid misunderstanding in terms and contents of the topic in this study it is necessary for the researcher to define the key terms used in this study:

1. *Improve* is the process of increasing students’ ability based on before and after during the presentation of teaching activity (Homby, 2005).

2. *Vocabulary* is a list or set of words for a particular language or a list or a set of words that individual speakers of a language might use (Hatch and Brown, 1995).

3. *Short Story* is different from a novel in that it is short enough to be read in one sitting, with every word leading toward some final, preordained effect (Hooper, 1992). Short story is used in this study is short story no more than 200 words.