

Using Short Stories to Teach Vocabulary in Basic Reading 2 Class at Sanata Dharma University

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ABSTRACT

Vocabulary is one of the most important parts of language acquisition. Without vocabulary, people will not be able to deliver the message of the conversation. Therefore, students need to develop their vocabulary in order to be able to communicate in English. This research was conducted to investigate on how short story helped students on acquiring English Vocabulary in Basic Reading 2 Class. Therefore, the researcher had formulated two research questions: “How do short stories help students to learn vocabulary in Basic Reading 2 class?” and “What are the activities using short stories that can be applied to teach vocabulary in Basic Reading 2 class?” Theories from Nation (1990) and Parvareshbar & Ghoorchaei (2016) were used to answer the research question formulated. Survey method was conducted in this research. The data were collected using observation sheet and field notes that were used to note the activities conducted in the class of thirty second semester students who were enrolled in Basic Reading 2 class, also an interview with the lecturer of Basic Reading 2 class. The result of this research is that there are five activities conducted by the lecturer. Two of the activities are stated in the theory by Nation (1990) and the other three were found in the teaching and learning process. Future researchers are suggested to explore more methods that will benefit the students of Basic Reading 2 class in their process of learning new vocabulary.

Keywords: *vocabulary, short story, survey research, ELESP*

INTRODUCTION

English as an international language is important for people to master because it is spoken in so many different countries especially in some developed countries like The Unites States, The United Kingdom, Australia, and many more.

The experienced second language teacher and scholar Keith S. Folse stated that the most common error in communication happened when people did not know the right vocabulary to be used in the sentence. (Keith S. Folse, 2004).

Therefore, vocabulary is one of the most important parts of language acquisition. Without vocabulary, people will not be able

to deliver the message of the conversation. Therefore, students need to develop their vocabulary in order to be able to communicate in English.

There are many ways on how to develop ones' English vocabulary, including listening to English songs, watching English movies, reading English books, and practicing with English native speakers. Nation (1990) stated that Learners of English as a foreign language usually begin their reading with specially simplified texts (p. 115). Reading English texts allows the students to collect new vocabulary used in the text that are unfamiliar in the spoken

English. Unfortunately, Indonesian students do not have high interest in reading. The low interest in reading is because they are not accustomed to reading since childhood.

The low interest in reading of Indonesian students is because the culture of the society tends to be accustomed to hearing and speaking. People are more likely to love listening to lectures and speeches rather than having to read. In addition, in the history of Indonesians during the colonial era noted that the people who were allowed to learn to read were only nobles. Therefore, reading culture in Indonesia in that era was considered as an elite culture (Puspita & Irwansyah, 2018). Reading is a skill that must be learned, yet the process of learning to read can become boring, unattractive, and complicated for some students. They avoid reading because they find it complex and they struggle at doing it. (Zurina Khairuddin, 2013)

Furthermore, rather than reading thick and complex books like novels or other encyclopedia, short stories can help the students regain their interest in reading because short stories are shorter than novels. Also, short stories can also help the students to build their reading habit because short stories are simple and practical. In addition, they are available for all levels from the beginner to advanced learners as well as from young learners to adult and the language used in short stories is simple that students can engage on guessing the meaning of the words.

VOCABULARY

Vocabulary is obviously a very important element in a language cause the majority of the meaning in a sentence is carried out lexically (Richards & Renandya, 2002). Vocabulary is also “a core component of the language proficiency and provides much of the basis for how well learners speak, listen, and write” (p.255).

According to Hornby (1995) as written in *Advanced Learners' Dictionary*,

vocabulary is a list of words with meanings (“Vocabulary”). However, people often find new vocabulary not just in a form of a single word, but in a form of phrase which contains more than a word. For example, phrases like *never mind*, which means to be upset, *break a leg*, which means good luck, and *a piece of cake*, which means that something was done very easily.

1. Types of Vocabulary

There are two types of vocabulary, active vocabulary and passive vocabulary (Weigl, 1919). Active vocabulary is the vocabulary which people actively use either in writing or in speaking. On the other hand, the passive vocabulary is the list of words that people understood, but rarely used in conversation or in writing (Weigl, 1919). The use of active vocabulary is lesser than the passive vocabulary because the passive vocabulary is often written in a text and people tend to not using the written vocabulary in a daily conversation. For example, the word *dance floor* is an active vocabulary because it is often mentioned in several occasions instead of using the term *the space for people to dance*, which is a form of passive vocabulary.

Another theory from Nation (1990) stated that there are two types of vocabulary, the low-frequency word and the high-frequency word. The low-frequency word is the words that are rarely occur on a text. *Rogue*, *dale*, and *kith*, are the examples of low-frequency words while the high-frequency words are the words students commonly found, like *thief*, *hill*, and *friend*. The rarely occurred low-frequency words have several characteristics which are,

First, the number is not little. The low-frequency words are not just hundreds but hundred-thousand and it is more than the high-frequency words that are just around two or three thousands.

Second, although the number is not few, low-frequency words will only be met once

or twice in a 2000-word passage. Within the passage, only half of three-quarters are low-frequency words that are not repeated.

Third, words that are not commonly used and infrequent sometimes became frequent and repeated when they are used in a specialized area, for example, in a research paper, and therefore the low-frequency words have a very narrow range.

2. Vocabulary Learning-Strategies

The researcher used the theory from Nation (1990) to elaborate more information related to the vocabulary learning. Nation (1990) also mentioned that students are basically learning low-frequency words rather than the high-frequency word.

In order to effectively learn the rarely-occurred words, teachers should help the students using learning strategies instead of spending time on each word. These strategies from Nation (1990) are guessing words in context, using mnemonic techniques, and using prefixes, roots, and suffixes. The techniques mentioned will be elaborated as follows,

a. Guessing Words in Context

Once the learners know or familiar with two or three thousand words, they can apply the strategy by inferring the meaning of the unknown words they encounter while reading a text.

There are five steps on how to apply this strategy. The first step is to look at the word found and try to guess what part of speech the word is in. Second step is to identify the part of speech of the words around it, whether or not the target word goes well with the words modifying it. Third step is to look at the relationship between the word in the clause or the sentence with the clause or sentence before or after it. If it is related, it will have conjunction such as *but*, *because*, or an adverb like *however*, or *as a result*. Beside the conjunction, punctuation like dashes or semi-colons can also help. Fourth step is to use the knowledge gained

from the three steps above and students may try to guess the words they found in the text. The last step is to check whether the guess is correct or not by looking at the part of speech of the guessed word with the unfamiliar word found. The part of speech of the guessed word must be in the same part of speech with the guessed word. Replacing the guessed word in the unfamiliar word's place can be used to confirm the accuracy of the strategy.

The practice of guessing the word from the context can be done individually in a form of homework or also can be done in class exercises. As an addition, guessing words in context obviously leads into dictionary work to really make sure that the word the students guessed is correct.

b. Using Mnemonic Technique

Using mnemonic technique is by looking at the key words of the unfamiliar words. Mnemonic is a word or sentence, that help students or learners remember something ("Mnemonic"). This technique is quite effective because the students will use an unusual way to deal with the unfamiliar word by memorizing the learnt words. They learnt it by matching the English pronunciation with the students' native language which has similar pronunciation with the target language.

For example, for Indonesian students the word *parrot* sounds similar to an Indonesian word, *parit*. Next, the students will imagine a parrot in a ditch or by the ditch or even imagining it in some unusual ways. Another example, the word *pintu* sounds similar to English word *into*. These two words are surprisingly related in terms of meaning, because *pintu* means door and students can use it in a sentence like, "A *pintu* is used for going *into* something".

c. Using Prefixes, Roots, and Suffixes

This strategy can also be used to check whether or not the words that were already been guessed by the students were related to the known prefixes and suffixes. For

example, the prefix *auto-* in *autobiography*, *re-* in *rewrite*, and *un-* in *unfriendly*.

After identifying the prefix, students can also identify the suffix, at the end of the word if there is one. For example, in the word *unfriendly*, the suffix *-ly* makes up an adverb and *-y* in *jealousy* makes up an adjective.

SHORT STORY

As the source used by the lecturer to teach vocabulary to the students, the researcher would elaborate some description about short story. Jakob Sumardjo (2004) as cited in Kette, E. S. S., Pratiwi, Y., & Sunoto, S. (2016) states that short stories can be distinguished between entertainment short stories and literature short stories. The difference between the two is mainly in terms of quality. Entertainment short stories are stories that tend to emphasize the aspect of entertainment and less attention to other aspects such as teaching, information, useful, moral, philosophy, and so on. Unlike the entertainment short story, the literature short story emphasizes the content and message to be conveyed in the story.

Although the entertainment short story does not pay too much attention to the messages it conveys, the short story also contains the moral values in the story but not as the main focus of the story like the literature short story. It entertains the readers but also have a value that can be learned. The short stories used in Basic Reading 2 were included in the type of entertainment since they were light, easy to be understood, and not to focused on the moral value but they still have the moral value.

Short story is usually written with a single effect that is delivered in just few significant episodes or just in a single episode, and not as elaborate as a novel. Typically, a short story ranges from 2000 to 7500 words in length. Therefore, people often finish reading short story in one sitting or in one time unlike a novel that is usually thick and has several chapters or

episodes and people need to finish it in days or maybe weeks. (Kurtus, 2007)

There is also a type of short story which is not as long as short story, called short-short story. This type of short story formed mostly only by 500-1500 words in length. (Kurtus, 2007) this type of story usually appeared in a magazine that has a special space for the stories, and also in the online websites. Short-short story is not going to be elaborated further since the main focus of the thesis discussed about the use of a specific type of story, which is short story.

In order to answer the research questions which are, "How do short stories help students to learn vocabulary in Basic Reading 2 class?" and "What are the activities using short stories that can be applied to teach vocabulary in Basic Reading 2 class?", the researcher will use theories taken from the book *Teaching and Learning Vocabulary* by I.S.P Nation (1990) about teaching vocabulary to foreign students and *The Effect of Using Short Stories on Vocabulary Learning of Iranian EFL Learners*, a journal by Fatemeh Parvareshbar & Behrooz Ghoorchaei (2016).

In this research, short story is used as the source of learning for the students of Basic Reading 2 class. It provides the vocabulary that the students needed to learn, and the context that the students also needed in order to be able to guess the meaning of the unfamiliar words they encountered in the reading activity. The lecturer chose the context that is suitable and related with the student's daily life.

In terms of deciding what kind of text should be given to the student for them to learn new vocabulary, a theory taken from the *Teaching and Learning Vocabulary* book by Nation (1990) stated, "Learners of English as a foreign language usually begin their reading with specially simplified texts" (p.115) can be used as a criterion of selecting a kind of text. By providing simplified texts for the students to read, it will help them learn faster rather than

giving them the non-simplified ones. After giving the students the text, the teacher will give time for them to read and guess the difficult or unfamiliar words.

Another theory from Nation (1990) that really takes a crucial role in the process of learning vocabulary also stated in the book. This theory can guide the writer on the application of the learning process from reading a short story to gaining as many vocabularies as possible. "In guessing words from context, reference to a dictionary was one of the steps used to check if a guess was correct" (p.136). After reading and underlining or guessing the difficult words, the students need to check using the dictionary whether or not their guessed words are correct. After checking, the students need to write down the meaning and try reading the text once more.

The journal also stated that guessing the words by context is also possible, as what cited here, "EFL learners have to learn words in context to comprehend the meaning. This can be possible with the use of selected short stories by the EFL teachers." (Parvareshbar & Ghoorchaei, 2016).

A finding was also stated in the journal that many studies have also proven that contextualized vocabulary learning using short stories can lead to an increase in word usage compared with word-list instruction. Not only that, another argument was also stated in the journal according to Parvareshbar & Ghoorchaei (2016), words should not be learned through memorization or separately without comprehending.

METHOD

The researcher used qualitative paradigm because the researcher used survey research and the researcher conducted an observation on the implementation of vocabulary teaching using short story as the media.

According to Ary, D., Jacobs. L. C., & Sorensen, C. (2010) surveys are very much like censuses, differing primarily in that a survey typically examines a sample from a population while census generally implies an enumeration of the entire population (p.41). It is also stated in the book that there are six basic steps involved in survey research. The steps are planning, defining population, sampling, deciding the instruments, conducting the survey, and analyzing the data that each are elaborated in the following sections.

The research setting begins with planning the population. This step is very important because the researcher has to define to whom the survey will be distributed or conducted. The survey might be for the elementary teachers in the state, or in the province, or in certain elementary school. If the population is specific enough, it will be easier to identify the appropriate subject to select and to whom the result can be leveled. After having the idea for whom the research would be conducted, the researcher then decided the setting for the research. The setting for this research is Basic Reading 2 class of ELESP Sanata Dharma University, conducted in April 2018 for three weeks, and in each meeting the researcher implemented the survey by observing the way the lecturer teaches the class.

The participants of this research are classified into two classes, the first one is the lecturer of Basic Reading 2 class as the interviewee, and the second one is the thirty students of Basic Reading 2 class in ELESP Sanata Dharma University, from the academic year of 2017/2018.

According to Ary, D., Jacobs. L. C., & Sorensen, C. (2010) the major work that the researcher should do is to construct the instrument that will be used to gather the data from the selected sample. Questionnaires and interviews are two instruments used in gathering the data. In this study, the researcher used a field note, an observation sheet, and an interview as the data instruments to gather the data

needed to answer the research question. The researcher chose an interview as one of the instruments instead of questionnaire because interviews involve direct contact between the researcher and the people in the sample group. Survey by interview can be applied by using different methods like in person, by telephone, and by mail. (Backstrom, 1963). The interview in this study was conducted through e-mail with the lecturer of Basic Reading 2 class.

For the data gathering technique, Ary, D., Jacobs. L. C., & Sorensen, C. (2010) stated that planning is the first step before later continued by sampling and finally conducting the survey. Planning starts with forming the research question. The question that can be solved or answered by the survey method mostly concerns about the beliefs, or other self-reported behaviors of people. For example, "*How do elementary teachers feel about retaining students?*" Therefore, in this study, the research questions are, "How do short stories help students to learn vocabulary in Basic Reading 2 class?" and "What are the activities using short stories that can be applied to teach vocabulary in Basic Reading 2 class?" as stated in Chapter I.

After the planning of the study and the population already decided, sampling is the next step to do for the researcher. The sample will provide results which would be similar to the one the researcher conducted if the researcher picks the whole population. In other words, the result from the sampling can represent the result from the whole population. In this study, the sample was the lecturer of Basic Reading 2 class for the interview, and the students of Basic Reading 2 class for the observation.

Once the instruments are already and prepared it must be distributed in order to gather the data. Later on, after conducting the survey the next step will be processing the data. In this study, the researcher conducted the survey in Basic Reading 2 class, in E.Corner classroom. For the next step, processing the data includes coding, statistical analysis, interpreting the result,

and reporting the findings. In this study, the researcher did not make a statistical analysis because the researcher used a qualitative paradigm and used a field note, an observation, and an interview instead of questionnaire because it focuses more on the process on improving the students' vocabulary knowledge. The detail on how the researcher analyzing the data gathered is stated in the next section.

In order to answer the research question, the researcher analyzed the data gathered from the field note, observation sheet that was conducted in three meetings of the Basic Reading 2 class and an online interview with the lecturer on January 25th, 2019 and June 10th, 2019. The process of analyzing the data from the three instruments involved categorizing and summarizing. Categorizing is mostly applied to observation and interview data, while for the field note analysis process will include both categorizing and summarizing.

The first instrument used to gather the data is field note. The field note was written by the researcher to record the activities held by the lecturer during the teaching and learning process. The elaboration from the field note is used to support the data from the observation sheet since the note provides more detailed picture of the teaching and learning activity happened in the Basic Reading 2 class. The field note consisted of three parts, first day, second day, and third day, and the transcript of the field note will be presented in the appendix. The data from each elaboration from each day's note will be summarized and used to answer the research question.

Secondly, the researcher used a checklist table as an observation sheet. The lists on the table are based on the theories that were used to guide the researcher on making the points that were needed to be answered related to the vocabulary teaching and learning activities in the class. The checklist contains thirteen (13) points that were needed to be observed in the class. Whenever the activities did not match with the statement, the researcher gave the

symbol *dash* (-) on the column next to the statement under the Yes/No columns. Meanwhile, if the activities that were conducted matched the statement, the researcher gave the *tick mark* (v) on the column. The checklist data will be summarized by reducing the unmatched points and put the matched points data to answer the research question.

Table 1. Observation Checklist Template

No.	Target Items	Yes	No
1.	The lecturer uses reading material as a teaching media.		
2.	The lecturer uses short story as a teaching media.		
3.	The lecturer tells the students to find any difficult or unfamiliar words.		
4.	The lecturer gives time to the students to read and guess the unfamiliar words they find in the text.		
5.	The students use the unfamiliar words in context.		
6.	The students use the words to make new sentences in a different context.		
7.	The students analyze the unfamiliar words according to the context by themselves.		
8.	The students discuss the unfamiliar words according to the context with their friends.		
9.	The lecturer discusses the unknown words with the students.		
10.	The lecturer explains the unfamiliar words using mnemonic technique		
11.	The lecturer explains the unfamiliar words using prefixes, roots and suffixes		
12.	The lecturer asks the students to use dictionary to check the meaning of the words.		

13. The students use dictionary to find the meaning of the unfamiliar words.

Lastly, other than the instruments mentioned above, to support the data from the observation sheet and the field note, the researcher also used the data taken from the interview that were conducted twice with the lecturer of Basic Reading 2 class. The interview questions were formed based on the theories guide that was also used to form the observation points above. The blueprint of the theories is in the appendix and the questions for the interviews are stated below,

1. Why do you use short stories to teach vocabulary to the students?
2. What are the criteria of the short stories that you use in the class?
3. How do you use the short story as the learning materials for the students?
4. What are the learning activities that you use in teaching vocabulary using the short stories and why do you decide to use the chosen learning activities?

Based on the theory of Backstrom (1963) that the interview can be done in many ways including e-mail, the researcher conducted the interview with the lecturer via e-mail. The interview was about the variety of activities applied by the lecturers in the vocabulary teaching and learning practice in Basic Reading 2 class.

RESULT AND DISCUSSION

The questions “How do short stories help students to learn vocabulary in Basic Reading 2 class?” and “What are the activities using short stories that can be applied to teach vocabulary in Basic Reading 2 class?” has been answered through the process of collecting data by three different instruments that were conducted.

The implementation of short stories to help Basic Reading 2 students on the vocabulary learning will be discussed in the elaboration that refers to the theories stated in chapter

two, followed by the real data that the researcher got from the observation sheet, the narration from the field note, and the result of the interview that are also going to be discussed in each section for the activities.

In this research, as stated in the objectives of the Basic Reading 2 class, the lecturer chose short story for the students to read. The answer for the first question which is “How do short stories help students to learn vocabulary in Basic Reading 2 class?” is that the short stories the lecturer chose were used as the source of teaching and learning activity. The short stories as the source provided the words for the students to learn new vocabulary, and also the context for the students to use for helping them guessing the new words they found in the text. Not only providing the context and words, the short stories also provide moral values for the students to also learn.

For the second question which is “What are the activities using short stories that can be applied to teach vocabulary in Basic Reading 2 class?”, the answer would be stated based on the result from the three data gathering instruments. The results from the observation sheet, field note, and the interview show that there are two main activities out of three stated by Nation (1990) on how the usage of short story through activities helping the students learn new vocabulary. The first activity is guessing the words in context and the second one is using dictionary to check the answer. Two of the three main activities that were not applied by lecturer are using mnemonic technique and using prefixes, roots, and suffixes. However, other than the two main activities, the researcher found that there are three additions of the activities applied in the classroom that are not stated in the theories that were used to support the two main activities. The other three addition activities are ignoring and underlining the unfamiliar words the students encountered during their reading, quiz, and book of vocabulary.

Based on the theories by Nation (1990) which stated that the students can apply the strategy by inferring the meaning of the unknown words they found while reading a text and by Parvareshbar & Ghoorchaei (2016) stating that EFL learners have to learn words in context to comprehend the meaning, the first activity that helps the students to learn vocabulary is guessing in context. The lecturer of Basic Reading 2 class used this approach to teach the students both reading short stories and vocabulary. The data of the answer are stated below,

1. Guessing Words in Context

This activity was conducted by the lecturer as a bigger focus of the vocabulary learning process. There were two short stories given by the lecturer in the first and third meeting. The short story given in the first meeting was “Eleven”. It was about how an 11-year-old girl spent her birthday. The other short story given in the third meeting was “A Blind Date” which tells a story about two people having a blind date. In the first meeting, the lecturer asked the students to guess the words they found in “Eleven” with their friends before continuing the learning process to the next activity. Before guessing, the lecturer asked the students to read the given stories first and gave time for them in order to find the unfamiliar words in the passages.

The supporting data for the guessing activity were obtained from the observation sheet, the field note, and the interview. The first one to be discussed in this section is observation sheet. It was used to support the elaboration of the activities stated in the theory by Nation (1990).

In the observation sheet, there are thirteen points the researcher used to gather the data from the Basic Reading 2 class. From the thirteen points, there are five that are related to the activities stated by Nation (1990). The table below showed the data obtained for the Guessing Words in Context activity.

Table 2.
Observation Sheet Points for Guessing in Context

No.	Target Items	Yes	No
4.	The lecturer gives time to the students to read and guess the unfamiliar words they find in the text.	v	-
5.	The students use the unfamiliar words in context.	v	-
6.	The students use the words to make new sentences in a different context.	v	-
7.	The students analyze the unfamiliar words according to the context by themselves.	-	v
8.	The students discuss the unfamiliar words according to the context with their friends.	v	-

The table shows the relevant points in the theories with the activity applied in the classroom for the vocabulary teaching and learning in the Basic Reading 2 class. From the five points related to the Guessing Words in Context stated in the table, four of them were applied in the classroom. The four points in the table show that the lecturer asked the students to read and then guess the unfamiliar words with their friends. After that, the lecturer also asked the students to use the words to make new sentences in a different context. However, there is one point that was not applied in the classroom. Based on the observation sheet and the field note, the students did not guess the words they found by themselves. Instead, they did the activity with their friends in a form of discussion.

Another data for this activity is from the field note the researcher wrote during the teaching and learning process. In the field note that the researcher wrote, in the first meeting the lecturer asked the students to

read and ignore the unfamiliar words they encountered.

As soon as the reading task completed, the lecturer discussed about the unfamiliar words they found during their reading time. She asked the students on how many words they found. Some students got ten words and there were also students who found more than ten unfamiliar words. She also asked the students to guess the words first with their friends. After the guessing, the lecturer then

Figure 1. Field Note Data for Guessing Words in Context

From the figure above, it shows that after the reading session, the lecturer did a short discussion about how many words the students got from the short story. Some students got below ten unfamiliar words and the others got more than ten unfamiliar words. The lecturer then asked the students to try guessing the words with their friend sitting near them. The results of the guessed words then would be checked in the dictionary to see whether the students' guess were right or not.

The other supporting data for guessing words in context is also stated in the interview with the lecturer of Basic Reading 2 class. The data from the interview stated that guessing the words in context helps students learn how to use the vocabulary in real context correctly. The lecturer also stated that the process of guessing the words in context also considered as a game activity for the students. The lecturer chose the guessing in context activity as a game because it helps students memorize and understand the use in context more easily. The activities and the reason why the lecturer chose the activities conducted in the Basic Reading 2 class are stated below,

Question: What are the learning activities that you use in teaching vocabulary using the short stories and why do you decide to use the chosen learning activities?

1. Quiz: it "forces" the students to memorize the vocabulary used.
2. Games: It helps students memorize and understand the use in context more easily.
3. Book of vocabulary: it helps students keep record on their personal vocabulary learning

4. Vocabulary in context: it helps students learn how to use the vocabulary in real context correctly.

From what stated above, the researcher asked about the variety of activities applied by the lecturer in teaching vocabulary and why the lecturer decided to choose the activities applied in the classroom. There are four activities and two of them are related to the Guessing Words in Context. The answer number four shows that the lecturer was indeed applying the guessing words in context to help the students to learn how to use the vocabulary correctly. While in the answer number two, the game was used to help the students memorizing and understanding the use of the word they found in context easily.

2. Using Dictionary

The next activity stated in the theory is using dictionary to check the answer. Nation (1990) stated that in guessing words from context, reference to a dictionary was one of the steps used to check if a guess was correct. Other than guessing the unfamiliar words and discussing them in the group with their friends, the students were also required to check the answer in the dictionary.

Table 3. Observation Sheet Points for Using Dictionary

No.	Target Items	Yes	No
12.	The lecturer asks the students to use dictionary to check the meaning of the words.	v	-
13.	The students use dictionary to find the meaning of the unfamiliar words.	v	-

From the table above, in the point number eleven can be seen that the lecturer asked the students to check the meaning of the words they found in the passages whether their guess is correct or not. While point number twelve shows that the students were using their dictionary to find the meaning of

the words as what the lecturer asked them to do.

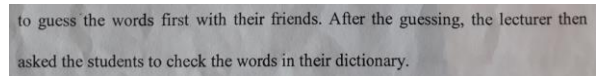


Figure 2. Field Note Data for Using Dictionary

In the field note data, this activity was conducted after the students discussed their guess of the unfamiliar words. The lecturer asked the students to check in the dictionary because through this way, the students would be able to know whether or not their guess on the unfamiliar words were correct. The supporting data for this activity is only by observation and field note data.

As mentioned before, beside the two applied activities that are stated in the theory by Nation (1990), which are Guessing Words in Context, and Using Dictionary, the lecturer applied three more activities to support the learning process of the students.

Out of the three additional activities which are ignoring and underlining the unfamiliar words the students encountered during their reading, quiz, and making book of vocabulary, one of them is quite important to start the process of guessing the words in context.

3. Ignoring and Underlining the Unfamiliar Words

The next activity and also the first additional activity done by the lecturer that is going to be discussed is Ignoring and Underlining the Unfamiliar Words the students encountered during the reading. The supporting data for this particular activity is only from the field note since the lecturer applied it in the first and the third meeting right after the lecturer asked them to read the stories. Nation (1990) did not state this specific activity and the lecturer did not state the activity in the interview but it was important as the first step before the students begin with their guessing, because it was done after the lecturer distributed the short stories.

Before the students proceeded to read the story given, the lecturer asked them to ignore the words they found difficult and unfamiliar and that they could highlight or underline the words. The lecturer also checked the students'

Figure 3. Field Note Data for Ignoring and Underlining the Unfamiliar Words

During the reading activity in the first and third meeting, the lecturer asked the students to ignore any words they found unfamiliar in the passages and put underlines or highlights to the words they found so that the students could go back to the words after they were done reading the passages to discuss the unfamiliar words' meaning with their friends.

4. Making Book of Vocabulary

The fourth activity is Making Book of Vocabulary. The lecturer stated in the interview that using book of vocabulary activity can help students learn how to use the vocabulary in real context correctly. By writing down the unfamiliar vocabulary that the students found in the passages, the book of vocabulary activity would help the students to memorize the meaning and when or where the words can be used in a sentence or in a conversation.

Question: What are the learning activities that you use in teaching vocabulary using the short stories and why do you decide to use the chosen learning activities?

- a. Quiz: It "forces" the students to memorize the vocabulary used.
- b. Games: It helps students memorize and understand the use in context more easily.
- c. Book of vocabulary: It helps students keep record on their personal vocabulary learning
- d. Vocabulary in context: It helps students learn how to use the vocabulary in real context correctly.

From the interview question above, Making Book of Vocabulary is included in the third number of activities the lecturer conducted in the class. The activity is said to be important because it can help the students on keeping the record of the new vocabulary they acquired. This activity was done during the teaching and learning

process in the third meeting. After the students finished their reading activity and found the unfamiliar words in the passage, the students were asked to voluntarily write the words in a table on the white board in front of the class. The students were not specifically asked to write the new vocabulary down to their books but, some of the students did write the words down in their notes for further learning.

The supporting data from the field note below show the table the students had filled. The table has three categories to classify the students' new unfamiliar vocabulary.

Table 4. Table of the unfamiliar words found by the students

Words those are completely new. (and I don't know the meaning)	Words that I have heard or read before. (that I don't know the meaning)	Words that are rare to be used but I know the meaning
Fragment	Accelerated	Singleness
Yuppie	Acquaintances	Cab
Unobstructed	Solitude	Minor
Constrainedly	Earnest	Fetch

Table 4 above showed the sample of the words found by the students after they read a story titled "A Blind Date". The first category of "Words those are completely new. (and I don't know the meaning)" contains words that were completely unfamiliar for the students. The second category of "Words that I have heard or read before. (that I don't know the meaning)" contains words that were quite familiar for the students but they have not known the meaning of the words yet. While the third category of "Words that are rare to be used but I know the meaning" contains words that were familiar for the students but the words are rarely used or found in any kind of written text the students have read before.

5. Having a Quiz

Lastly, to complete all the progress the students had been doing for the three meetings, the lecturer conducted a quiz to check the student's vocabulary acquisition.

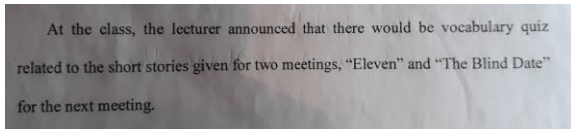


Figure 4. Field Note Data for Having a Quiz

Based on the field note the researcher wrote, the lecturer told the students that they would have a quiz related to the vocabulary the students had acquire. The quiz on vocabulary was done on the next meeting for the Short Story topic, which were going to be held in the fourth meeting while the last day of the research was in the third meeting.

As in the interview, it is also stated that having a quiz is also included as an activity the lecturer conducted for the Basic Reading 2 class to check the student's achievement in learning vocabulary.

Question: What are the learning activities that you use in teaching vocabulary using the short stories and why do you decide to use the chosen learning activities?

1. Quiz: It "forces" the students to memorize the vocabulary used.
2. Games: It helps students memorize and understand the use in context more easily.
3. Book of vocabulary: It helps students keep record on their personal vocabulary learning
4. Vocabulary in context: It helps students learn how to use the vocabulary in real context correctly.

Based on the interview above, the answer given by the lecturer is stated on the first number. The lecturer conducted a quiz for the students in order to "force" the students to memorize the vocabulary they used and acquired during the teaching and learning process.

CONCLUSION

Vocabulary is one of the most important parts of language acquisition. Without knowing the vocabulary of the target language, people would not be able to deliver the message of the conversation. There are many ways for people to learn vocabulary. Especially for EFL students, they need some interesting activities to help them learning English Vocabulary effectively.

Short stories in this research were used by the lecturer as a source of learning for the students. The short stories provided context and words for the students to guess and acquire. Beside the two functions of short story, the short stories that were used in the class were also providing moral values.

For the applied activities, there are five activities of using short story in the classroom as the source of learning to help students acquire new vocabulary. First activity is using the unfamiliar words found in a context. The second activity is using the dictionary to check whether or not the guessing of the words is correct. The third one is by ignoring and underlining the unfamiliar words the students encountered during their reading that had to be done before the guessing. The fourth activity is by making their own book of vocabulary by writing down the vocabulary the students found in their own book or journal. The last activity is checking the students' vocabulary acquisition through a quiz. From the five activities mentioned, the short stories were involved directly in the first and third activity. As for the second, fourth, and fifth activity, the short stories were also involved but indirectly.

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