



## **The Effect of Reading Short English Stories on Learning New Vocabulary for YUC Female Students in Junior Level**

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### **Abstract**

The aim of the research was to investigate the effect of reading short English story on learning new vocabulary for YUC female students at junior year. YUC junior year students have some difficulties in learning new vocabulary. Since some methods are arid and traditional. Moreover, they will not be interested in learning vocabulary. As a result, they will feel bored and the words they have learned will be forgotten. The researcher used a quantitative approach to collect data from an experimental group, and the researcher collected the data through a questionnaire. The research project took place at YUC female students' campus. The participants of the research were 25 female students from YUC campus at the junior level. The participants' age was between 20-23 years old. Their English level was intermediate. The researcher added short English story above the questionnaire's paper, after the participant read the story, they marked the new vocabulary and translated them. Also, they combined them in short sentences. The result showed significant effectiveness of reading short English story in learning new vocabulary.

**Keywords:** Reading, English Stories, Vocabulary

### **INTRODUCTION**

Learning English becomes essential in the meantime; each person becomes intent in acquiring English language. However, the majority of the people are interested in learning new English vocabulary in order to avail it their lives. Therefore, there are various ways to learn English vocabulary. Reading short English stories are one of the ways to help acquiring new vocabulary efficiently.

YUC junior year students have some difficulties in learning new vocabulary. Since some methods are arid and traditional so they are not be interested in learning vocabulary. As a result, they feel bored and the word they have learned to forget easily.

The aim of the study was to investigate the effect of reading short English stories on learning new vocabulary for YUC female students in the junior level. Also, this study investigated junior level students' feedback on reading short English stories on learning new vocabulary.

This study answered the following research question.

- What is the students' attitude toward using reading short English story technique in learning new vocabulary?

## **LITERATURE REVIEW**

The first study was conducted by Robbins, Claudia, Ehri, and Linnea (1994). They investigated the effect of Reading short story books on the vocabulary of kindergarten learners. The participants of the research were 45 non-readers kindergarten children. They listened to an adult who read a story book twice for 2-4 days apart. After that, the children took a test to measure their knowledge of the given word from the story. The result showed that the children recognized the meanings of the words from the story, since they heard some words 4 times and some words twice. Indicating that storybook reading was effective for building vocabulary.

The second study was conducted by Molly Collin (2008) to investigate a study about the effects of rich explanation, baseline vocabulary, and home reading practices on English language learning (ELL) pre-schoolers' sophisticated vocabulary learning from storybook reading. The participants of the research were 18 preschool children, their first language was Portuguese and their second language was English. The children were divided into experimental and control groups. The experimental group heard a story that read for them three times in a long period of time, with heavy exposure and an explanation of the target vocabulary. The control group heard stories read without explanations. After that, Parents completed questionnaires about content, and language of home reading practices. The results showed that the rich explanation and exposure of English vocabulary from reading story book had made a significant impact on learning vocabulary from a story book.

The present study is different than the previous studies in many ways. The number of the participants of the first study was 45 non-readers children. For the second study the number of the participants was 18 preschool children. Unlike the participants of the present study, which were 24 female college students at the junior level. Also, the methodology of the second study had some contrast with the present study, since the researchers in the second study divided the participants in experimental and control group. But, the present study had only experimental group. The similarities between the previous studies are in the methodology and the result. Both previous studies and the present studies recorded the significant effectiveness of reading short English story on learning new vocabulary.

## **METHOD**

This section includes an explanation of the research process. It covers research type, research tools, participants and data collection producer.

### **Type of the Research**

In this research a quantitative approach to collect data from an experimental group. Quantitative data were collected through a questionnaire.

## Instrument

The research tool used in this study was a questionnaire. The research tools used in this research was questionnaire to know the participants' feedback about the implemented technique. It contained 5 closed-ended questions written in English on a Likert scale with the following responses agree, disagree, neutral (see Appendix A for the questionnaire).

## Participants

The participants of the research were 25 female students in junior level at Yanbu Industrial college Female campus. The participant's age was between 20-23. Their language proficiency level was intermediate.

## Data Collection Procedure

The researcher chose 25 female students from junior level at YUC college, then gave the participants short English story before they answered the questionnaire. After the participants read the story they marked the new vocabulary and translated them. Also, they combined them in short sentences. The researcher designed a questionnaire about the effectiveness of this technique and collected responses from students.

## RESULTS AND DISCUSSION

The research tools used in this research was a questionnaire to know the participants' feedback about the implemented technique. It contained 5 closed-ended questions written in English on a Likert scale with the following responses agree, disagree, neutral.

Figure1: I enjoyed my time while I was rading the story

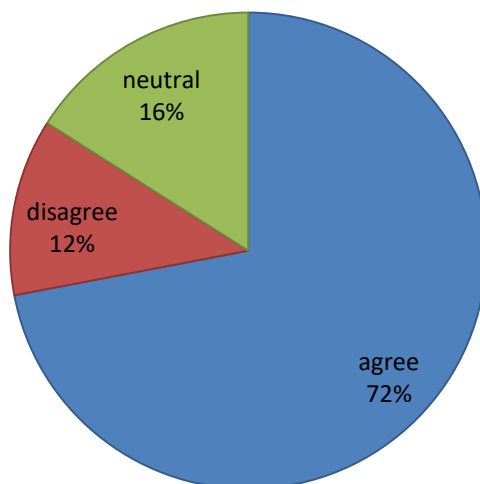


Figure 1 shows the responses for statement 1. 18 students agreed that they enjoyed their time while they were reading the given story. 3 students didn't agree, maybe because the type of the story didn't suit them. 4 students responded neutral, maybe they need to try different types of story to decide.

Figure 2: I learned new vocabulary from this story.

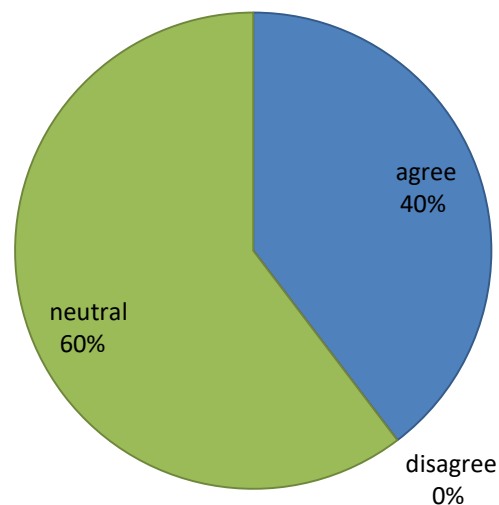


Figure 2 shows the responses for statement 2. 23 students agreed that they learned new words from the story. No student responded disagreed. 8 students were neutral, it could mean that they already knew the given word, or they couldn't identify their meaning and they didn't complete the learning technique's steps.

Figure 3: I can use the vocabulary that I learned in my daily life

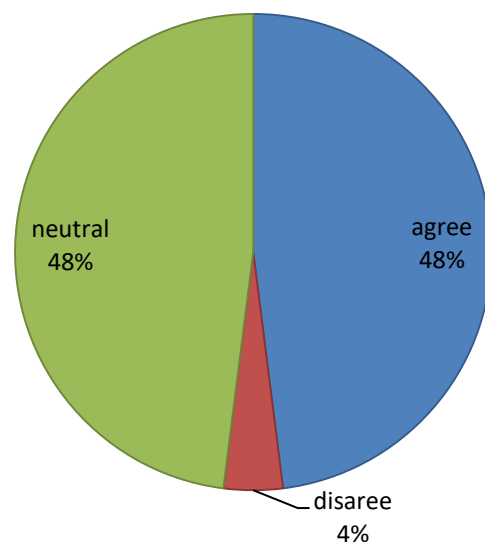


Figure 3 shows the responses for statement 3. 12 students agreed that they can use the given vocabulary in their daily life. Only one student didn't agree, maybe the student doesn't prefer to use the words in her daily life or she didn't fully understand their meaning. 12 student's responded neutral, they are not certain on using these words on their daily life because they still don't fully understanding their meaning.

Figure 4: Putting the new vocabulary in sentences helped me to memorize them better.

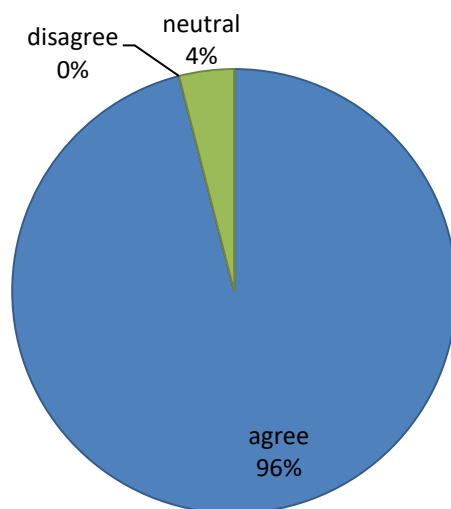


Figure 4 shows the responses for statement 4. 24 students agreed that putting the new vocabulary in sentence helped them to memorize them better. 0 students disagreed. Only one student was neutral, maybe because the student needs more time to figure it out.

The results of this study supported the previous studies in many ways. It proves that this technique is effective, since all the students agreed that they learned new vocabulary from reading the story. Also, it demonstrated that it's an efficient method that made learners acquire new vocabulary forcefully.

Figure 5 I think reading short English story to learn new vocabulary is an effective technique. I can learn with enjoyment

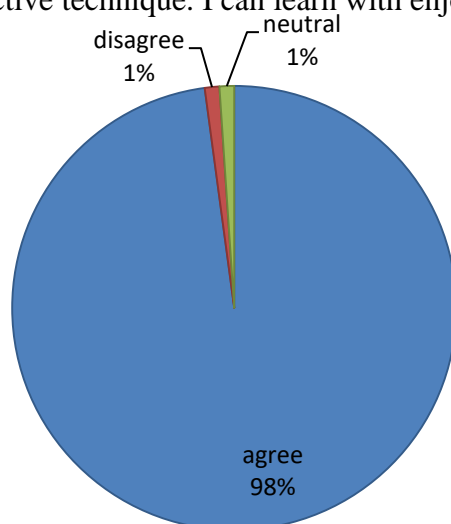


Figure 5 showed the responses for statement 5. 23 agreed that this technique is effective. Only one student didn't agree about the effectiveness of this technique, maybe the student didn't like the story type in the first place.

## CONCLUSION

The purpose of the study was to investigate the effect of reading short English story on learning new vocabulary for YUC female students in junior level. The results of the collected data showed that the participants had a positive attitude toward using this technique. Also, students became more conscious on memorizing the given vocabulary items.

Some limitations were faced in this study. First, was finding appropriate story content for students. Second, replacing the known vocabulary with vocabulary that was unfamiliar for students.

A set of recommendation is suggested based on the result of the study. First, the researcher should give more than one genre for the story so, the students can choose the suitable genera for them and continue to read with getting bored since the type of the story might affect their answers a little.

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## Appendix: Questionnaire

Statement	Agree	Disagree	Neutral
I enjoyed my time while I was reading the story.			
I learned new vocabulary from this story.			
I can use the vocabulary that I learned in my daily life.			
Putting the new vocabulary in sentences helped me to memorize them better.			
I think reading short English story to learn new vocabulary is an effective technique. I can learn with enjoyment.			