

**TEACHERS' PERCEPTION ON THE ROLE OF SHORT
STORIES TO ENHANCE VOCABULARY ACQUISITION**

THESIS



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY
MALANG
2022**

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THESIS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of the Requirement for the Degree of English Language Teaching (S.Pd.) in the
English Education Department



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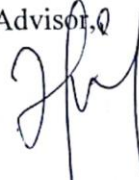
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TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
LEGITIMATION SHEET	iii
APPROVAL	v
DECLARATION OF AUTHORSHIP	vi
LIST OF TABLES	ix
LIST OF APPENDIXES	x
ACKNOWLEDGEMENT	xi
THESIS DEDICATION	xiii
MOTTO	xiv
ABSTRACT	xv
ABSTRAK	xvi
مستخلص البحث	xvii
CHAPTER I INTRODUCTION	1
1.1 Background of Research	1
1.2 Research Questions	6
1.3 Objectives of the Research	6
1.4 Research Scope	6
1.5 Research Significance	7
1.6 Definition of Key Term	7
CHAPTER II LITERATURE REVIEW	9
2.1 Definition of Perception	9
2.2 Definitions of Teacher's Perceptions	10
2.3 Definitions of Vocabulary	11
2.4 Definitions of Vocabulary Acquisition	12
2.5 Strategies on Developing Vocabulary Acquisition	14
2.6 Definition of Short Story	17
2.7 Short Story's Role on Vocabulary Acquisition	18
2.8 Strength and Weakness in Implementing Short Stories	19

2.9 Previous Studies	20
CHAPTER III METHODOLOGY.....	24
3.1 Research Design	24
3.2 Researcher’s Presence in the Study	24
3.3 The Subjects of The Research	25
3.4 Data Source	25
3.5 Data Collection	26
3.6 Research Instrument.....	26
3.7 Data Analysis.....	27
3.8 Data Validity Test.....	28
CHAPTER IV FINDING & DICUSSION.....	30
4.1 Finding	30
4.2 Discussion	39
CHAPTER V CONCLUSION & SUGGESTION.....	42
5.1 Conclusion.....	42
5.2 Suggestion	43
REFERENCES	44
APPENDIXES	47

LIST OF TABLES

TABLE 4.1	31
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LIST OF APPENDIXES

APPENDIX I	47
APPENDIX II	48
APPENDIX III	50
APPENDIX IV	63
APPENDIX V	64

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Malang, December 8th2022

Lukman Hakim

THESIS DEDICATION

This thesis is dedicated to my parents and family as a whole as well as my beloved friends who tirelessly express their wishes, prayers and supports.

MOTTO

“Such is life, never stops us from breathing and moving.”

ABSTRACT

Hakim,L. 2022. Teachers' Perception onThe Role Of Short Stories to Enhance Vocabulary AcquisitionThesis. English Education Department.Faculty of Education and Teacher Training.Maulana Malik Ibrahim State Islamic University of Malang. Advisor: HarirMubarok, M. Pd

Keywords: Vocabulary Acquisition, Short Stories, Teachers' Perception.

Literary works have been employed in many fields of language teaching and learning, ranging from reading, listening, speaking and most importantly vocabulary. Literary works also provide contexts for which words as a whole are used. However many forms of literary works have been proven to be difficult to implement. However, short stories offer other alternatives to enhance vocabulary acquisition on students. Short stories, as literary forms, offer a shorter length and bite size texts that many students and teachers alike would not find too overwhelming.

This study aims to (1) to investigate the perception of EFL teachers in implementing short stories in MAN 1 Jombang, (2) to identify the teacher's strategies in teaching vocabulary through short stories in MAN 1 Jombang. This study is qualitative in nature and employs descriptive qualitative approach. The objects of this study are 6 EFL teachers of MAN 1 Jombang. This study utilizes unstructured interview to collect data. The primary data was taken from the interview with the 6 teachers. The secondary data was taken from various literatures and studies surrounding vocabulary acquisitions and short stories as well as other sources. This study employs Miles' and Huberman's Triangulation method to analyze the data.

The results of this study found out that EFL teachers of MAN 1 Jombang had a positive perception towards the use of short stories in the classroom. They also agreed that short stories had positively impacted on how they taught vocabulary. However they also faced many challenges in implementing these strategies. The results also found out that, teachers of MAN 1 Jombang employed Picture series, Relia, and extensive reading to deliver short stories to students.

ABSTRAK

Hakim, L. 2022. Teachers' Perception on The Role Of Short Stories to Enhance Vocabulary Acquisition Skripsi. Tadris Bahasa Inggris. Fakultas Keguruan dan Ilmu Tarbiyah. Uin Maulana Malik Ibrahim Malang. Pembimbing: Harir Mubarak, M. Pd

Kata Kunci: Vocabulary Acquisition, Cerita Pendek, Persepsi Guru.

Karya sastra telah digunakan di banyak bidang pengajaran dan pembelajaran bahasa, mulai dari membaca, mendengarkan, berbicara dan yang paling penting kosa kata. Karya sastra juga menyediakan konteks penggunaan kata secara keseluruhan. Namun banyak bentuk karya sastra yang terbukti sulit diimplementasikan. Namun, cerpen menjadi alternatif untuk membantusiswa. Cerita pendek, sebagai salah satu karya sastra, yang sesuai dengan siswa maupun guru.

Penelitian ini bertujuan untuk menemukan (1) Mengetahui persepsi guru bahasa Inggris dalam mengimplementasikan cerita pendek di MAN 1 Jombang. (2) Untuk mengidentifikasi strategi guru dalam mengajarkan kosakata melalui cerita pendek di MAN 1 Jombang. Penelitian ini bersifat kualitatif dan menggunakan pendekatan kualitatif deskriptif. Objek penelitian ini adalah 6 guru EFL MAN 1 JOMBANG. Penelitian ini menggunakan wawancara tak terstruktur untuk mengumpulkan data. Data primer diambil dari wawancara dengan 6 orang guru. Data sekunder diambil dari berbagai literatur, kajian serta sumber-sumber lain.

Penelitian ini menggunakan metode Triangulasi Miles dan Huberman untuk menganalisis data. Hasil penelitian ini menemukan bahwa guru EFL MAN 1 Jombang memiliki persepsi positif terhadap penggunaan cerita pendek di dalam kelas. Mereka setuju bahwa cerita pendek berdampak positif. Namun mereka juga menghadapi banyak tantangan dalam menerapkan strategi ini. Hasil penelitian juga menemukan bahwa guru MAN 1 Jombang menggunakan Gambar Seri, Relia, dan membaca ekstensif untuk menyampaikan cerita pendek kepada siswa.

البحث مستخلص

لقمان حكيم. 2022. تصور المعلمين لدور القصص القصيرة في تعزيز أطروحة اكتساب المفردات. قسم تعليم اللغة الإنجليزية. كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية M.Ed الحكومية في مالانج. المستشار: حرير مبارك ،

لكلمات الرئيسية: اكتساب المفردات ، القصص القصيرة ، تصور المعلمين.

تم توظيف الأعمال الأدبية في العديد من مجالات تعليم اللغة وتعلمها ، بدءاً من القراءة والاستماع والتحدث والأهم من المفردات. توفر الأعمال الأدبية أيضاً سياقات تستخدم الكلمات ككل. ومع ذلك ، فقد ثبت أن العديد من أشكال الأعمال الأدبية صعبة التنفيذ. ومع ذلك ، تقدم القصص القصيرة بدائل أخرى لتعزيز اكتساب المفردات لدى الطلاب. تقدم القصص القصيرة ، كأشكال أدبية ، نصوصاً ذات حجم أقصر وطولاً لا يجدها العديد من الطلاب والمدرسين على حد سواء مربكة للغاية.

تهدف هذه الدراسة إلى اكتشاف (1) استكشاف تصور معلمي اللغة الإنجليزية كلغة أجنبية في (للتعرف على استراتيجيات المعلم في تدريس (2) MAN 1 Jombang تنفيذ القصص القصيرة في هذه الدراسة نوعية بطبيعتها وتوظف MAN 1 Jombang المفردات من خلال القصص القصيرة في MAN 1 نهجاً نوعياً وصفيًا. أهداف هذه الدراسة هي 6 معلمي اللغة الإنجليزية كلغة أجنبية من . تستخدم هذه الدراسة المقابلة شبه المنظمة كطريقة لجمع البيانات. البيانات الأولية مأخوذة JOMBANG من نتائج المقابلة مع المعلمين الستة. البيانات الثانوية مأخوذة من أدبيات ودراسات مختلفة حول اقتناء Huberman's Miles' و مفردات وقصص قصيرة ومصادر أخرى. تستخدم هذه الدراسة طريقة لتحليل البيانات. Triangulation.

لديهم تصور MAN 1 Jombang وجدت نتائج هذه الدراسة أن معلمي اللغة الإنجليزية كلغة أجنبية في إيجابي تجاه استخدام القصص القصيرة في الفصل الدراسي. كما اتفقوا على أن القصص القصيرة أثرت بشكل إيجابي على كيفية تدريس المفردات. لكنهم واجهوا أيضاً العديد من التحديات في تنفيذ هذه Relia استخدموا سلسلة الصور و MAN 1 Jombang الاستراتيجيات. كشفت النتائج أيضاً أن معلمي والقراءة المكثفة لتقديم قصص قصيرة للطلاب.

CHAPTER I

INTRODUCTION

This chapter elaborates introduction which covers background of research, research questions, research objectives, research scope, research significance, and definitions of key terms.

1.1 Background of Research

English without a doubt is one of the most important parts in curriculum across many levels in Indonesian education system as the result of Globalization and international communication which blurs the border across countries. Many attempts and approaches had been tested out to further and improve English learning. One such subject matter that has been prominent in recent years is the use of literary works in EFL classrooms or general language classroom as whole.

According to Arafah and Kaharuddin (2019), the importance of literary works in ELT as a whole is too crucial to ignore, it opens up not only enormous opportunities of language acquisition, but also incorporates language skills that students could improve on. Another relevant aspect of literary works in EFL classroom is that students are encouraged to learn authentic use of the target language. Burhanuddin and Kaharuddin (2018) argued that one of such authentic materials is literature. Furthermore, Ilyas (2016) stated that literature is not too farfetched from approaches and methodologies language teachers and practitioners use, as matter of fact many involved in the field began incorporating literature in student-centered

approaches. Emilia Luukka (2021) attributed the meanings to literature in language education on the semi structured interview which considered literature in language as challenged, challenging, framed, acultural phenomenon, a cultural practice, a path for cross curricular collaboration, tool for learning and an opportunity for personal growth. Literary works evolved and mingled with the existing approaches as stated by Ilyas (2016). Rahman and Weda (2018) implied in their study that literature not only has a close relationship with students' academic achievement especially in English, but can also foster new awareness and personal growth. Furthermore Rahman and Weda (2018) elaborated that students majoring in EFL agreed that literary works are in general supportive in their function as learning material in EFL classroom. The aforementioned studies arguably present some arguments that literary works could play important roles in EFL context. Thus the importance of literary texts has been tested by many researcher, as Arafah and Kaharuddin (2018) stated that authentic reading are especially helpful in learning, such authentic material is none other than literary works. The Quran often motivates us to learn the knowledge through stories, as cited in the first verses of Qur'an:

نَتْلُوكَ عَلَيْكَ مِنْ نَبَأِ مُوسَىٰ وَفِرْعَوْنَ بِالْحَقِّ لِقَوْمٍ يُؤْمِنُونَ

(QS. Al-Qosos: verse 3) We narrate to you 'O Prophet' part of the story of Moses and Pharaoh in truth for people who believe.

In this verse, we are told to learn through stories of past deeds or events to avoid the wrongdoing of our predecessors or be inspired by them. In the context of EFL, stories transformed into literary works, tales, or short narrative texts that children or students often stumble upon.

However, many researchers also consider literature as challenged phenomenon as stated by Luukka (2021), teacher often found literature in classroom conflicted with the fast-paced class which required every aspects to occur here and now. Later, Luukka (2021) reported that many teachers faced restricted time and restricted space in the text book which gives students little opportunity to read and engage with literary works. Rahman and Weda (2018) also found that 75% of students agreed that reading literary works is time consuming. This could also imply a hindrance in implementing literary works in the classroom setting. Tuncer and Kizildağ (2014) summarized the issues in implementing literary works in classroom, they are difficult syntactic feature, difficult or outdated vocabulary, unfamiliarity with literary genres and conventions, Selection of Materials which match students' age and gender, selection of appropriate texts. Furthermore Littlewood (1986) in Tuncer and Kizildağ (2014) states “[t]he linguistic structures are, of course, the gateway or barrier to other levels, and it is fruitless to expect pupils to appreciate literary works for which they are not linguistically ready”.

There are certainly layers upon layers on the general use of literary works in EFL classroom that have been studied and scrutinized; both covering the advantage and disadvantage posed by literary works themselves. There is,

however, one major issue that becomes the focal attention in implementing literary works, that issue is vocabulary. Vocabulary is the backbone of a language, without vocabulary one cannot speak, write, or even generally convey language, as stated by Wilkins(1992) in Ismail et al (2019) without vocabulary nothing can be conveyed. Consequently, as one of the many ways to convey language, vocabulary is also the means through which literary works are expressed and conveyed. However, due to its complexity, many students struggle to get a grasp on comprehending vocabulary. This issue can also discourage students in absorbing vocabulary from already heavy and wordy texts usually found in most literary works. This is supported byTuncer and Kizildağ (2014) that vocabulary is one of the key hindrances for students in comprehending literary works as they tend to have outdated or difficult vocabulary that students might not be familiar with. Thus, picking the most appropriate forms of literary works to help students enhance their vocabulary acquisition can be challenging.

McRae (1991 p.44) in Tuncer and Kizildağ (2014) points out that the selection of the appropriate texts is often difficult and subjective, however, Diyanni (1990) in Abdelradyet al (2022) states short story as well as a frame of a short fiction developed, and became popular. Zeybek (2018) also points out that short stories are the easiest way of introducing literature to language learners. Thus it can be implied, based on Zaybek's(2018) statement, that short story has the potential of enhancing vocabulary due to its length compared to other types of literary works with more complicated and difficult

language and overwhelmingly longer texts found in Plays and Novels. Furthermore, many researchers, over the years, have been constantly testing the effects of Short Stories on Students' vocabulary Acquisition. Khan et al (2016) finds out that there is a significant difference in both pre and post vocabulary test results after implementing various activities through Short Stories. Parvareshbar (2016) concludes that there is significant difference in the result of Vocabulary Post test between students who had intense reading on short stories and those who were not given short stories. Similarly, Bhatti et al (2022) designed pre-post test experiment on sixty elementary students. The results, after giving both experimental and control group close-ended questions (MCQs) type questions for pre-test and post-test and the English reading assessment survey (ERAS), shows significant different in the post test as the experimental group outperformed the control group.

Based on the results of the aforementioned studies, the researcher takes on a keen interest in conducting research under the title ***“Teacher’s Perception on the role of Short Stories to Enhance Vocabulary Acquisition”***. The research emphasize the focal point of this study on teacher’s perceptions on the relevance of short stories in EFL context, specifically field of vocabulary acquisition. As Krashen stated that language acquisition happens due to input. Short stories are one among the most important input that students with simplified features compared to other form of literary work such as novels and poems. Supported by previous studies, short stories can be authentic sources for students to develop their vocabulary.

The researcher chose MAN 1 Jombang as it has experienced teachers in the field of EFL and in teaching immediate level students as the school has English Olympiad Program. The school has also participated in many English Events and received many accolades especially in English such as MGMP English, Kompetisi Sains Madrasah (KSM), Maliki English Festivals, etc.

1.2 Research Questions

1. What are the teacher's perceptions on the use of short stories in EFL Classroom?
2. How do the teachers implement short story to enhance students' vocabulary acquisition in EFL MAN 1 Jombang?

1.3 Research Objectives

1. To investigate the perception of EFL teachers in implementing short stories in MAN 1 Jombang.
2. To identify the teacher's strategies in teaching vocabulary through short stories in MAN 1 Jombang

1.4 Research Scope

This research only focuses on the teacher's perception thus students' perception are not explored on this research. The research took place on a very specific institution, MAN 1 Jombang. The researcher also focused on the teacher's perceptions on the use of Short Stories that have significant impact on the how they teach vocabulary.

1.5 Research Significance

The significance of this research is therefore for English teachers who are interested in short stories in EFL classroom which in the process could be the reverence for other teachers to develop their own idea for approaches and techniques in teaching short stories. Expectantly, this research is also aimed to the potential of a particular literary work as one of the authentic resources for vocabulary acquisition and tools for teacher to enhance this potential, especially in MAN 1 Jombang context. Specifically, this research is hoped to illustrate how EFL teachers in MAN 1 Jombang approach and implement literary works, specifically short stories, in their own EFL classroom. Furthermore, this result can also be a point of reference for future researchers to develop and further the inquiry on the use of short stories.

1.6 Definitions of Key Terms.

In this study, there are several terms that need to be discussed and defined. The researcher chose those terms based on the study's title, *Teacher's Perception on the Role of Short Stories' role to Enhance Vocabulary Acquisition*

- i. Short Story is any types of shorter fictions which usually includes folklores or in general shorter narrative texts.
- ii. Vocabulary Acquisition refers to the process of acquiring vocabulary or in other terms lexical units by learners, be it through meaning-based output or meaning-based input whether intentionally or incidentally.

- iii. Perception can be defined as teacher's experience and their belief based on said experience(s) towards a specific topic in their professional perspectives as educators.
- iv. Teacher's perception is the belief and the thought that the teachers have towards certain approaches and strategies after experiencing them.

CHAPTER II

LITERATURE REVIEW

This chapter covers the basic theoretical framework used in this study which is related to the literature review discussed in the preceding chapter. The chapter presents the definitions of Perception, definition of teacher's perception, definitions of vocabulary and vocabulary acquisition, strategies on developing vocabulary acquisition as well as short story's role, strength and weakness in implementing short stories, and lastly previous studies.

2.1 Definitions of Perception

We often use the word "perception as a way to describe one's own opinion or thoughts on a certain topics and associate it with his/her response to it. Oxford dictionary defines perception as the state of being or process of becoming aware of something through the senses (Oxford Learner's Dictionary, n.d). Other definition of Perception proposed by Oxford online dictionary is that perception is a way of regarding, understanding, or interpreting something; a mental impression (Oxford Learner's Dictionary, n.d). In Merriam Webster Online Dictionary, perception is a mental image: or a concept, in more physical terms, it is physical sensation interpreted in the light of experience, the result of perceiving. Moreover, Cambridge online dictionary defines perception as a belief or opinion, often held by many people and based on how things seem(Cambridge Dictionary, n.d).

Based on the aforementioned definition, it can be safely assumed that, in the field of EFL, Merriam Webster definition matches this study's context.

Therefore perception, in this study, is regarded as a combination of knowledge and idea gained as a result of experience. This experience mostly involves strategies and approaches or other elements in EFL setting.

2.2 Definitions of Teacher's Perception

Teachers are the focal point in teaching and learning. Thus, based on the definition of the perception, teacher's perceptions are crucial in determining their approaches and strategies to mitigate various learning issues. Through this perception they formed their belief and basis on what or what not to use in teaching certain skills or in the case of this study, vocabulary.

Furthermore, according to igi-global.com, teacher's perception is defined as the thoughts or mental images which teachers have about their professional activities and their students, which are shaped by their background knowledge and life experiences and influence their professional behavior. This specific definition only reinforces the previous definitions posed by Cambridge dictionary and oxford dictionary. In general teachers' perception is the belief and the thought that they have towards certain approaches and strategies after experiencing them. Thus teacher's perception, in this study, refers to their perceived belief and or thoughts towards a specific approach or strategies in implementing short stories to booster mastery or skills that they intended for, or specifically vocabulary.

2.3 Definitions of Vocabulary.

The very definition of vocabulary is still conflicted. In simplest term, vocabulary can be defined as “dictionary” or “a set of words”. But this definition is oversimplistic. According to Takač (2008), there is no preset and accepted theory of vocabulary due to its wide ranging of disciplines on such a topic and there is no single agreement among experts. There are several definitions of word based on the disciplinary studies that define it.

Firstly, in orthographic definition, vocabulary is any sequence of letter bounded together either by space or punctuation mark. This does not reflect the whole definition of vocabulary in written context, as written language is strictly limited by the existence of grammar. It also counters the differences of meaning and exception such as polysemy, homonymy, grammar functions, etc.

Based on semantic, vocabulary is defined as the smallest unit of a language that has a meaning. (Carter, 1992) cited in Takač (2008). The issue with this definition is that there is no set definition of a meaning. Namely some unit consists of several words (e.g. coffee bean). Some words cannot stand on their own and depend on other words to have a full meaning (e.g. morpheme *dis* in *dislike*, etc).

McCarty (1994) in Takač (2008) states that a word is a free meaningful unit of language, one must at least contain one meaningful morpheme. This goes according to Škiljan (1994) in Takač (2008); a word is a combination of morphemes that comprise a firm unit suitable for the formation of higher

level units. A word, however, can have different forms and sets of morphemes but is still regarded as the same word. (e.g. buy, buys, buying)

Eventually, a neutral term is introduced that is lexeme or lexical unit. This term encompasses all other aspects discussed in various disciplines. This term leads many L2 acquisition theories to agree that vocabulary lack ubiquitous definition (Takač, 2008). Vocabulary of all languages comprises of various different forms such as morphemes, both free and bound, derivatives, compounds, idioms, etc.

Vocabulary is the gateway to learning language, without understanding vocabulary one might not be able to communicate through language in everyday life. Thus Students need to have adequate knowledge of vocabulary, according to Wiwat (2011) in Ismail et al (2019), inadequate number of familiar vocabulary renders learners unable to convey message. Inayah (2010:15) in Ismail et al (2019) states that vocabulary is fundamental requirement that influence student's achievement in learning language. There have been numerous researches discussing the importance of Vocabulary. Despite having different approaches and mythologies, and even understanding, they shared one common importance of learning vocabulary

2.4 Definitions Of Vocabulary Acquisition

In simplest term, vocabulary acquisition means the process of learning words, or in proper terms the process of learning or knowing new lexical units. However, said process might be defined differently in various perspectives. In L2 acquisition, vocabulary learning is not simply knowing

new words, but also integrating the new knowledge of L2 into L1 and building connections between aspects of word knowledge through exposure to the word in miscellaneous contexts (Loewen and Sato, 2017). This is also in line with Schmitt (2010) that Vocabulary is learned through different ways (p. 38-39).

According to Schmitt (2010) there are two ways vocabulary are learned, meaning-focused input and meaning-focused output (p.38). Meaning-focused input focuses only in listening and reading. Thus this approach specifically focuses in content, reading and listening materials. Schmitt et al (2010) even stressed out the need of abundant quantity of inputs requires less unfamiliar vocabulary, specifically one vocabulary in known fifty (p. 38).Meanwhile meaning-focused input put emphasis on writing and speaking. Schmitt (2010) claims that productive skills could lead to enhancement of vocabulary through first activities that provide students with pictures, definition, and meaning, second activities that occurs in a group as students can discuss the meaning of vocabulary they wrote or spoke (p.39).

On the other hand, Krashen (1982) stated that Language acquisition is very similar to the process children use in acquiring first and second languages. Thus there is a clear distinction in acquisition and learning. Learning is a conscious process while acquisition is a meaningful interaction in the target language in which the speakers are not concerned with what forms they should use in their language, but what meaning and understanding they can get, thus through comprehending the meaning or comprehensible input can vocabulary be acquired. Later on, Krashen (1982) states that

acquisition is a subconscious process while learning is conscious one. In the context of vocabulary, it leads to famously dichotomy of incidental and intentional vocabulary learning.

Hulstijn (2001) states that vocabulary learning is incidental or the results of various activities such as reading, writing, and speaking, or it can be acquired through intentional learning, as in the learning of a bilingual vocabulary list by means of memorizing or putting more emphasis on certain words, etc. However, Hulstijn (2001) later suggests that the distinction merely lies in the methods of employing these approaches. In incidental approach, learners are not given any instruction whatsoever while in intentional approach, students were tested or given few instructions to learn the stimuli given to them prior to the main learning.

2.5 Strategies on Developing Vocabulary Acquisition

Learning new vocabulary is already a challenge on its own, developing strategies or approaches to provide a meaningful means for students to enhance their vocabulary's banks is another layer of complexity that teachers and educators have to peel off one at a time. Al-Dersi(2013) pointed out students could not just learn vocabulary through memorization as it neglects the lexical aspect and how vocabulary is used in different layers of meaning in real-life conversation. Nation (2000) in Al-Dersi (2013) states that learning vocabulary is not just contained in a single process but in a cumulative process, thus each word are enriched and establish through frequent encounter. There were many approaches or methods to help students gain their

vocabulary acquisition. In this studies the roles of short stories to enhance vocabulary, Al-Dersi (2013)listed several strategies that teachers could use by implementing short stories.

2.4.1 Immersive strategies.

The first strategies commonly used by teachers are immersive activities. As laid out by Al-Dersi (2013) vocabulary can be taught through immersion in structured language activities. Some instances are interactive working walls, word-play or word games. This method is the very opposite to memorization as many scholars have strongly discouraged, according to Decarrico (2001) in Al-Dersi (2013). This method is in line with Michael Graves (2006, p. 4) in Al-Dersi (2013), that instructional language program to provide a ground for vocabulary acquisition are to(1)immerse students in rich and varied language experiences, (2) individual words, (3) implement word-learning strategies, and eventually (4) foster word consciousness. Short stories could easily fit into this structured framework, as the nature of short stories could facilitate various types of immersive activities such the use of games and other activities.

2.4.2 Context-clue vocabulary Strategy.

The aforementioned instructional strategies are not separate from the contextual approach. Incidental instructional approach emphasized on the language activities such as games and other

immersion-driven activities. These approaches, however, lean on the contexts in order to really teach the meaning of a word. Students must be able to use it in more than one context; it must be used in writing, speaking, and listening (Rupley & Nichols, 2005) in (Al-Dersi, 2013). This strategy requires how words or vocabularies are used in both real life and different contexts.

In order to avoid the overwhelmingly abundant language content, short stories are one of few that can show how certain words or phrases are used in authentic way. One such instance is that teachers provide a clue in which readers, or in this case students, would look into how certain words mean and are used in the stories. Walters (2006) in Al-Dersi (2013) stated that students could derive meaning from unfamiliar words in short stories by paying attention to the visual and verbal clues. This of course can also be conducted through various structured instruction, such a drawing pictures to give the students clue they need to understand unfamiliar words.

2.4.3 Extensive reading strategies

Reading is one of the few immersive activities that are closely tied to text. It is then closely related to the vocabulary as pointed out by Reading is very useful in developing and enriching partially known vocabulary in Al-Dersi (2013). Horst (2005) in Hulstijn (2001) and Pathan (2012) in Barzani et al (2020) argued

that reading could lead to the enrichment of vocabulary. These arguments provide a sound basis of incorporating short stories into reading strategies aimed at improving student's vocabularies. Short stories are the means for this extensive reading. Short stories can deliver newer vocabulary for students to acquire, given through reading activities.

2.6 Definition of Short Story

What defines short stories is not as rigid as other disciplines. Biology, despite also having its own issues, has more strict and rigid rules in classifying species. In literature, there is a thin line in how categorizing literary genres. In Pasco (1991), some distinguish short stories from other literary conventions or genres. Furthermore, short story was considered as a distinct literary forms, unlike its modern counterpart in which short story are seen as unique and standalone genre. Despite being considered a modern genre of short fiction, short story has been part of human culture since time immemorial, as humans have always enjoyed types of brief narrative: Jests, anecdotes, moralizing fairy tales, etc (Britanica, n.d).

There are of course numerous short story authors who invented and incorporated the elements that defined short story. In this study, however, the researcher shall use the simples definition of short story that would help analyze the types of text used in EFL context. Short story in this study will be referred to as a short fiction, usually shorter than novels, which convey single

less complex plots, concise narrative, and set in only one or two episodes or scenes.

2.7 Short Story's Role on Vocabulary Acquisition

The terms of learning new vocabulary or vocabulary acquisition might overlap with L2 acquisition. However they shared similar principles, when it comes to the use of input as the main source to drive vocabulary into learner's minds. Learning new vocabulary can be done through different ways and approaches, it can be incidental, or intentional, it can be through meaning-based input. Thus it can be loosely concluded that input played a role in vocabulary acquisition. With the rise of communicative approach, authentic materials become a major emphasis in vocabulary learning (Hinkel, 2005: 734) in Kaya et al (2015).

Tomlinson (2011: 9) in Kusumawardani et al (2018) described authentic texts are materials created not for the purpose of teaching. Richards (Richards., 2001, p. 252) in Kusumawardani et al (2018) states that authentic materials can refer to any texts, video selections, Tomlinson also adds that authentic is produced with the sole purpose to communicate not to teach. Kaya (2004) in Febrina (2017) claims that authentic materials provide learners with real exposure of the target language. Thus it could also benefit vocabulary acquisition as the learners will feel more immersed in the direct use of the vocabulary in authentic texts rather than carefully crafted materials that provide less direct use of said vocabulary. There should be overabundant amount of authentic materials, Kusumawardani et al, (2018) defines story

book, newspaper, magazine, short video, song, picture and any other material as authentic materials. However, oura (2012 p.67-68) in Febrina (2017) classifies authentic materials into audio visual materials, authentic visual materials, and printed materials.

2.8 Strength and Weakness in Implementing Short Stories

There have been numerous studies detailing the advantages of Short Stories. Engwers (2020) shows positive attitude of teachers as they tend to use short stories more in EFL context. Similarly, Zeybek (2018) found out that short story was more advantageous as it is unique to other genres of literary works, such as providing ground of vocabulary learning. Ghosn (2022) claims that literary works provide meaningful context, presents natural language and can thus foster vocabulary development in context. Furthermore it can be concluded that short story, as a form of the literary works, could fit into this category. Compared to other form of authentic literary text such as novels, short story could potentially be suitable in EFL classroom as it is shorter as stated by Spack (1985) in Zeybek (2018) short stories are the easiest way of introducing literature to language learners. Al-Dersi (2013) stated that short stories, due to its brevity, are more practical to implement in the classroom setting.

Implementing short stories in classroom is of course not a smooth sailing. There are numerous challenges that teachers, researchers, and educators might encounter along the way. Emilia Luukka (2021) describes using literary works as whole is a challenging phenomenon. Luukka further

reports that many teachers were overwhelmed with mounts of materials that literary works present. This in turn could also take a toll on the use of short stories specifically as short stories also tend to have difficult vocabularies, albeit shorter in length, and phrases that might not fit into students' current comprehension. Later Luukka also elaborates the use of literature in general as a challenged phenomenon, as she reported that many students and parents alike are not too familiar with the emergence of literary texts in classroom. Zeybek (2018) reported that teachers mostly felt at loss at how to prepare and pick suitable approaches and methods to implement short stories specifically. Another found out that short stories or literary works in general required tools and amenities and necessary skills to implement. Abdelrady et al (2022) reported 69% of teachers lack adequate training in teaching literature and 53% of teachers have expressed no excellent literature books, and the unavailability of modern facilities to facilitate their teaching.

2.9 Previous Studies

In this study, the researcher gathered relevant studies that would provide insight on the trends and how the effectiveness of short stories is tested in EFL setting. The main phenomenon that these studies investigated is vocabulary acquisition that correlated with the enhancement of vocabulary acquisition in students.

The first study was conducted by Khan (2016) titled *Short Stories and the Teaching of Vocabulary: A Case Study of Islamabad Model School, Pakistan*. The study investigated the use of authentic material, in this case

short story, to enhance vocabulary at SSC level. The students were taught using 10 selected short stories coupled with different activities of word association and games. The mean results of the post test after learners were given treatment rise significantly, from 4.5 with standard deviation of 1.48 to 17.23 with 1.58 standard deviation.

The second study was conducted by Parvareshbar (2016) under the title: *The Effect of Using Short Stories on Vocabulary Learning of Iranian EFL Learners*. This study investigated the effect of Short Stories in the EFL classroom. The design of the study is of quasi-experimental pretest-posttest. The participants were divided into two groups, control group and experimental group, with 25 participants of each group. After given the pretest, the experimental group is given treatment through by presenting them with short stories, the next they were asked to underline the unfamiliar vocabulary items and then try to guess the meanings based on the context of the story. Then they were given time to share views about the short story, at the end of the session they were given quiz to evaluate their progress. Meanwhile the control groups were given a more traditional strategy by presenting them with vocabulary lists. At the end of the term, both were given the post-test. The results show that there were significant difference between the experimental and control group, the magnitude of sig (2-tailed) on posttest was 0.01 that is lower than 0.05. The experimental group outperformed the control group.

Similar study was also conducted by Bhatti et al (2022) under the title *Short stories as an innovative EFL teaching technique to improve Pakistani*

elementary students' English vocabulary. It was similar experimental study which implemented post pre test design, however Bhatti et al (2022) complemented their study with questionnaire to discern the student's perception on the use of short stories. Sixty students were randomly selected and Twenty-five close-ended questions (MCQs) type questions for pre-test and post-test and the English reading assessment survey (ERAS) questionnaire were used to collect data and later analyzed by using SPSS. The results of the study implied that students showed positive attitude towards the use of short story.

Based on the previous studies, the researcher is interested in exploring the potential of short story through the perception of teacher. Khan (2016) already investigated the effects of short stories through games and different activities. Meanwhile Parvareshbar (2016) and Bhatti et al (2022) have already explored how short story affects students' performance in vocabulary acquisition. This study, however, aims to investigate the teachers' perceptions on how they actually implemented short stories. The subjects of this study are the 6 EFL in MAN 1 Jombang. The researcher specifically picked the 6 EFL teachers from MAN 1 Jombang due to their experience in teaching English in general, and specifically teaching various texts including short stories.

Thus, the teachers' perceptions which are based on their experience in dealing with short stories has not been explored, the previous studies only focused on the effectiveness of the strategies or how a certain approach worked by utilizing short stories, therefore this study specifically focused on

the sole subject and one of the key component in EFL, that is the teacher themselves and how they perceive short stories in the context of vocabulary acquisition.

Chapter III

This chapter discusses research methodology employed in this research as systematic effort to answer the research questions consisting of six sub chapters: research design, researcher's presence in the study, the subjects of the research, data source, data collection, research instrument, data analysis, and data validity test.

3.1 Research Design

This research employs qualitative research, while the approach that was taken was descriptive qualitative approach. According to Vaismoradi (2013), qualitative descriptive approach seeks to understand a particular phenomenon from the perspective of those experiencing it. In particular what becomes phenomenon of this study is the use of short stories to enhance students' vocabulary acquisition, and the researcher tried to explain the perspective of the subjects who experience this phenomenon, in this case the teachers themselves. In qualitative descriptive approach, the researcher elaborated the data found from the subject in detailed description through paragraphs.

3.2 Researcher's Presence in the Study

It is necessary for the researcher to attend to the research location to collect data. Sandelowski, (2000) states that qualitative descriptive researcher stay closer to the data and to the occurrences they are examining compared to other type of research. Therefore, the researcher was present in the location of research and actively engaged with the research's subjects, the 6 teachers.

3.3 The Subjects of The Research

The subjects of this research are the 6 teachers who still teach in MAN 1 Jombang which is located in Dokter Wahidin Sudirohusodo Street No.2, Sengon,.Jombang district, Jombang, in Jombang Regency. The reason for choosing these 6 teachers is because they were the only ones available as English teachers in MAN 1 Jombang by the time the researcher began conducting the research in person. The other reason was that these 6 teachers teach all levels of classes in MAN 1 Jombang. Additionally, they taught short stories, the texts that are usually present in all grades of senior high school syllabi; subsequently the 6 teachers have experience in teaching short stories across different grades by the time researcher were present in the field.

3.4 Data Source

Sugiono (1993) states that the data source is the subject from which the data source can be obtained. Sugiono furthermore states that there are two types of data, depending on the source. First is primary source, it is the source that provides the researcher with data directly. And then the next is the secondary source, it is the indirect source that researcher can gain from, usually from documents and external source of data. The primary data from this study stems from the unstructured interview conducted on the 6 English teachers in MAN 1 Jombang. The secondary data of this study comes from literature review as well as previous studies.

3.5 Data Collection

This research employed interview to dig up data that the subject presented to the researcher. Interviews are employed when researcher intend to find out detailed and in depth information and data from the respondents in smaller scale (Sugiono, 1993). Sutrisno Hadi (1986) in Sugiono (1993) points out that the respondents should be self-aware, trusted, and in the same page as the researcher. This study employs unstructured interview in which the researcher does not follow the strict rules as in structured interviews.

3.6 Research Instrument

Sugiono states (1993) the researchers themselves are the main instrument in qualitative research. As the main focus of the study becomes apparent, the researcher then could develop simple research instrument if necessary, to support the data collected in the unstructured interview, 6 English teachers across levels of classroom were interview directly in MAN 1 Jombang. This study implements similar guidelines used by Tuncer (2014), under 4 categories.

- a) Teachers' experience and strategy in vocabulary (the first question)
- b) Teachers' Experience on reading short stories (The second and the third question)
- c) Teachers' Overall Perception in Using Short Story (question no 5)
- d) Teachers' challenges in implementing Short Stories (Question no 6 until 8)

3.7 Data Analysis

This study employs several steps formulated by Miles and Huberman (1984) in Sugiono (1993). The steps follow the structure of data Reduction, data display, and verification.

3.6.1 Data reduction

The first step in data analysis is that the researcher put together the collected data from the primary source; the next stage is to reduce the data. Sugiono (1993) describes data reduction as summarizing, sorting crucial parts, focusing on the main topic, and finding themes and patterns. In this case, the researcher makes categorization and sort out the unnecessary data that might not be useful, such as the repeated sentences, pause, etc, then marks each accounts of subjects with initials, and lastly summarizes each accounts into more concise form.

3.6.2 Data Display

After reducing the data, the next step is to display the data. Displaying the data can be through many ways, such as tables, flowcharts, etc. But Miles and Huberman points out that narrative text is the most common form of displaying the data (Sugiono, 1993). In this research, the data is displayed in paragraph form marked by the codename or initials of the data source, in this case the 6 English teachers in MAN 1 Jombang then the paragraphs are shown in quotations.

3.6.1 Verification

The last step in Miles and Huberman technique is to draw conclusion based on the reduced and displayed data. The researcher draws conclusion based on the patterns that have been analyzed across each subjects and draw conclusion on said patterns to answer the research questions. The conclusion presented is still temporary in nature, and will likely be changed. The conclusion should be open. However, if the conclusion is supported by consistent, it can be a credible conclusion.

3.8 Data Validity Test

Data triangulation is a way to perform data validation tests with several stages of discussion:

- a. Narrowing by subtracting what is necessary and sorting out what is not, in this study the researcher only took the 6 English teachers of MAN 1 Jombang because they were the only English teacher available by the time the research took place, no other teachers of different school subject were interviewed.
- b. Structuring the data needed systematically and so that it can be easy to process, the excerpts of the interview were marked by the teachers' initials to easily organize the dialogue that the research obtained from the interview

- c. Displaying the data, the data was displayed in quoted paragraphs marked by the teachers' respective initials as well as the time the interview took place.
- d. Drawing conclusions and verifying data, lastly the researcher discovered the relevant information, pattern, and correlation from the interview to draw conclusion.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents analysis on the data that has been gathered by the researcher. The researcher was directly involved in gathering the data in the field and was also directly involved with the research objects. The research took place in MAN 1 Jombang involving 6 EFL teachers in the form of face-to-face interview. This chapter is segmented into two sub chapters, findings and discussion.

4.1 Finding

In this step the researcher reduces and displays the primary data found in this study. The primary data was taken from one session interview with the 6 EFL teachers who still actively teach in MAN 1 Jombang. The excerpts of the interview were summarized and sorted out to get the most relevant information given by the 6 teachers through unstructured interview, and then the excerpts of the reduced data are shown in quotation separated in different paragraphs.

Before elaborating the finding, it is important to identify the interviewees from which the primary data was taken. The teachers' initials and their occupations are listed below in table 4.1:

Table 4.1

No	Initials	Occupation
1	AMS	English Teacher
2	HI	English Teacher
3	FI	English Teacher
4	SN	English Teacher
5	CN	English Teacher
6	BPN	English Teacher

4.1.1. Teachers' Perceptions in teaching vocabulary through short stories

The first finding revolves around the overall experience in vocabulary teaching and their overall experience in teaching short stories or their personal experience with short stories in their own leisure times outside of teaching, the first finding correlates to the first research question. The interview result shows some teachers, AMS, KN, CN, did not read fictions, short stories, or those in similar genres as often, the excerpts of their experiences are summarized below:

AMS: *"I read short story when I am going to teach the students. I rarely read it in my leisure time. Because I try to focus on reading the short story, but sometimes if I have free time, I read it"* (Interview with AMS on the 16th of April 2022)

KN: “...*Not often, perhaps when I was young, I liked stories, now I barely read. I like reading short stories, especially those with pictures.*”(Interview with KN on the 16th of April 2022)

CN : “*Not often, I only read stories in class setting*” (Interview with CN on the 3rd of October 2022)

However, other teachers had different experience BPN, FI, and HI did read some longer forms of literary works, especially in the form of novels, FI often brought one of the novels she read to the classroom. Moreover, HI read both English and Indonesian short stories as summarized below:

BPN : “*I do, I love reading novels, although it differs from short stories and too long it is still entertaining*” (Interview with BPN on the 16th of April 2022)

FI : “*Yeah, I sometimes bring the interesting book or novel to classroom.*”(Interview with FI on the 16th of April 2022)

HI : “*Yes, it's my hobby. I read not only English but also Indonesia, but when I am about to teach Narrative, I have to read many stories in English*”(Interview with HI on the 16th of April 2022)

Initially, all teachers in MAN 1 Jombang described their experience in teaching vocabulary as *challenging* and *difficult*. However, they still agreed that short stories or narrative text could motivate students to learn new vocabulary nonetheless. They, of course, had different opinions as to how they viewed short stories or narrative text as a vocabulary-supplying means in EFL setting. AMS viewed short stories or narrative texts as *entertaining media* to engage students and to compel them to take the moral value of the stories, yet

the she faced difficulty when teaching short stories or narrative text to underperformed students, those who lacked especially in vocabulary.

Meanwhile KN described narrative text as *an interesting topic* to be discussed with students, furthermore bringing engagement to the students. KN faced almost similar problem with AMS. CN implied that short stories can be a fun approach to students, given also *the fun methods* that could deliver said short story, however she struggled to motivate students with fewer vocabulary knowledge. On the other hands, BPN viewed short story or narrative text in the classroom as an easy means to deliver to those with adequate vocabulary knowledge, yet she faced the same problem as CN with those who lack vocabulary knowledge. The same goes for HI, she struggled with students with limited vocabulary yet she believed that short stories or narrative text can be a means to break students' boredom. And lastly, FI considered short stories or narrative text as an easy toolbox to engage students through games, yet she found it difficult to motivate inactive students and to decide new methods to break their boredom, the opposite of what HI believed.

4.1.1. Challenges and Issues in teaching vocabulary through Short

The next finding discusses about the 6 EFL teachers' challenges and issues they faced when teaching vocabulary. This finding is to further and or back up the previous finding by complementing the

answer to the first research question and fulfill the first research objectives.

In teaching vocabulary in general, the interview results shows that teachers in MAN 1 jombang faced differing challenges. AMS implied that he had difficulty in delivering difficult words to underperforming students as stated below

AMS :“The difficult word. Sometimes, the word is strange for the students. They need several times to repeat and repeat and memorize them” (Interview with AMS on the 16th of April 2022)

KN faced similar issues as students often found it hard to memorize difficult words. BPN also shared the same problem with underperforming students.

BPN: *“Sometimes it is easy for students in good vocabulary, but for those who are not, we have to teach them step by step....”* (Interview with BPN on the 16th of April 2022)

CN however found roadblock to motivate the students to love English, students who still regard English as foreign often struggle to understand the vocabulary:

CN: *“First, not all students love English, and they still consider English as foreign, it is difficult to motivate the students to love the language.....”* (Interview with CN on the 16th of April 2022)

FI also implied that finding the best methods to make students love English and ultimately understand the vocabulary was the main issue she faced when teaching vocabulary:

FI: *“It’s deciding the new methods, not all students love English. The point is finding the best methods”* (Interview with FI on the 16th of April 2022)

HI, on the other hand, found issues in the students’ skill and confidence to express the vocabulary they learned in pronunciation. This is almost similar to CN’s and FI’s issue in students’ motivation to learn the vocabulary.

H.I: *“Students sometimes lack confidence in pronouncing or repeating the vocabulary”* (Interview with HI on the 16th of April 2022)

It can be safely implied that EFL teachers in MAN 1 Jombang struggled to incorporate vocabulary to underperforming and unmotivated students. To further answer the first research question, the researcher also asked teachers about the challenges they faced specifically when teaching vocabulary through short story or narrative text.

AMS stated that students often struggled to understand or retell the stories, this is due to the lack of vocabulary knowledge of some students. BPN also experienced this difficulties as some students were not motivated enough to read. Similarly HI also found difficulty to motivate students who were less confident in their ability to retell or present the stories. Their excerpts are summarized below:

AMS: *“When I asked them to retell the story, they get difficulties to do that. Perhaps some of them can do that, the rest of them had difficulty to perform the story. Perhaps in Indonesia they understand, in speaking English, they need more drillings, they have to memorize the story and summarize the*

story in their own word” (Interview with AMS on 16th of April 2022)

HI: *“Students sometimes lack confidence in pronouncing or repeating the vocabulary, and of course reading the stories. Mostly they were not confident with their peer.”* (Interview with HI on 16th of April 2022)

KN and CN faced similar challenges or issues when teaching through short story, they found out that it was difficult to make the stories more engaging to students so that they can learn more vocabulary.

KN: *“The challenge is how to make the stories more interesting to the students.”* (Interview with KN on the 16th of April 2022)

CN: *“It is difficult to try to make them more engaged in the story and retell it.”* (Interview with CN on the 16th of April 2022)

Similarly, BPN stated that the challenge lies in how to teach the stories joyfully to engage students who were unmotivated or did not read a lot. In almost similar case, FI elaborated that breaking the student’s boredom is the main challenge to balance the short story’s length which sometimes did not suit the students.

BPN: *“Sometimes it is hard to teach short story joyfully, especially for students who are unmotivated as they don’t read a lot, we have to try to find a way or methods to teach them joyfully. Sometimes we only make them understand the point of the story, not all the vocabulary”* (Interview with BPN on the 16th of April 2022)

FI: *“Again, if you ask me about this one, it is about to break the students’ boredom. I can’t say short stories are just short texts, perhaps short according to us, but once the students open the story they will complaint “ooh miss, it’s too long.” And that’s when boredom comes to their mind. So it is my duty to break the students’ boredom.”* (Interview with FI on the 16th of April 2022)

4.1.2. Teachers' Strategies in teaching vocabulary through short stories

The last finding shows how teachers utilize strategies by using short story to facilitate their vocabulary teaching. The interview showed that some teachers used context-clue strategies. CN and HI implemented pictures series, in which she drew a series of pictures that were related to each other to explain the story, this in return would boost students' comprehension towards the short stories and ultimately their vocabulary acquisition. BPN, however, used similar strategies yet through realia to boost students' understanding of unfamiliar or difficult vocabulary, there excerpts are as follow:

CN :“.....*The students will be happy, if we teach them with pictures series, through pictures series, with pictures they will be more interested....*” (Interview with CN on the 16th of April 2022)

BPN: “....*I am trying to use fun methods such as using games, or we can use realia.* (Interview with HPN on the 16th of April 2022)

HI: “.....*When I teach, I like using pictures series, because it makes the students understand the story quickly, not only through texts. Students can understand stories through pictures. It can also break their boredom.*” (Interview with HI on the 16th of April 2022)

Another teacher, however, implements entirely different strategies to foster students' vocabulary Acquisition. AMS implemented some sort of reading activities, first she will read the short stories alongside with the students and then she asked the

students to list difficult word before learning about them by one as stated below:

AMS: “...*I read the whole story and after that I ask the students to get translation together with me. When they have a difficult word, we notice and try to get Ah this one is a difficult world, we list them first and then we train and spell several times, and the students repeat after the teacher.*” (Interview with AMS on the 16th of April 2022)

Meanwhile KN and FI immersed their students in fun and interesting activities such as games, discussion, and students’ team works. FI specifically used games to teach vocabulary:

FI: “.....*using simple games, we’ll attract the students to learn new vocabulary.....we don’t need to take a hard effort to do this, just give them a simple game, surely it will attract them to learn the new vocabulary.*” (Interview with FI on the 16th of April 2022)

KN states that by utilizing folklores that share similarity to Indonesian folklores can engage students to learn, not just about the vocabulary but also the overall theme.

KN: “*It is interesting to teach students by discussing narrative texts, because we can discuss about legends, fable and the students can know the English literary works that are almost similar to the Indonesian literary*” (Interview with KN on the 16th of April 2022)

BPN, in combination with the use of picture series and realia, encouraged students to form a mixed team comprising of capable and underperforming students.

BPN: “*Sometimes we only make them understand the point of the story, not all the vocabulary, sometimes we form a group in which we mixed the capable and incapable students*” (Interview with BPN on the 16th of April 2022)

4.2. Discussion

The next step after displaying and reducing the data in data triangulation is verification. In this step, the researcher drew conclusion from the pattern found in the primary data, the 6 EFL teachers of MAN 1 Jombang. The analysis will be based on the excerpts of the interview that are already displayed and reduced into relevant information that correlated to first and second research questions to this study.

4.2.1. What are the teacher's perceptions on the use of short stories in EFL Classroom?

Based on the finding, we can see that teachers in MAN 1 Jombang have positive perception on the use of short story in teaching vocabulary. They, however, viewed short stories differently based on their experience and issues, and their experiences can fall under the definition perception in the field of education, a combination of knowledge and idea gained as a result of experiencing it. AMS viewed as *entertaining media* to engage through the moral value, yet some students still struggled to catch up the story, especially understanding the vocabulary contained within the story.

Meanwhile KN described narrative text as *an interesting topic* of discussion with the students. Yet KN also felt that some students cannot keep up with the stories. FI believed that short stories can be utilized through fun games, although she also struggled to match the length of the narrative text with the students' ability. Similarly, by

using *fun methods*, CN considered short stories as a viable means to deliver the stories. BPN considered short story or narrative text as an easy means to teach vocabulary. HI believed that stories can break students' boredom when teaching vocabulary. However, KN, CN, and BPN faced similar difficulty when teaching students who lacked. HI believed that stories or narrative texts can break students' boredom, although she found it difficult to encourage and engage students.

4.2.2. How do teachers implement short stories to enhance students' vocabulary acquisition?

To combat their perceived issues and challenges, the teachers of MAN 1 Jombang employed various different strategies. BPN, CN, HI employed context-clue approach by implementing pictures series to deliver the narrative text more easily to the students. According to Walters (2006) in Al-Dersi (2013), students could derive meaning from unfamiliar words in short stories by paying attention to the visual and verbal clues. BPN, CN, HI considered Pictures and Realia as viable strategies to help them utilize short stories.

Thus BPN, CN, HI utilized strategies that provide meaning to students according to Schmitt (2010) and or comprehensible input according to Krashen (1982). Meanwhile, AMS employed some sort of reading activities albeit not extensive, she would read the stories alongside with the students and then she would list the difficult vocabularies to help students understand the narrative within the

stories. This, indeed, would provide an exposure to new vocabularies, although her reading session only discusses the difficult words instead of leaving the students to form incidental acquisition on their own as Horst (2005) and Pathon (2012) suggested. KN, instead, formed a discussion in which students can talk about the topic of the short story themselves, mainly she used local Indonesian folklores or folklores that were originally in English. Furthermore, BPN implemented similar strategies, but instead she formed students' group comprised of both students who understand adequate amount of vocabulary and those who had understand less.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will present the conclusion obtained from both the findings and the discussion. Additionally, several suggestions will also be given for further research and hopefully the conclusion of this study can also a literature on the implementation of Short Stories in ELF setting.

5.1. Conclusion

Based on the findings and discussion, it can be safely deduced that most teachers believed that students with lack of vocabulary or motivation as the main challenge in implementing short stories. Some of the teachers also believed that students could not catch up to the length of the short stories, as it is proven to be too long for students' comprehension. This is apparent and in line with Littlewood (1986) in Tuncer and Kizildağ (2014) that linguistic features such as difficult vocabularies can be a barrier to students with low levels. Others felt that deciding the best method was the main challenge, some students, according to some teachers, require more than stories to break their boredom. However, these challenges and issues did not changed EFL teachers' perception towards short story as they have positive perception in the potentials of short stories.

Thus, they employed various different approaches to fully utilize short stories. Some implemented context-clue approach through drawing pictures and realia. Others implement a more traditional approach such as using word-listing and students' group discussion.

5.2.Suggestion

This study is far from perfect, thus the researcher would like to provide suggestions for future researches that are delving into similar topics. The researcher hoped for further research to implement a more thorough instrument to dig out more data that are relevant to the use of short stories, specifically in the field of vocabulary acquisition. The researcher also suggests that further research should dig into various respondents from different schools and other educational institution in order to gain a more robust perception from various different objects. Lastly, the researcher also suggests that students' perception towards vocabulary should not also be overlooked as they also play relevant roles.

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APPENDIX I PERMISSION LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 52, Telepon: (0341) 552268 Faksimile: (0341) 552398 Malang
http://fik.uin-malang.ac.id email: fik@uin-malang.ac.id

Nomor : 773/Un.03.1/TL.00.1/03/2022 25 Maret 2022
Sifat : Penting
Lampiran :
Hal : Izin Penelitian

Kepada
Yth. Kepala MAN 1 Jombang
di
Jombang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Lukman Hakim
NIM : 18180010
Jurusan : Tadris Bahasa Inggris
Semester - Tahun Akademik : Genap - 2021/2022
Judul Skripsi : **Teachers' Perception on The Roles of Short Stories to Enhance Vocabulary Acquisition**
Lama Penelitian : **Maret 2022** sampai dengan **Mei 2022** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.


Muhammad Walid, MA
NIP. 387 30823 200003 1 002

Tembusan:
1. Yth. Ketua Program Studi TBI
2. Arsip

University Permission letter

 KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JOMBANG
MADRASAH ALIYAH NEGERI 1
Jl. Dr. Wahidin Sudirohusodo No. 2 Jombang Telp./Fax. 0321-861819
website: www.man1jombang.sch.id email: manjombang@kemendag.go.id

SURAT KETERANGAN
NOMOR : B-929/MA.13.12.01/PP.00.6/12/2020

Menindaklanjuti surat permohonan ijin yang saudara ajukan sebagaimana pokok surat, pada prinsipnya kami memberi ijin saudara :

Nama : LUKMAN HAKIM
NIM / NIRM : 18180010
Jurusan/Prodi : S1- Tadris Bahasa Inggris
Universitas : Universitas Islam Negeri Maulana Malik Ibrahim

Untuk melakukan penelitian di MAN 1 Jombang terhitung mulai tanggal 15 s/d 31 April 2022 untuk keperluan penyusunan Skripsi dengan Judul :
"TEACHERS' PERCEPTION ON THE ROLE OF SHORT STORIES TO ENHANCE VOCABULARY ACQUISITION".

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.



School Permission Letter

APPENDIX II RESEARCH INSTRUMENT

THE INTERVIEW QUESTIONS AND THE TEACHERS' INITIALS AND OCCUPATION

No	Initials	Occupation
1	AMS	English Teacher
2	HI	English Teacher
3	FI	English Teacher
4	SN	English Teacher
5	CN	English Teacher
6	BPN	English Teacher

NO	Questions	Answers
1	<p>How is your experience in teaching Vocabulary?</p> <p>Bagaimana pengalaman anda dalam mengajar Vocabulary?</p>	
2	<p>How is your Experience with Short Stories?/Do you often read Short Stories or Prose in general?</p> <p>Bagaimana pengalaman anda dengan cerita Pendek?/Apakah Anda membaca cerita pendek/karya prosa secara umum?</p>	
3	<p>How is your experience in teaching using literary works, especially short stories/Narrative Texts?</p> <p>Bagaimana pengalaman anda dalam mengajar melalui karya sastra, terutama cerita pendek/narrative text?</p>	
4	<p>Do short stories/narrative text help student improve their vocabulary based on your teaching experience or do short stories have the opposite impact?</p> <p>Apakah cerita pendek membantu meningkatkan vocabulary</p>	

	para siswa berdasarkan pengalamananda, apakah cerita pendek/short story berdampak sebaliknya?	
5	What challenges or issues do you usually face in teaching Vocabulary? Apa tantangan atau permasalahan yang anda hadapi ketika mengajar vocabulary?	
6	What challenges or issues do you usually face in implementing short stories in classroom setting? Apa tantangan atau permasalahan yang anda hadapi dalam menerapkan cerita pendek di setting kelas?	
7	Does the current curriculum affect the methods and approaches you employ (inn teaching using short stories/narrative text)? Apakah kurikulum yang ada mempengaruhi metode dan pendekatan mengajar anda (dalam menerapkan cerita pendek)?	
8	Do the school amenities support your teaching methods? Apakah sarana dan prasarana sekolah mendukung metode mengajar anda?	

APPENDIX III TRANSCRIPT OF THE INTERVIEW

Name : AMS
English Teacher : English Teacher
Day/Date : April 16th 2022
Time : 9.00 am – 11.00 am

I : How is your experience in teaching Vocabulary?

AMS : Teaching vocabulary is challenging, because how we train students to understand the new vocabularies to study about this term

I : How is your Experience with Short Stories?/Do you often read Short Stories or Prose in general?

AMS : I read short story when I am going to teach the students. I rarely read it in my leisure time. Because I try to focus on reading the short story, but sometimes if I have free time, I read it. And my experience teaching that short story, it is very nice. As we know that the function of short story is to entertain the readers and the listeners

I : How is your experience in teaching using literary works, especially short stories/Narrative Texts?

AMS : And my experience teaching that short story, it is very nice. As we know that the function of short story is to entertain the readers and the listeners. Because the students are interested to know the story and they can take the value of the short story they read, although we have some kind of entertainment or funny short story that we can take the benefit as life experience of the characters and sometimes we can take their value.

I :**Do short stories/narrative text help student improve their vocabulary based on your teaching experience or do short stories have the opposite impact?**

AMS : For the first time, I read the whole story and after that I ask the students to get translation together with me. When they have a difficult word, we notice and try to get Ah this one is a difficult world, we list them first and then we train and spell several times, and the students repeat after the teacher.

I :**What challenges or issues do you usually face in teaching Vocabulary?**

AMS : The difficult word. Sometimes, the word is strange for the students. They need several times to repeat and repeat and memorize them and that's why sometimes we have to have games, games of vocabulary, using quirks, or etc to make sure the students understand about the vocabulary of the new vocabulary they know. So we have to do some extra activities

AMS : Ah yeah, the repetition. Before giving the students the pronunciation of the word, we have to check from the dictionary first, so that they will know the pronunciation of the word.

I : **What challenges or issues do you usually face in implementing short stories in classroom setting?**

AMS : When I asked them to retell the story, they get difficulties to do that. Perhaps some of them can do that, the rest of them had difficulty to perform the story. Perhaps in Indonesia they understand, in speaking English, they need more drillings, they have to memorize the story and summarize the story in their own word

I : **Does the current curriculum affect the methods and approaches you employ (inn teaching using short stories/narrative text)?**

AMS : I don't think so. As I know, I have the same method. It might have a little effect, in the new curriculum we have to be free to remark the narrative or short story. But I think it is the same with the old curriculum, because I use the same method.

I : **Do the school amenities support your teaching methods?**

AMS : Yes of course, now we have some kind of cd projector. It is a very easy tool and helpful to me, we have also wireless cd projector to connect to not only our laptops but our smart phones.

Teacher's Name : KN
English Teacher : English Teacher
Day/Date : April 16th 2022
Time : 9.00 am – 11.00 am

I : **How is your experience in teaching Vocabulary?**

KN : In general is fun and full of challenge to support the students in learning English vocabulary.

I : **How is your Experience with Short Stories?/Do you often read Short Stories or Prose in general?**

KN : I like reading short stories, especially those with pictures.

I : **In your free times do you often read story?**

KN : Not often, perhaps when I was young, I liked stories, now I barely read.

I : **How is your experience in teaching using literary works, especially short stories/Narrative Texts?**

KN : It is interesting to teach students by discussing narrative texts, because we can discuss about legends, fable and the students can know the English literary works that are almost similar to the Indonesian literary.

I : **Do short stories/narrative text help student improve their vocabulary based on your teaching experience or do short stories have the opposite impact?**

KN : Yes, it helps the students to be interested in studying English vocabulary, because almost all of the students love stories than science reading or texts.

I : **What challenges or issues do you usually face in teaching Vocabulary?**

KN : Some students have difficulty in memorizing the words.

I : **What challenges or issues do you usually face in implementing short stories in classroom setting?**

KN : The challenge is how to make the stories more interesting to the students.

I : **Does the current curriculum affect the methods and approaches you employ (inn teaching using short stories/narrative text)?**

KN : Yes sometimes, it influence our teaching, because I like using the current methods

I : **Do the school amenities support your teaching methods?**

KN : It supports us enough, like the LCD and the

Name : CN
English Teacher : English Teacher
Day/Date : April 16th 2022
Time : 9.00 am – 11.00 am

I : **How is your experience in teaching Vocabulary?**

CN : I think for our students, knowing about vocabulary is very very difficult. So we have to give methods that make the students fun, like through the songs, because I think all of us love songs.

I : **How is your Experience with Short Stories?/Do you often read Short Stories or Prose in general?**

CN : Not often, I only read stories in class setting.

I : **How is your experience in teaching using literary works, especially short stories/Narrative Texts?**

CN : The students will be happy, if we teach them with pictures series, through pictures series, with pictures they will be more interested, although lack of their vocabulary can still be hindrance.

I : **Do short stories/narrative text help student improve their vocabulary based on your teaching experience or do short stories have the opposite impact?**

CN : Yes of course, with short stories we can dig deeper into students' vocabulary bank.

I : **What challenges or issues do you usually face in teaching Vocabulary?**

CN : first, not all students love English, and they still consider English as foreign, it is difficult to motivate the students to love the language. Although, if we dive deeper, some of them still find interest if we give them interesting methods.

I : **What challenges or issues do you usually face in implementing short stories in classroom setting?**

CN : It is difficult to try to make them more engaged in the story and retell it.

I : **Does the current curriculum affect the methods and approaches you employ (inn teaching using short stories/narrative text)?**

CN : Regarding that, it doesn't really affect the way I teach. It only depends on the students' readiness to receive.

I : **Do the school amenities support your teaching methods?**

CN : Strongly support our teaching, given all the availability of the amenities, like LCD projector.

Name : BPN
English Teacher : English Teacher
Day/Date : April 16th 2022
Time : 9.00 am – 11.00 am

I : How is your experience in teaching Vocabulary?

BPN : I am trying to use fun methods such as using games, or we can use realia

I : How is your Experience with Short Stories?/Do you often read Short Stories or Prose in general?

BPN : I do, I love reading novels, although it differs from short stories and too long it is still entertaining.

I : How is your experience in teaching using literary works, especially short stories/Narrative Texts?

BPN : Sometimes it is easy for students in good vocabulary, but for those who are not, we have to teach them step by step. I sometimes encouraged them to use dictionary to enlarge their vocabulary.

I :Do short stories/narrative text help student improve their vocabulary based on your teaching experience or do short stories have the opposite impact?

BPN : of course, it will, but we have to be patient, but since we have google. It is getting easier

I :What challenges or issues do you usually face in teaching Vocabulary?

BPN : As I have said before, it is more difficult to guide the students are very low in vocabulary.

I : What challenges or issues do you usually face in implementing short stories in classroom setting?

BPN : Sometimes it is hard to teach short story joyfully, especially for students who are unmotivated as they don't read a lot, we have to

try to find a way or methods to teach them joyfully. Sometimes we only make them understand the point of the story, not all the vocabulary, sometimes we form a group in which we mixed the capable and incapable students

I : Does the current curriculum affect the methods and approaches you employ (inn teaching using short stories/narrative text)?

BPN : Yes it does, of course, as we have to follow the rules. Short stories/narrative text have been taught across levels, junior to senior high school, perhaps it is to motivate reading.

I : Do the school amenities support your teaching methods?

BPN : Yes, certainly. Now we have LCD projector, sometimes not only did I present the narrative text through text only but I also give them videos, especially those with subtitles. Sometimes we use cards, and games to enrich their vocabulary, we also use scrabble

Teacher's Name : FI
English Teacher : English Teacher
Day/Date : April 16th 2022
Time : 9.00 am – 11.00 am

I : **How is your experience in teaching Vocabulary?**

FI : So far teaching vocabulary is fun, using simple games, we'll attract the students to learn new vocabulary. Yeah, I think that's my experience in teaching vocabulary, we don't need to take a hard effort to do this, just give them a simple game, surely it will attract them to learn the new vocabulary.

I : **How is your Experience with Short Stories?/Do you often read Short Stories or Prose in general?**

FI : Yeah, I sometimes bring the interesting book or novel to classroom.

I : **How is your experience in teaching using literary works, especially short stories/Narrative Texts?**

FI : Well actually teaching short stories is challenging. Because not only is the students not interested in the language, I rarely read the story and I let the students read the stories, and they found it difficult. So in short teaching short story is challenging.

I : **Do short stories/narrative text help student improve their vocabulary based on your teaching experience or do short stories have the opposite impact?**

FI : Surely do, short stories will motivate them to know the meaning to understand the whole text willy-nilly. So they will have no choice but to be curious about the vocabularies.

I : **What challenges or issues do you usually face in teaching Vocabulary?**

FI : It's deciding the new methods, not all students love English. The point is finding the best methods.

I : **What challenges or issues do you usually face in implementing short stories in classroom setting?**

FI : Again, if you ask me about this one, it is about to break the students' boredom. I can't say short stories are just short texts, perhaps short according to us, but once the students open the story they will complaint "ooh miss, it's too long." And that's when boredom comes to their mind. So it is my duty to break the students' boredom.

I : **Does the current curriculum affect the methods and approaches you employ (inn teaching using short stories/narrative text)?**

FI : Yes, it does, it help us the teacher. Epically in the steps in our teaching

I : **Do the school amenities support your teaching methods?**

FI : It certainly does, it just takes us little effort to go to library to get abundance of amenities, so we can use games, realia etc. Or we can use anything around us.

Teacher's Name : HI
English Teacher : English Teacher
Day/Date : April 16th 2022
Time : 9.00 am – 11.00 am

I : **How is your experience in teaching Vocabulary?**

HI : My experience in teaching vocabulary is so difficult, because students have limited memory of vocabulary.

I : **How is your Experience with Short Stories?/Do you often read Short Stories or Prose in general?**

HI : Yes, it's my hobby. I read not only English but also Indonesia, but when I am about to teach Narrative, I have to read many stories in English

I : **How is your experience in teaching using literary works, especially short stories/Narrative Texts?**

HI : When I teach, I like using pictures series, because it makes the students understand the story quickly, not only through texts. Students can understand stories through pictures. It can also break their boredom.

I : **Do short stories/narrative text help student improve their vocabulary based on your teaching experience or do short stories have the opposite impact?**

HI : Narrative text can motivate students to retell the stories and they can learn new words

I : **What challenges or issues do you usually face in teaching Vocabulary?**

HI : Students don't bring dictionary. We need lexical dictionary, because we need it to read or pronounce.

I : **What challenges or issues do you usually face in implementing short stories in classroom setting?**

- HI : Students sometimes lack confidence in pronouncing or repeating the vocabulary, and of course reading the stories. Mostly they were not confident with their peers.
- I : **Does the current curriculum affect the methods and approaches you employ (inn teaching using short stories/narrative text)?**
- HI : No, it encourages students' activeness. I strongly support it
- I : **Do the school amenities support your teaching methods?**
- HI : It's mostly okay yah, it depends only on the teacher's creativity, if we don't have any facilities, we have to creatively think other ways, so we don't have a "no" answer.

**APPENDIX IV PICTURE OF ONE OF THE EFL TEACHERS IN MAN 1
JOMBANG**



Interview with one of the interviewee, Mrs. KN

APPENDIX V STUDENT'S IDENTITY



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