STUDENTS' PERCEPTION OF ENRICHING VOCABULARY THROUGH READING STORIES IN EFL CLASSROOM

THESIS

Submitted in Partial Fulfillment of the Requirements for Obtaining the Degree of Bachelor of Education in English Language Education

WALISONGO

By:

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THESIS PROJECT STATEMENT

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Semarang, 15th June 2023

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RATIFICATION

RATIFICATION

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had been ratified by the board of examiners of Education and Teacher Training Faculty of Universitas Islam Negeri Walisongo and can be received as one of any requirements for gaining a Bachelor's Degree in English Education.

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Assalamu'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

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MOTTO

يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُوا۟ مِنكُمْ وَٱلَّذِينَ أُوتُوا۟ ٱلْعِلْمَ دَرَجَٰتٍۚ

"Whoever believes and has knowledge, Allah will elevate him with his faith and raise his degrees with his knowledge." *(QS. Al-Mujadalah:11)*

"Demand knowledge! When you are poor, it will be your treasure. When you are rich, it will be your jewelry."- *Luqman al-Hakim*

"It doesn't matter if you walk slowly, as long as you never stop trying."-*Lusy Widya*

DEDICATION

My thesis writing project was successfully completed because of the patience and support from everyone, which is actually not enough just to include their name. This thesis is dedicated to them, but the main dedication is to:

- My beloved parents, my father (Romdhon Syaiful) and my mother (Siti Sofibatun Nafiah) who have always supported, encouraged, and prayed for their children. Thank you for the struggle and sacrifice of my parents. Finally, I can take and finish this study.
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- My supervisor Mrs. Sayyidatul Fadhilah, M.Pd. who has guided me patiently. Thank you for giving energy, time, and thoughts to guide and direct me in working on this thesis until I finish this thesis.

Thanks a billion, there is no word but pray may Allah multiply rewards for all your kindness.

ABSTRACT

Title   : **Students' Perception of Enriching Vocabulary through Reading Stories in EFL Classroom**
Name   : Lusy Widya Nurul Azmi
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This study aims to explain how students' perceptions about enriching vocabulary through reading stories. The research method used is qualitative research with a case study approach. Research data was collected through observation and interviews with fifth grade students at SD Muhammadiyah Weleri. The results of this study indicate that most students have a positive view of the use of reading stories to improve their English vocabulary. They stated that reading the stories helped them expand their vocabulary, understand the words in the context of the reading, and improve their ability in understanding English as a whole. Students also stated that stories helped them hone their reading and listening skills as well as develop their interest in learning English. However, there are challenges faced by students, such as difficulty understanding the complex vocabulary used in the story. This study concluded that the use of stories in EFL classroom learning has a positive impact on increasing students' vocabulary. However, it is necessary to pay attention to several challenges faced by students in implementing this method. Therefore, it is suggested that teachers take a diverse approach in using stories, taking into account students' interests and ability levels, and involving more active interactions and discussions in the learning process.

Keywords: *Student Perceptions, Reading stories, Vocabulary, Teaching Methods, EFL Classroom*

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By offering praise and gratitude to the presence of Allah SWT who has bestowed His grace, taufik, and guidance so that the writer can complete this thesis with the title "Students' Perception of Enriching Vocabulary through Reading Stories in EFL Classroom", as one of the requirements to complete the Program Bachelor's Degree in English Language Education, Tarbiyah and Teacher Training Faculty, Semarang State Islamic University.

The author realizes that this thesis would not have been possible to complete without the support, assistance, guidance and advice from various parties during the preparation of this thesis. On this occasion the author expresses his sincere thanks to:

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2. Dra. Nuna Mustikawati Dewi, M.Pd., as the head of English Education Department

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TABLE OF CONTENTS

CHAPTER I
INTRODUCTION

In the introduction, this study discusses the topic of the research. This introductory chapter consists of the research background, research questions, objectives, and significance of the research.

A. Background of the Study

Previous research regarding vocabulary enrichment through reading stories demonstrated how reading stories can help EFL learners considerably expand their vocabulary. Al Dersi demonstrated that employing short stories in the EFL classroom is a naturalistic, enjoyable, cost-efficient, and highly effective strategy to help EFL students increase their vocabulary. Additionally, it ought to be advocated to all EFL instructors and students[1]. Saracho and Spodek stated that reading storybook promotes children's language development, emergent literacy and reading outcomes[2]. Lee found that children can increase their vocabulary by reading e-books if

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[1] Z. E. M Al-Dersi, "The use of short-stories for developing vocabulary of EFL learners," *International Journal of English Language & Translation Studies* 1, no. 1 (2013): 72–86.

[2] Olivia N. Saracho and Bernard Spodek, "Parents and children engaging in storybook reading," *Early Child Development and Care* 180, no. 10 (2010): 1379–1389.

short word descriptions are recorded before reading the e-books[3].

Abu Rasyid revealed that using children's literature helped less experienced young adult learners enhance their vocabulary. Both students and English teacher agreed that using children's stories to help immature young adults learn language was a good idea[4]. Nazara discovered that the students' attitudes about the application of short stories were favorable. They felt short stories to be engaging learning tools for expanding their vocabulary. In relation to research, using short stories to help kids build their vocabulary is advised[5]. A number of researchers, Jitendra (2004), Mason (2005), Brandi-Mueller (2005), and (Baker, 2014), have conducted studies demonstrating that stories are effective tools to facilitate vocabulary acquisition[6].

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[3] Sung Hee Lee, "Learning vocabulary from e-book reading and recorded word explanation for low-income elementary students with and without reading difficulties," *Reading and Writing* 33, no. 3 (2020): 691–717, https://doi.org/10.1007/s11145-019-09983-2.

[4] Radzuwan Ab Rashid, "vocabulary learning among less proficient young adults using children's stories1," (2011): 1–11.

[5] Pitriani Nazara, "Learning vocabularies using short stories at primary school: students serception," (2019): 157.

[6] Asha K. Jitendra et al., "What research says about vocabulary instruction for students with learning disabilities," *Exceptional Children* 70, no. 3 (2004): 299–322; B Mason, "research on hearing stories and free reading in Japan: A Progress Report," *The international journal of foreign language teaching* 5, no. 2 (2010): 7–10; J Brandi-Muller, "retelling stories," *Retrieved April* 4 (2005): 2010; R Baker, "Teaching/learning english as a second language

The primary tool for learning how to create sentences and other language abilities is vocabulary. It will be simpler for someone to read, write, listen, and speak English if they have a large vocabulary. The relationship between vocabulary knowledge and language usage is that they are complementary; vocabulary knowledge facilitates language use, and the opposite occurs.[7] EFL learners consider that vocabulary is significantly more important than pronunciation and grammar. Because in communicating, vocabulary is more prone to causing errors than the other two components, namely grammar and word form.[8]

Mastering new words is crucial for improving abilities to communicate.[9] Wherever studying a second language or a foreign language, vocabulary development predominates and is crucial for the learner's total proficiency in the language.[10]

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through mobile devices using children's stories" (Master Thesis). Department of Computer Information Systems, Near East …, 2014).

[7] Paul Nation and Teresa Chung, "Teaching and testing vocabulary," in *The Handbook of Language Teaching*, 2009.

[8] Ellen Simon and Miriam Taverniers, "Advanced EFL learners' beliefs about language learning and teaching: a comparison between grammar, pronunciation, and vocabulary," *English Studies* 92, no. 8 (2011): 896–922.

[9] Ghasem Barani, Omid Mazandarani, and Seyyed Hassan Seyyed Rezaie, "The effect of application of picture into picture audio- visual aids on vocabulary learning of young Iranian ELF learners," (2010): 5362–5369, http://dx.doi.org/10.1016/j.sbspro.2010.03.874.

[10] Soodeh Hamzehlou Moghadam, Zaidah Zainal, and Mahsa Ghaderpour, "A review on the important role of vocabulary knowledge in reading

A student's ability to effectively develop their ideas and arguments in writing may be hindered by a limited vocabulary.[11] In language acquisition, vocabulary has a big role for the learner as one of the areas of knowledge in the language.[12] For second-language learners, having a large enough vocabulary is an essential skill. Individuals are unable to apply any structures or functions people may have learned without a large vocabulary. Limited vocabulary will hinder successful communication.[13]

Some research evidence reading is a process to get messages conveyed by the author through the media in the form of words or written language. Reading gives EFL students the opportunity to learn vocabulary.[14] By reading students can find new vocabulary that they have never known before. Students' vocabulary recognition improves when they hear new terms throughout the narrative on multiple

comprehension performance," (2012): 555–563, http://dx.doi.org/10.1016/j.sbspro.2012.11.300.

[11] Ma Zhan Xiang, "The necessity of intensifying English vocabulary teaching in the remote minority area college English teaching," *Asian EFL* 6, no. 2 (2004).

[12] Lynne Cameron, *Teaching languages to young learners* (Cambridge university press, 2001).

[13] Mofareh Alqahtani, "The importance of vocabulary in language learning and how to be taught," *International journal of teaching and education* 3, no. 3 (2015): 21–34.

[14] Kate Cain and Jane Oakhill, "Matthew effects in young readers: reading comprehension and reading experience aid vocabulary development," *Journal of Learning Disabilities* 44, no. 5 (2011): 431–443.

occasions.[15] Students gain knowledge about obscure and hazy language via reading stories. Students gradually learn words from context, build incomplete representations, then polish them to become complete, flexible representations of knowledge.[16] As stated by Horst, participants understood more than half of the new words they came across when doing a lot of reading.

In Islam, reading is a command from Allah SWT. The first verse revealed by Allah SWT to the Prophet Muhammad is an order to read. Up to two times are allowed in the instruction to read the letter Al'Alaq. This suggests that reading is a necessity for humans to expand their knowledge and become informed. The instruction to read in the following letter must be based on always keeping in mind how wonderful Allah SWT is. Reading may represent many different things, namely, reading in the sense of reading the text of the Al Quran or writing and reading which includes

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[15] Joanna E. Cannon, Laura D. Fredrick, and Susan R. Easterbrooks, "Vocabulary instruction through books read in American sign language for english language Learners with Hearing Loss," *Communication Disorders Quarterly* 31, no. 2 (2010): 98–112.

[16] Paula J. Schwanenflugel, Steven A. Stahl, and Elisabeth L. McFalls, "Partial word knowledge and vocabulary Growth during Reading Comprehension," *Journal of Literacy Research* 29, no. 4 (1997): 531–553.

nature and everything in it [17]. The following is the sound of Surah Al Alaq verses 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ(١) خَلَقَ الْإِنسَانَ مِنْ عَلَقٍ(٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ(٣) الَّذِي عَلَّمَ بِالْقَلَمِ(٤) عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْلَمْ(٥)

"Recite in (mentioning) the name of your God who creates, He has created man from a clot of blood. Read, and your God is the Most Gracious, Who teaches (humans) by means of the word, He teaches humans what they do not know." (Al-Hadith).

This Surah contains an order to humans to increase reading and learning. The first word of the first revelation that the Prophet Muhammad SAW heard is Iqra', which is the instruction to read. The aforementioned phrase is so crucial that it appears multiple times in the opening reveals. The command to "read" in this verse is called twice the command to Rasulullah SAW and then an order to all his people. Both etymologically, where it refers to reading the words printed in books, and terminologically, where it refers to reading in a more general meaning, reading is a method of learning and the key to knowledge. Reading is one way to gain knowledge and broad insights.

Reading stories provides an ideal context for encouraging children's vocabulary development. Experience

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[17] Mustolehudin, "reading and writing traditions in Islam surah Al 'Alaq Verses 1 - 5," Journal "Analisa" XVIII, no. 01 (2011): 145–154

reading story books, participating in discussions and being exposed to uncommon words both affect vocabulary growth. The study of reading story has explored alternative ideas about how reading story books can support vocabulary mastery. Many find that simply hearing new words, through single exposure and repeated reading of the story promotes incidental learning of new vocabulary.[18] It has been revealed that sharing a storybook together is an effective way to develop vocabulary, preliminary reading abilities, and verbal communication.[19]

Despite the fact that numerous investigations into the use of reading stories to increase students' vocabularies, studies that focus on student perception are still rare. Given the small number of studies examining student perceptions of using stories to enrich vocabulary, student perceptions are one of the most crucial components of learning success. This research is important to do because it can provide information about how effective the method of reading stories is in increasing students' vocabulary.

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[18] Molly F. Collins, "ELL preschoolers' english vocabulary acquisition from storybook reading," *Early Childhood Research Quarterly* 25, no. 1 (2010): 84–97.

[19] Andrew Biemiller and Catherine Boote, "An effective method for building meaning vocabulary in primary grades," *Journal of Educational Psychology* 98, no. 1 (2006): 44–62.

In addition, this research is also important because it provides insight into students' perceptions of the use of stories in learning English. By understanding students' perceptions, teachers can better understand students' preferences and needs, and can adapt teaching methods more effectively to meet student needs. This research can help teachers choose learning methods that are effective in increasing students' vocabulary and improving the process of learning English in the classroom. So, the researcher conducted a study "Students' Perception of Enriching Vocabulary through Reading Stories in EFL Classroom".

B. Research Questions

Research questions are explicit questions about something the researcher wants to know. Research questions are formulated from the main problems to be studied. In addition, the research questions also determine the research objectives and the methods to be used. This research is conducted to answer the following questions:

1. How is the implementation of a reading story to enrich students' vocabulary at EFL Classroom?
2. How are students' perception of enriching vocabulary through reading stories at EFL classroom?

C. Objectives of the Study

Research objectives must be in accordance with the questions that make the focus of research or the formulation of the problem to be studied. Based on the problems have mentioned above, this research is intended to fulfill the following objectives:

1. To explain the implementation of reading a story to enrich student vocabulary at EFL Classroom.
2. To describe the students' perception of enriching vocabulary through reading stories at EFL classroom

D. Significances of the Study

In this section contains the benefits or usefulness of research for teachers, students, and researchers. The reseracher expects that this study would give advantages as follows:

a. Lecturer

The result of this study is expected to be used as information for lecturers about students' perception of enriching vocabulary through reading stories at EFL classroom

b. Student

This study's findings are anticipated to be used as information for students that reading story can improve vocabulary mastery.

c. Researcher

It is possible that the findings of this study will serve as the foundation for additional research, especially those related to students' perception of enriching vocabulary through reading stories at EFL classroom

E. Limitations of the Study

The researcher in this study focused on a smaller problem specifically to exploring how students' perception of enriching vocabulary using reading story at EFL classroom. The subjects in this study were fifth grade students at Muhammadiyah Elementary School Weleri.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter contains about the previous study, a review of related literature, and a conceptual framework.

A. Previous Study

Before conducting the research, the researcher look for some researches related to this research. The research by Lenore Van Den Berg & Nanda Klapwijk investigates the effects of combining explicit, interactive vocabulary training with storybook reading on Grade 1 students' acquisition of new words. This study demonstrate that second-language storybook reading, complemented by explicit, interactive vocabulary instruction, positively affects the development of Grade 1 vocabulary[20]. The research by Ozlem Okyay & Adalet Kandir was probe on how interactive storybook reading methods affect children' gaining of scientific words. This research revealed that childrens in the experimental group acquire scientific terminology far more quickly than children in the control group.[21]

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[20] Lenore Van den Berg and Nanda Klapwijk, "The impact of second-language storybook reading on the vocabulary acquisition of grade 1 learners," *Language Matters* 51, no. 1 (2020): 63–85.
[21] Ozlem Okyay and Adalet Kandir, "the impact of interactive storybook reading programme on scientific vocabulary acquisition by children," *Early Child Development and Care* 191, no. 13 (2021): 2067–2077.

Maynard L. Katrina et. al. analyze the impact of two target vocabulary interventions on first-grade children vocabulary learning utilizing repeated shared storybook reading. The result indicate that all students have more possibilities to pick up unfamiliar phrases by reading interactive storybooks[22]. Al-Dersi investigate the role of short-stories in developing vocabulary of EFL learners. Studies have proven that reading stories has enormous potential increase the vocabulary repertoire of EFL learners[23]. Abdalrahman conducted research about descriptive delving into the utilization of short stories in teaching and learning vocabulary. The result show that short stories can help language learners to improve their language skills.[24]

Pardede conducted research on the attitudes and interests of the English teachers instructing students on the use of short stories in language skill classrooms.[25] As a result, the majority of them concurred or strongly concurred that

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[22] Katrina L. Maynard, Paige C. Pullen, and Michael D. Coyne, "teaching vocabulary to first-grade students through repeated shared storybook reading: a comparison of rich and basic instruction to incidental exposure," *Literacy Research and Instruction* 49, no. 3 (2010): 209–242.

[23] Al-Dersi, "The use of short-stories for developing vocabulary of EFL learners."

[24] Karwan Karim Abdalrahman, "Teaching and learning vocabulary through short stories" 2, no. 2 (2022): 7–15.

[25] Parlindungan Pardede and Universitas Kristen Indonesia, "Short stories use in language skills classes : student ' interest short stories use in language skills classes : student ' interest and perception," no. November 2010 (2014).

using short stories in language skill lessons will help students acquire such skills. An investigation on how elementary school pupils perceive words was done by Nazara. The findings observed that students had a favorable opinion on the utilization of short stories, It suggests utilizing short stories to help children build their vocabulary.[26]

The resemblances between previous research and this research are that both of them about the use of reading stories to enrich students' vocabulary. The difference between this research and previous research is that most of the research mentioned focuses on the affect and impact of using reading stories to enrich students' vocabulary, while this research focuses on students' perceptions of applying learning methods using reading stories to increase vocabulary. Although many studies have been conducted to investigate reading stories to enrich students' vocabulary, studies that focus on students' perceptions are still rare. Pardede study did concern about student's perception of the use short stories, but the participants were university students. Nazara was conducted to investigate the perception of primary school students to develop vocabulary, but the study used a different method of collecting data. It is used questionnaires, and interviews while this research uses observation, interviews and documentation.

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[26] Nazara, "Learning vocabularies using short stories at primary school: students perception."

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B. Theoretical Review

1. The Importance of Enriching Vocabulary in Language Learning

Vocabulary is a basic aspect that must be mastered by second language learners. In order to express themselves in speaking and writing foreign language students must master sufficient vocabulary. A common expression that often appears is "losing words", this expression applies when they have difficulty pronouncing a sentence due to the lack of vocabulary they have.[27] Foreign language users and language experts alike know a lot vocabulary learning challenges facing by students. The most obvious is the number of words, word families, and many word units required for communication and understanding.

Vocabulary knowledge is crucial for emotional, social, and academic growth.[28] Second-language learners often experience frustration when listening because of a lack of vocabulary. Foreign language learners and native speakers realize that there are many challenges to learning vocabulary, such as a large number of words, word

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[27] Fredricka L Stoller and William Grabe, "Innovative strategies for vocabulary development," *The TESOL Encyclopedia of English Language Teaching* (2018): 1–8.

[28] Kristin M Gehsmann, "Motivating and engaging vocabulary development," *The TESOL encyclopedia of English language teaching* (2018): 1–7.

families, and multiple-word units (eg phrasal verbs, compound words, idioms, and lexical phrases) needed to communicate. Language learning and mastery Academic English requires stronger persistence. A student needs four to seven years to acquire more vocabulary knowledge.

In order to properly learn from contexts, intermediate learners should concentrate on vocabulary acquisition procedures whereas younger learners should concentrate on purposeful vocabulary learning, additionally, advanced students should concentrate on extensive reading in order to increase their vocabulary, as having a high L2 vocabulary size is a requirement for obtaining an advanced level of L2 competency.[29] We can draw the conclusion that vocabulary is crucial to language use. The foundation of any language proficiency is vocabulary. Not only that, its functions as a foundation for communication, a mirror of social reality, a source of positive emotions, and a predictor of academic performance. Besides, vocabulary has various contributions to language skill performances[30].

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[29] Andreea Cervatiuc, "Incidental learning of vocabulary," *The TESOL Encyclopedia of English Language Teaching*, no. 1989 (2018): 1–6.
[30] Saniago Dakhi and Tira Nur Fitria, "The principles and the teaching of english vocabulary: a review," *Journal of English Teaching* 5, no. 1 (2019): 15.

The benefits of a rich vocabulary for English learners add up as soon as they become readers. Vocabulary relates to the collection of words that people of all languages must be aware in order to effectively communicate. Without these verbal bodies, it is impossible communicate effectively or understand what is being read.[31]. Learning vocabulary for social, communicative and professional goals become more important than learning academic vocabulary[32].

Using the justification provided, the researcher determines that vocabulary is considered central in language teaching. It is a basic aspect that must be mastered by second language learners. Vocabulary is very important in developing skills languange and for learners, It is essential to comprehend the language's vocabulary in order to communicate their thoughts and understand the words of others. And the benefit of understanding vocabulary makes learning English easier in the future.

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[31] Van den Berg and Klapwijk, "The impact of second-language storybook reading on the vocabulary acquisition of grade 1 learners."
[32] Hayriye Kayi-Aydar, "Teaching vocabulary for academic, social, and personal purposes," *The TESOL Encyclopedia of English Language Teaching* (2018): 1–6.

2. Vocabulary and Reading in Language Learning

Reading is an"interactive" process that involves the reader and the text thus increases fluency in reading.[33] It is a sophisticated cognitive activity that incorporates simultaneous verbal processing such as pattern recognition, letter identification, lexical access, concept activation, syntactic analysis, propositional coding, sentence comprehension, and intersentential integration, as well as prior knowledge activation, information preservation, comprehension monitoring[34]. Reading is crucial for expanding the student's vocabulary. This is because a comparison of huge corpora revealed that spoken language has a smaller vocabulary than written text.[35] Also, Readers cannot comprehend a document without understanding the meaning of the majority of the words, and vocabulary knowledge is the cornerstone of reading comprehension.

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[33] Hesham Suleiman Alyousef, "Teaching reading comprehension to ESL / EFL learners," *Journal of Language and Learning* 5, no. 1 (2006): 379–380.

[34] Diana Pulido, "The effects of topic familiarity and passage sight vocabulary on L2 lexical inferencing and retention through reading," no. Baddeley 1998 (2007): 66–86.

[35] Marlise Horst, "The canadian modern language review / la revue canadienne des learning L2 vocabulary through extensive reading : a measurement study" 61, no. 3 (2015): 355–382.

It has been argued that reading comprehension and word knowledge are strongly correlated. [36]. Incidental learning is the term used to describe vocabulary acquisition through reading that occurs without the explicit instruction of new words in the text. Accidental vocabulary learning is defined as learning vocabulary as that do not explicitly correspond to vocabulary learning, and intentional vocabulary learning is defined as exercises designed to help people memorize lexical knowledge.[37] Golkar and Yamini examined the relationships between learners' vocabulary knowledge and proficiency and reading comprehension. Iranian undergraduate students first took a vocabulary level test and then completed the TOEFL test. Consequently, it was discovered that students' vocabulary, competency, and reading comprehension had a strong association.[38]

Zhang and Anual investigated the connection between vocabulary and understanding of reading in 37 junior high school students in Singapore who had completed a

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[36] Faris Keblawi, "Demotivation among arab learners of english as a foreign language," in *Proceedings of the Second International Online Conference on Second and Foreign Language Teaching and Research-September*, 2005, 16–18.

[37] J.H. Hulstijn, "Intentional and incidental second-language vocabulary learning: a reappraisal of elaboration, rehearsal and automaticity" (2001).

[38] Maryam Golkar and Mortaza Yamini, "Vocabulary, proficiency and reading romprehension," *The Reading Matrix* 7, no. 3 (2007).

vocabulary level test and a test measuring reading comprehension and summarizing ability. Data established that students' vocabulary knowledge at the 2000- and 3000-word levels is link between reading comprehension.[39] Vocabulary learning and reading are closely related as they both contribute to the development of language proficiency. Reading provides a rich source of vocabulary input as readers encounter new words and phrases in context. By repeatedly encountering these words, readers can gradually develop an understanding of their meanings and uses.

Reading also exposes readers to a wide range of vocabulary, including both common and less common words, as well as specialized terms related to specific topics. On the other hand, vocabulary learning can enhance reading comprehension by allowing readers to better understand the text they are reading. A strong vocabulary enables readers to recognize and comprehend words and phrases more quickly and accurately. This, in turn, allows readers to focus more on understanding the overall meaning of the text. Additionally, having a larger vocabulary can also improve one's ability to express

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[39] Lawrence Jun Zhang and Suaini Bin Anual, "the role of vocabulary in reading comprehension: the case of secondary school students learning english in Singapore," *RELC Journal* 39, no. 1 (2008): 51–76.

oneself effectively in writing and speaking, which are important skills for academic and professional success. Therefore, reading and vocabulary learning are mutually reinforcing processes, with each supporting and strengthening the other.

3. Teaching Vocabulary for Young Learners

The teaching of vocabulary becomes a top priority for teachers because it is absolutely essential for learning a new language. There are "four stands" that should be included in any balanced course[40]. The first is "meaning-focused input," in which vocabulary is learned through listening and reading activities. "Language-Focused Learning" is the second strand, this includes intentional teaching and vocabulary learning. The next strand is "meaning-focused output". Through speaking and writing exercises that enable them to incorporate previously learned vocabulary, it seeks to develop learners' language skills. The final strand is 'Fluency Development', this features exercises that encourage students to use their existing vocabulary more fluently.

Simon and Taverniers recently examined students' perceptions of learning and imparting English grammar, articulation, and vocabulary. The poll was filled out by

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[40] Ian S P Nation and I S P Nation, *Learning locabulary in another language*, vol. 10 (Cambridge university press Cambridge, 2001).

more than 100 first-year English majors at Belgian universities.[41] The outcome, it became clear that students recognize that vocabulary is more important in communication than pronunciation and grammar. Additionally, participants believed that lexical errors were more likely to lead to 'communication breakdown' than errors in pronunciation and grammar. Another study by Zheng revealed similar results. Teachers and students in his studies shared the belief that vocabulary is an integral part of learning English.[42]

Current investigations have found that vocabulary teaching can be tricky as many teachers are not confident in vocabulary teaching best practices and do not know where to start teaching vocabulary learning increase[43]. Both educators and pupils concur that vocabulary acquisition is a center component of language teaching[44]. One of the most contentious aspects of teaching English

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[41] Simon and Taverniers, "Advanced EFL learners' beliefs about language learning and teaching: a comparison between grammar, pronunciation, and vocabulary."

[42] Shigao Zheng, "Studies and suggestions on english vocabulary teaching and learning" 5, no. 5 (2012): 129–137.

[43] Jennifer I Berne and Camille L Z Blachowicz, "What reading teachers say about vocabulary instruction : voices from the classroom" 62, no. 4 (2008): 314–323.

[44] Jo Dee Walters, "Teaching the use of context to infer meaning: a longitudinal survey of L1 and L2 vocabulary research," *Language Teaching* 37, no. 4 (2004): 243–252.

as a foreign language is vocabulary instruction. Teachers have a problem how to teach students to get satisfactory results. Teachers need to be mindful that introducing new and unusual vocabulary from the student's native tongue can be challenging. Teachers must prepare, find and implement appropriate techniques for their students. The techniques teachers employ depend on several factors, including content, available time, and value to learners[45].

The researcher comes to the conclusion that one of the most contentious aspects of teaching a foreign language is teaching vocabulary. Teacher should be aware that teaching vocabulary is new and different from the student's native language. There are some methods of teaching vocabulary that have been suggested by some professionals, namely teaching vocabulary using object, teaching vocabulary by drilling, spelling, active involment, teaching vocabulary by using drawing and picture, teaching vocabulary using kime, expressions and gestures, teaching vocabulary using enumeration and contrast, teaching vocabulary through guessing from context [46]. The techniques teachers employ depend on several factors, including content, available time, and value to learners.

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[45] Visnja Pavicic Takac, "Vocabulary learning strategies and foreign language acquisition," (2008).

[46] Alpino Susanto, "The teaching of vocabulary: a perspective," (2017): 182.

4. Vocabulary Acquisition in Learning Foreign Language

Vocabulary acquisition is a process of learning new words[47]. Vocabulary acquisition is a challenge that must be faced by most foreign language learners. In order to understand sentences in English, a sufficient vocabulary of English vocabulary is required. Even mastery of vocabulary in English is more important than mastery of grammar. Someone is said to be successful in learning a foreign language if he has a sufficient vocabulary. So, just learning vocabulary without being able to remember it for future use is of course in vain. In the past, linguistics has had an impact on second language acquisition research, both in terms of theoretical insights and the emphasis placed on various issues.[48]

To master vocabulary acquisition students must discover a significant number of new words through frequent and regular reading. Context is how most vocabulary is acquired, emphasizing that this acquisition happens incrementally. A key factor determining the success of vocabulary learning may be how prior

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[47] Prahlad Gupta and Brian MacWhinney, "Vocabulary acquisition and verbal short-term memory: computational and neural bases," *Brain and Language* 59, no. 2 (1997): 267–333.
[48] Susan M Gass, "Second language vocabulary acquisition, gass , histroical Background," no. 1988 (1989): 92–106.

knowledge of word meanings influences the cognitive processes used to acquire new word meanings. In an annual schooling, students typically encounter tens of thousands of new words and learn the meanings of about 3,000 of them in a year. This, they claim, is evidence in favor of the idea that the majority of language is acquired inadvertently through context.[49]

There are two theories of processes vocabulary acquisition adults read that are implicitly and explicitly. An implicit hold that new word meanings are acquired completely unconsciously. Learners acquire language by understanding messages. Your conscious attention is on the content rather than the format. And an explicit hold that strong acquisition of new vocabulary for learners facilitated by the use of various metacognitive strategies, first find the word unfamiliar, second make an attempt Guess words (or get definitions) from context (from consulting others, dictionaries and vocabulary), and the third attempt to integrate this new understanding through repetitive and associative learning strategies such as meaning or image mediation techniques.[50]

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[49] Annette M. E. Henderson and Mark A. Sabbagh, "Learning words from experience," *Computational Linguistics* 20, no. 2 (2014): 1705–1727.
[50] Nick C. Ellis, "The psychology of foreign language vocabulary acquisition: implications for call," *Computer Assisted Language Learning* 8, no. 2–3 (1995): 103–128.

The reseracher conclude that vocabulary acquisition is proccess of learning new words. It is a crucial process in language development. Because without a system for learning words humans can never acquire language, besides that without language human culture was not developed and could not be maintained. Vocabulary acquisition is not only concerned with its form (that is, the meaning implied by a particular form), but also with concepts, referents, and synonyms[51]. Vocabulary acquisition is very much needed in mastering a language, because without learning new words it is impossible for an EFL student to understand anything except the simplest sentences.

5. Vocabulary Development in Language Learning

Improving the quality and frequency of children reading books will have a positive impact on children's vocabulary development[52]. Vocabulary development is closely related to language development. Vocabulary development as a basis or foundation for foreign language learners. With the development of vocabulary, language

[51] Jersus J. Colmenares Lopez, "Technology for teaching vocabulary," *The TESOL Encyclopedia of English Language Teaching*, no. 1953 (2018): 1–7.
[52] Anne Taverne and Susan M. Sheridan, "Parent training in interactive book reading: an investigation of Its effects with families at risk.," *School Psychology Quarterly* 10, no. 1 (1995): 41–64.

skills will develop. Language development is a complex mental process supported by a set of interrelated cognitive abilities. The first steps in this process is processing and retention of new linguistic forms in the working memory system [53]. Vocabulary development may be further limited if a student's reading is limited by a learning disability such as dyslexia[54].

According to recent literature, behavioral regulation is may help improve children vocabulary[55]. Behavior regulation allows children to respond appropriately in highly structured environments like speech therapy, potentially more benefit from their surroundings[56]. The researcher conclude that vocabulary development is a process of acquire words. Vocabulary development is the process of increasing the number of words that a person uses in daily life. People use books or website to expand their vocabulary and there by improve their written and oral communication skills. In general,

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[53] Alexandra Karousou and Theodora Nerantzaki, "Phonological memory training and its effect on second language vocabulary development," *Second Language Research* 38, no. 1 (2022): 31–54.

[54] Andrew Biemiller, "Which words are worth teaching ?" (2015): 9–13.

[55] Megan M Mcclelland et al., "Links between behavioral regulation and preschoolers ' literacy , vocabulary , and math skills" 43, no. 4 (2007): 947–959.

[56] B Wulfeck, "Vocabulary development and behavior regulation," no. June (2015).

vocabulary development actually refers to the process of increasing a person's vocabulary, but it can also mean word development, or initial vocabulary formation.

6. Vocabulary Teaching Approach

Teaching vocabulary is very important in learning and teaching a second language. Therefore, English teachers must be creative in using tools that can create a fun learning atmosphere. The use of games, songs and stories can help elementary school students to improve their mastery of basic vocabulary as a provision to communicate in English according to their level of education[57]. Given the diverse groups of English learners around the world and their varying needs and expectations, different learning situations may require different types of vocabulary instruction. This entry provides an overview of the brief history of teaching vocabulary for academic, social, and personal purposes, and provides educational implications for practitioners[58].

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[57] Nadiah Ma'mun, "Training for English teacher pedagogic competence improvement for young learners in English Village, Temulus Village, Kudus Regency," Rengganis Journal of Community Service 2, no. 1 (2022): 85–101
[58] Kayi-Aydar, "Teaching vocabulary for academic, social, and personal purposes."

Marzano divides the five step process to help students learn important subject-specific vocabulary[59].

1) Showing actual object and showing models

   For beginner, this technique is very useful. The names of many things are taught by showing actual objects. It gives learners a real experience and sensation. Models of real objects or real objects are very sufficient and substantial in showing meaning but in handling real objects, a teacher must be practical and should not be redundant.

2) By demonstration and pictures

   The second way is that the teacher displays a few words. Then, the teacher can act and students try to imitate it. For example, words such as cry, smile, sing, jump, sleep, and dance can be demonstrated. This method is fun because it is done while playing and makes the class student-centered. This method can be practiced comfortably. It can win the hearts of students as learners who like dramatization and student easily learn vocabulary.

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[59] Robert J Marzano, "A six-step process for teaching vocabulary" (2006): 28–29.

3) Drawing pictures

Drawing is one of the interesting and fun media to explain vocabulary. Here, the teacher does not have to be an expert in drawing pictures accurately. The teacher only needs to draw a rough sketch to clarify ideas and to strengthen students' understanding, the teacher can ask students to draw.

4) Using Dictionary

In learning a foreign language, the dictionary becomes an important tool in teaching and learning vocabulary. Foreign language learners must be taught the practical use of dictionaries. EFL learners must get used to using dictionaries and teachers must encourage students to look up vocabulary in dictionaries. Looking up a vocabulary in the dictionary is one of the important and effective elements for deep understanding of words.

5) By reading

Reading the words aloud is also very beneficial. Learners become more familiar with the words and learners' pronunciation improves. By reading students can find

unfamiliar vocabulary that they have never known before.

Not all words can be learned implicitly for example, through extensive reading or listening. Nor can it be taught explicitly. It is suggested that teachers should be able to apply and balance the two approaches. Selection of vocabulary is the key to the effectiveness and efficiency of learning. Therefore, educational efforts should focus on more useful vocabulary[60]. The effective use of vocabulary learning strategies increases vocabulary potential learning outside the classroom[61]. To learn words in terms of their use in real-life communication, learners must know and understand their grammatical functions and relationships other words and the context in which they occur most commonly seen.

Reseacher conclude that teaching vocabulary effectively requires planning, preparation and engaging methods. Teachers should set aside time for students to learn the words that are most useful to them and engage them in a series of activities that help them learn words intentionally or unconsciously. Teachers should also have clear goals for learning vocabulary and keep students

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[60] Lopez, "Technology for teaching vocabulary."
[61] Stuart Webb and Paul Nation, "Teaching vocabulary," *The Encyclopedia of Applied Linguistics*, no. 2003 (2018): 1–7.

motivated to achieve these goals. It is also important for teachers to use approaches that help learners acquire comprehensive knowledge of the target words and to measure vocabulary learning in the learning activity.

7. The Importance of Reading Story to Enrich Students Vocabulary

In the growth of young children's vocabulary and vocal language abilities, reading books is identified as an important activity[62]. Early childhood settings frequently use reading books to introduce and teach language. Stories can convey natural repetition. Whereas students read stories, they tend to pay attention to keywords. This makes young students willing to understand the plot of the story contained in the story and increases their motivation to read.[63] Although many early skills support later reading success, strengthening vocabulary knowledge can improve reading comprehension, There are numerous options: (a) supporting children's understanding of decoded words, (b) helping young children comprehend words much faster the words they decode, (c) cultivate

[62] Christopher Lonigan and Grover J Whitehurst, "Relative efficacy of parent and teacher involvement in a shared-reading intervention for preschool children from low-income backgrounds" 290, no. 1998 (2006): 263–290.

[63] Nadiah Ma'mun, "Promoting English vocabulary of young learners through songs, games, and stories," *UNNES-TEFLIN National Seminar* 4, no. 1 (2021): 410–422.

phonological awareness skills that also support reading, and (d) increase children's understanding of teacher instructions in reading [64].

Books provide an opportunity to discover vocabulary that is rarely found in everyday conversations[65]. Storybook reading is used as a context to present educational strategies to promote language and literacy. The positive results of repeated reading of storybooks as a successful strategy for coping with oral language and reading impairments have been demonstrated in the professional literature[66]. Storybooks are perfect for children. Storybook are familiar and widely accepted in settings beyond the school, thus providing a natural teaching context. They are also a central component of the activities most children enjoy reading.

For students with mild disabilities, storybooks provide an opportunity to learn a variety of skills, such as correspondence between sounds and symbols, pattern recognition between sounds and letters, rhyming, etc. And other skill may include development of vocabulary and

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[64] Timothy Shanahan, "Executive summary of the report of the national early literacy Panel" (n.d.).

[65] Suzanne E Mol, Adriana G Bus, and Maria T De, "Early education & development added value of dialogic parent child book readings," no. May 2013 (n.d.): 37–41.

[66] Kelly C. Hoggan and Carol J. Strong, "The magic of once upon a time,'" *Language, Speech, and Hearing Services in Schools* 25, no. 2 (1994): 76–89.

other receptive and expressive language skills. Storybooks provide a rich linguistic environment for teaching these skills. Through stories, children learn literacy and linguistic markers such as setting, initiation events, characters, and cohesive strategies. In short, storybooks can provide a natural and enjoyable learning context for today's educators working in inclusive environments[67].

From the statement above, the researcher conclude that reading story suitable for children. Reading books is one of important activity to develop children vocabulary and oral language skill. By reading stories children will improve variety of skill. Through stories, children learn literacy and linguistic markers such as setting, initiation events, characters, and cohesive strategies. Storybooks are one of the media that can be used so that children don't get bored while studying, they will be more interested when using storybooks because in a story there is a storyline that can foster children's curiosity about the story. Therefore, the habit of reading should be started as early as possible.

8. The Strength of Reading Stories to Enrich Students'
   Vocabulary

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[67] Monica L. Bellon and Billy T. Ogletree, "Repeated storybook reading as an instructional method," *Intervention in School and Clinic* 36, no. 2 (2000): 75–81.

Reading stories aloud had a positive impact on students' vocabulary acquisition and comprehension[68]. Reading stories can develop various aspects of students' knowledge. Reading a story not only improves students' ability to speak English but also improves their ability to understand and master vocabulary. Reading is very beneficial because it makes a learner familiar with the word and also improves pronunciations of the learners. Story books are interesting media, interesting media can increase students' attention and curiosity about something. The use of stories in foreign language classes helps develop vocabulary. Students become focus on listening to stories and also asking lots of questions about something conveyed by teacher so that their understanding of a story also increases.[69]

Stories provide contexts for absorbing and comprehending new language, which helps with language acquisition. Additionally, they enhance the limited input provided in EFL classrooms. A story helps students get a basic understanding of English grammar and vocabulary.

[68] Anne E Cunningham, "Vocabulary growth through independent reading and reading aloud to children," *Teaching and learning vocabulary: Bringing research to practice* (2005): 45–68.
[69] Malpaleni Satriana, Masnurrima Heriansyah, and Febry Maghfirah, "The use of shared reading books in Indonesian early childhood," *Education 3-13* 50, no. 6 (2022): 777–788, https://doi.org/10.1080/03004279.2021.1912134.

Reading stories in EFL classes has the advantage of introducing new terms with real-world applications in a variety of contexts. This can assist EFL students in comprehending both the definition of a new term and its usage in a sentence. Short stories give readers the chance to grasp and apply newly learnt vocabulary in everyday conversation as well as to retain it.

Literature in general, and short tales in particular, have long been promoted for their numerous advantages to EFL instructors and students. Literature in the form of short stories makes learning English a fun and engaging process for EFL learners. Integrating short stories into the EFL classroom paves the way for EFL learners to engage in rich, authentic use of a foreign language.[70] Rubin defines, vocabulary learning strategy is the process of acquiring, storing, retrieving, and using information. Therefore, there is a need to encourage individualized vocabulary-learning strategies, and short stories as a means of developing the vocabulary of EFL learners could be one such strategy.

Al Dersi lists several benefits of using short stories in language learning.[71] First, short stories make learning

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[70] (Collie & Slater, 1987 P. 124)
[71] Al-Dersi, "The use of short stories for developing vocabulary of EFL learners."

English a fun and engaging process for learners. Second, short stories stimulate learners' curiosity about the target culture and language. Third, short stories promote language acquisition and learners' language awareness. Fourth, short stories provide new words with actual usage in many forms, so learners can understand the meaning and usage in the context of the new words. It makes reader guess what happens next, keeps the reader actively involved in the process, and helps them make sense of new words they encounter through context. Sixth, short stories provide an opportunity for EFL teachers to integrate them with productive skills such as speaking and writing. Seventh, short stories allow students to take them anywhere. It doesn't take long to read. Eighth, encourage students to be creative students.

9. Characterictics of Young Learners

Young learners' basic physical and psychological needs must be understood by teachers. Then, in order for the kids to grow and concentrate on their studies, they should give them the attention required to meet these needs. Teachers must modify educational experiences to fit the developmental phases of each student in order to deliver the best instruction possible. To do that challenge. It is a must to really understand what Piaget's days about

their cognitive development. The following are the characteristics of young learners according to Piaget's:

a. The first Piagetian stage is the sensorimotor stage, which lasts from birth to roughly the age of two. The word "sensorimotor" refers to how newborns at this time combine physical, motoric activities with sensory experiences (such seeing and hearing) to form a comprehension of the world. Newborns only have reflexive patterns to deal with at the beginning of this period. Children that have completed this stage have complicated sensorimotor patterns and are starting to use simple symbols.

b. The second Piagetian stage is the preoperational stage, which lasts from about 2 to 7 years of age. Children start to use words, pictures, and drawings to portray the world at this stage.

c. The concrete operational stage lasts from about 7 to 11 years and is the third Piaget stage. At this stage, children are able to perform manipulations, and logical reasoning supersedes intuitive thinking as far as it can be applied to specific concrete examples. For example, a person with concrete operational thinking cannot imagine the steps required to complete an algebraic equation,

which is too abstract to think about at this stage of development.

d.   The formal operational stage, which appears between the age of 11 and 15. In this stage, people start to think in abstract and more logical terms and leave the realm of actual, physical experiences behind. Adolescents create idealized scenarios as part of their transition to more abstract thought. They might imagine what a perfect parent might be like and evaluate their own parents against this benchmark. They start to consider future scenarios and get interested by what they might become. Formal operational thinkers approach problems in a more systematic way, formulating hypotheses about why things are happening the way they are before proving them deductively.

C. Conceptual Framework

This section presents how the researcher answers the problem of this research. In this study, the independent variable is the application of reading stories in the EFL class. The dependent variable is students' perceptions of increasing vocabulary through reading stories. Vocabulary acquisition theory explains how a person acquires and develops

vocabulary in a foreign language. There are several strategies that can be used to acquire vocabulary, such as reading, watching movies, or listening to songs in a foreign language[72]. The following framework of students' perceptions of increasing vocabulary through reading stories:

Students' understanding of English before learning vocabulary through reading stories

↓

English teacher teach vocabulary through reading stories in EFL classroom.

↓

Students' perceptions of increasing vocabulary through reading stories

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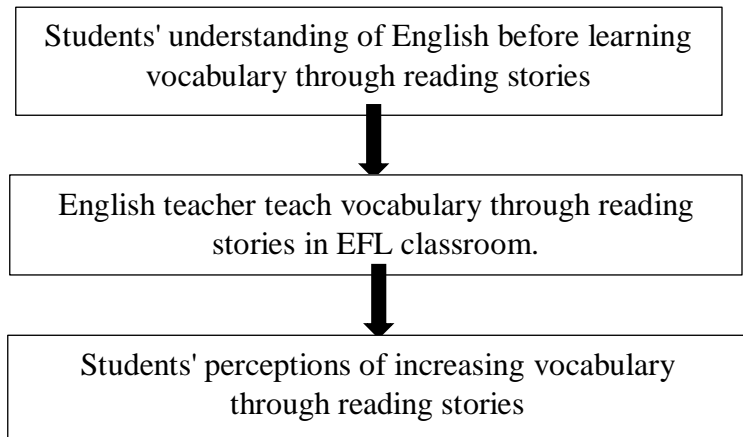
[72] Nation and Nation, *Learning vocabulary in another language*, vol. 10, p. .

CHAPTER III
RESEARCH METHOD

This chapter discusses the research methodology. It is consist of research design, research setting, source of data, a technique of collecting data, instruments, and data analysis.

A. Research Design

The method used in this research is case study that focused on students' perception of enriching vocabulary through reading stories at EFL classroom. Researchers chose the design and methodology because descriptive explores bounded systems using detailed data collections containing information from multiple sources. Qualitative research is the process of understanding meaning based on different methodological inquiry traditions that explore social or human issues[73].

1. Research Setting

In this study the researcher obtain data from observation, interview and documentation at SD Muhammadiyah Weleri. The research was conducted at SD Muhammadiyah Weleri, located in Kh. A. Dahlan 48 Weleri, Penyangkringan, Weleri, Kendal. This Research was started on 6th April 2023 until 15th

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[73] John W Creswell, "Research designs: qualitative, quantitative, and mixed methods approaches," *Callifornia: Sage* (2009).

April 2023. The researcher has scheduled the collection of data in the second week of March. Moreover, analysing data started after the data from observation and interview were completed.

2. **Participants**

The population of this research was 5th grade students of SD Muhammadiyah Weleri. Students of SD Muhammadiyah Weleri receive English lesson since grade 1. In grades 1-3 the teacher teaches vocabulary using picture media, in grades 4 using songs as media, for grade 5 using stories and for grade 6 using storytelling. So, the population of this research was 5th grade students of SD Muhammadiyah Weleri. The researcher chose grade fifth students as participants in this study, because they study English vocabulary using stories learning media. Then grade fifth SD Muhammadiyah students are suitable to be used as participants in this study. The participants in this study consisted of 20 students, 7 male students and 12 female students. They are about 10-11 years old.

3. **Research Focus**

The focus of this study is to examine how students' perception of enriching vocabulary through reading stories in EFL classroom.

B. Techniques of Collecting Data and Instrument

In qualitative research, the quality of research depends on the quality and completeness of the data produced. In data collection there are questions that are always considered, namely what, who, where, when, and how. Qualitative research relies on data triangulation resulting from three methods, namely participant observation, interviews, and document records.[74] For research instrument, the researcher used the observation, interview and documentation. The researcher conducted interviews with students. Previously, the researcher would ask permission from the principal and English teacher at SD Muhammadiyah Weleri. After meeting with students, the following researcher will do out interviewing. The following data collection methods were employed by the researchers:

a. Observation

This observation is used to answer the first formulation of the problem, namely "How is the Implementation of reading story to enrich students' vocabulary at EFL Classroom?". The researcher makes a report based on what is heard, seen and felt during the observation. Therefore, researchers must be directly

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[74] Anis Chariri, "Philosophical foundations and qualitative research methods," quantitative and qualitative research methodology workshop, accounting development laboratory (LPA), Faculty of Economics, Diponegoro University Semarang, 31 July – 1 August *2009* (2009).

involved in the daily lives of the subjects being studied. Observations are made to get a more real and detailed picture of an event or events. The list on the table are based on theories from nation (1990) that were used to guide on making the points that were needed to be answered related to the implemented of reading stories to enrich students' vocabulary. Researcher observe certain communities to understand their habits or ways of working. The following is an observation checklist:

TABLE 3.1

Observation Checklist

No.	TARGET ITEMS	YES	NO
1.	The teacher uses reading as a teaching media		
2.	The teacher uses short story as a teaching media		
3.	The teacher tells the students to find any difficult or unfamiliar words		
4.	The teacher gives time to students to read and guess the unfamiliar words they find in the text		
5.	The student use the unfamiliar words in context		
6.	The students use the words to make new sentences in a different context		
7.	The students analyze the unfamiliar words according to the context by themselves		

| 8. | The students discuss the unfamiliar word according to the context with their friends |
| 9. | The teacher discusses the unknown words with the students |

(Adapted from Theresia Rosana Eklesia and Particia Angelina)

b. Interview

In this study interviews are used to find out the experiences or opinions of participants about something in depth. In general, data obtained from interviews is in the form of statements that describe knowledge, experience, personal feelings, or opinions. Interviews were used as method to answer the research problem formulation, namely how students' perception of enriching vocabulary using reading stories. The purpose of the interview method is to collect data based on the students' experience about learning vocabulary using stories.

This interview process is used to collect data about how students' perception of enriching English vocabulary through reading story by the teacher during the learning process. Researchers used purposive sampling to maintain the accuracy of data from participants so that the data obtained came from students at elementary school using structured interviews. The researcher has prepared several questions that will be asked during the interview, the list of questions will be adjusted to the research theme,

namely how students' perception of enrich vocabulary through reading story. Researchers also prepared audio that was used to record the results of the interviews.

Interviews were conducted using the first language to avoid misunderstandings and to obtain clear and precise answers without limiting or hindering them. An interview guide. This interview guide adapted from[75]. Below is a table of questions that will be used for interviews:

TABLE 3.2

Interview Guideliness

No.	Question for interview	Answer
1.	Do you think reading stories can help you enrich your English vocabulary? Why?	
2.	Do you find reading stories difficult to use or less useful for learning in class? Why?	
3.	Can reading stories help you remember vocabulary better than other vocabulary learning methods? Why?	
4.	Do you think using stories in vocabulary learning helps increase your interest in learning? Why?	
5.	Do you find it easier to use new vocabulary after learning	

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[75] Yongqi Gu and Robert Keith Johnson, "Vocabulary learning strategies and language learning outcomes," *Language Learning* 46, no. 4 (1996): 643–679.

it through reading stories?
Why?

6. After using stories as a medium for learning vocabulary, are you able to apply your English skills in everyday life? Why?

7. Do you feel more motivated to learn vocabulary when you use stories as teaching materials?

8. Do you think stories can help you remember new vocabulary over a longer period of time?

9. What type of story or reading has helped you the most in enriching your English vocabulary?

10. What are your obstacles when learning vocabulary through reading stories?

(Adapted from Gu & Johnson (1996))

c. Documentation

Documentation is used to strengthen the chain of research procedures. Documentation studies are used as a complement to the interview approach in interview research. Documentation is presented together with data from research instruments, such as the results of interviews, questionnaires and observations, as well as other matters related to research. The researcher collected

data from student documents and prepared suitable research equipment, such as writing instruments and recording devices, for this investigation. In this study, researcher used documentation in the form of photos and recording devices.

C. The Technique of Analyzing Data

This research was carried out carefully to produce a description of the use of reading storybooks to enrich students' vocabulary. This study uses the triangulation method, the procedure is as follows:

a. After receiving the interview data, the researcher transcribed the data.

b. After that, the data transcript is sent to the participant to ensure correctness, this is to avoid errors during the data transcript process.

c. After the data transcript was approved, the researcher began to analyze the data.

From the data collection process, the data obtained is then analyzed and interpreted in the form of a story. The discussion in this study is presented in the form of written text which contains how students' perception of enriching English vocabulary through reading story. Then the results will be concluded based on the data obtained. In this research, researchers used descriptive qualitative methods. Researchers

will analyze statements from participants and provide descriptions of how students' perception of enriching English vocabulary through reading story at EFL Classroom.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter introduces the outline of the school, research results, and considerations. In this part, the authors will discuss the result of the study.

A. Research Finding

In this chapter, the researcher will describe the findings about students' perceptions regarding the use of reading stories to increase students' vocabulary and how teachers implement the use of reading stories to enrich students' vocabulary. To obtain data researchers conducted observations and interviews that were adjusted. The researcher prepared an observation checklist with nine indicators and ten interview questions in this study.

1. Observation Result

This study was completed out at SD Muhammadiyah Weleri. This research was using data collection techniques in the form of observation, interviews, and documentation of the use of reading story to enrich students' vocabulary at 5th Grade Students Elementary School. The primary focus of this study is the way teacher use a reading story as learning media. In this study, researcher made observations and collected data when they obtained research permission from the school. Data were obtained when teachers used reading story during the learning process. Observations were made by direct

researchers using student observation sheets with the data obtained as follows:

No.	TARGET ITEMS	YES	NO
1.	The teacher uses reading as a teaching media	√	
2.	The teacher uses short story as a teaching media	√	
3.	The teacher tells the students to find any difficult or unfamiliar words	√	
4.	The teacher gives time to students to read and guess the unfamiliar words they find in the text	√	
5.	The student use the unfamiliar words in context	√	
6.	The students use the words to make new sentences in a different context	√	
7.	The students analyze the unfamiliar words according to the context by themselves	√	
8.	The students discuss the unfamiliar word according to the context with their friends	√	
9.	The teacher discusses the unknown words with the students	√	

(Adapted from Theresia Rosana Eklesia and Particia Angelina)

From the results of observations, the researcher stated that Miss Yuke as an English teacher at Muhammadiyah Elementary School used reading stories to teach English

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vocabulary. Before learning begins the teacher has prepared a story that will be used as a learning medium. When the lesson begins the teacher opens the lesson with an English greeting *"Good Morning Students, How's your day? Before we start our lesson today, please reciting Bismillah together. Now I will check your attendance first"*, after that the teacher repeats the lesson to remind the students about the past learning *"Anyone remember last week's lesson?"*, then the teacher begins to convey learning about vocabulary such as beautiful, smart, writing, reading, running, painting and so on. The teacher writes a story "Princess Alor" on the blackboard, and invites students to read one by one the sentences in the story *"Now please read the story in the blackboard, I will read the sentence and all of you please imitate okay?"*. The teacher reads the sentence first and then the students imitate.

After giving directions on how to read stories, the teacher asks students to read stories individually and instructs students to search for and categorize foreign vocabulary that they did not know before individually *"Now please try to read the story individually and Look for new vocabulary that you have never known before, then try to categorize the vocabulary. It is included in the verb adjective or noun"*. To liven up the class atmosphere, the teacher asks the students to get into groups and discuss the meaning of the unfamiliar vocabulary they have found *"All of you please make*

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discussion group, every group consist of five students, then try to discuss about vocabularies you have found". Then each group came forward to write down the results of their discussion *"Okey students, every group present the result of your discussion group please, starting from group one"*. Then the teacher gives directions and explains the meaning of the correct vocabulary. After that the teacher gives practice questions to measure students' abilities, and before the lesson ends the teacher reviews the material being taught and continues reading prayers.

When the researcher made observations the researcher found several challenges when teaching vocabulary through reading stories, but the researcher also got solutions to these challenges. The first challenge is that not all students like reading stories in learning, most do like it but some students are less interested in reading stories. However, this challenge has a solution, the school provides adequate media that supports the teaching and learning process, such as LCD projectors and speakers. The second challenge is that it is difficult for students to focus on learning, usually students joke with their friends or talk with their classmates. The solution to focus students' attention is to play audio of an English story, such as the stories of the hare and the tortoise, the fox and the stork, the ant and the grasshopper, and snow white. The third challenge is that the media used in learning

must be prepared by the teacher himself, but teachers can easily get English stories on the internet.

2. **Interview Result**

Apart from using the observation checklist, the researcher also conducted interviews with students. This interview was conducted to find out how students perceptions the use of reading stories to enrich vocabulary. This interview consists of 10 questions. In the following, the researcher will present the results of the interviews that have been conducted. The first question is "Do you think reading stories can help you enrich your English vocabulary? Why?" In the first question, most of students' answers showed that reading stories helped them discover new vocabulary that they had never known before.

Respodent B1

"Yes, because when I read stories, I can find a lot of vocabulary"

From the students' statements, it can be said that reading stories can help students learn vocabulary because the reading certainly contains various kinds of words which can help students to find vocabulary that is still unfamiliar to them. The second question is "Do you find reading stories difficult to use or less useful for learning in class? Why?" the students gave a positive response to this question.

Respondent B2

"No, I think reading stories makes it easier for my friends and I to understand English sentences and understand the meaning of new vocabulary"

According to students, reading stories makes it easier for them to get used to understanding English sentences and helps them understand the meaning of the new vocabulary they learn. There were also students who said that reading stories was very useful and fun.

Respondent B3

"No, because reading stories is fun and very useful for me to increase my vocabulary"

The third question is "Can reading stories help you remember vocabulary better than other vocabulary learning methods? Why?" some students gave a positive response and some disagreed.

Respondent B1

"Yes it can, reading stories helps me remember vocabulary more easily than other methods. Because the storyline makes it easy for me to remember the meaning of vocabulary"

Respondent G2

"No, because not all stories can be understood by the vocabulary"

From the students' statements it can be said that according to them reading stories can help them remember vocabulary better than other learning methods. because the storyline in the story makes it easy for students to remember vocabulary, and by reading and understanding the contents of the story can train the brain to remember vocabulary. However, there are also students who think that the story reading method does not help them to remember vocabulary better than other learning methods because not all stories can be understood.

Next, the fourth question "Do you think using stories in vocabulary learning helps increase your interest in learning? Why?" Most students respond positively.

Respondent B1

   "*Yes, using stories makes me feel happy and entertained. When reading stories I feel that the new vocabulary I found is easier to understand and I can remember it naturally*"

Students said that the use of stories as a learning media made them feel happy and entertained. According to them, when reading the story the new vocabulary they found was easier to understand and they could remember it naturally. And some also say that reading stories is not boring.

The fifth questions is

   "*Do you find it easier to use new vocabulary after learning it through reading stories? Why?*" There are students

who respond positively and there are also those who respond negatively.

Respodent B3

"Sometimes I find it difficult because usually the sentences in the readings are too complicated and difficult to understand"

Respondent G1

"Yes, because in the stories I read, slowly I can understand the order of the sentences used"

From student statements it can be said that some students find it easier to use new vocabulary after learning it through stories. Because according to them, reading helps them slowly understand the structure of sentences, but some argue that they find it difficult because sometimes there are sentences that are complicated and difficult to understand.

The sixth question is "After using stories as a medium for learning vocabulary, are you able to apply your English skills in everyday life? Why?" The students give positive response.

Respondent B1

"Yes, sometimes my friends and I try to use English occasionally to learn conversation. Because usually in a story there is a dialogue, from that dialogue I take which one I can use"

Most of the students said that they were able to apply English in their daily life by imitating the dialogue in the story. They try to choose sentences that can be used in everyday life.

Then, the seventh question is "Do you feel more motivated to learn vocabulary when you use stories as teaching materials" The following is one of the students' good responses.

Respondent B2

"Yes, because the more often I read English stories it makes it easier for me to speak English"

All students said that they were more motivated to learn vocabulary using stories. The more diligent you read, the easier it is to master English. When reading not only increases vocabulary knowledge but also reading skills, and pronunciation becomes better.

Next, the eighth question is "Do you think stories can help you remember new vocabulary over a longer period of time" all student gives positive response.

Respondent B3

"Yes, because usually I often find the same vocabulary in different stories, so that makes it easy for me to remember the meaning of the vocabulary"

Respondent G1

"Yes, because usually the same word can be repeated several times so it's easy for me to remember"

They stated that by reading they would memorize vocabulary for a long time. Because when reading they often find the

same vocabulary over and over again, their memory will become stronger.

Furthermore, the ninth question is "What type of story or reading has helped you the most in enriching your English vocabulary?" Here are some student answers.

Respondent G2

"I like fables"

Respondent G1

"*I like stories about animals, such as deer and crocodiles"*

Most students like stories about animals. However, there are also those who like historical stories and legends.

The last question is "What are your obstacles when learning vocabulary through reading stories?" These are some of the obstacles students face.

Respondent B3

"The problem is that I have difficulty pronouncing the sentence"

Respondent B2

"*Sometimes I can't understand sentences that are too long"*

Respondent G1

"Sometimes there are stories whose language is difficult to understand so I get confused about the meaning of the sentence and make learning vocabulary difficult"

Although they like the method of reading stories to increase vocabulary, it is possible that they also experience problems when using this method. As for the obstacles they face, such as difficulty pronouncing sentences, they feel bored more quickly, and find it difficult to understand sentences that are too long.

Those are the results of interviews conducted by researchers. From these interviews most of the students gave a positive response to the use of reading stories to enrich students' vocabulary. Students feel happy and entertained during the learning process. Besides that according to them learning becomes easier and more fun.

B. Discussion

In this section the researcher discusses the data from observation and interview that has been presented in the finding. The detailed explanation below.

The purpose of this study was to answer questions about how students' perceptions regarding enriching vocabulary through reading stories and how to implement the method of reading stories to enrich students' vocabulary. From the observations made by the author, the main thing that must be prepared by the teacher before carrying out the learning

process is to prepare a story. The story chosen must also be in accordance with the abilities and interests of students. This is done so that students are interested and make it easier for them during the learning process. At the beginning of the lesson the teacher greets and checks the attendance list of students. Before learning begins the teacher always provides motivation for students, so that students are more enthusiastic when learning begins. Then the teacher reviews the previous meeting material briefly, this is done as a warm-up before the teacher gives new material.

After that, the teacher delivered the material and the students listened carefully. In the process of teaching and learning, students look obedient to the teacher. This is not surprising, because SD Muhammadiyah students have a polite and courteous attitude towards their teachers and other people. The teacher begins to convey learning about vocabulary such as beautiful, smart, writing, reading, running, painting, and so on. The teacher writes a story "Princess Alor" on the blackboard, and invites students to read one by one the sentences in the story. The teacher reads the sentence first and then the students imitate. After giving directions on how to read stories, the teacher asks students to read stories individually and instructs students to search for and analyze unfamiliar vocabulary that they did not know before

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individually. For example the word "fisherman, mountains, island, scolded, etc".

To liven up the class atmosphere, the teacher asks the students to get into groups and discuss the meaning of the unfamiliar vocabulary they have found. Then each group came forward to write down the results of their analysis. Then the teacher gives directions and explains the meaning of the correct vocabulary. After that, the teacher gives practice questions to measure students' abilities. There are five questions namely "What is the title of the story above?, where did the story above occurred?, who are the characters in the reading above?, why is the princess pensive?, what caused the Queen to be angry with the Princess". Students answer the questions individually. Last, before the lesson ends the teacher reviews the material being taught and continues reading prayers.

Traditionally, students are given a list of words to memorize. In fact, memorizing words is not enough, but teachers must guide students to learn the correct spelling, meaning, usage, or variations of the word. That means you can tell whether those words are names, actions, or descriptions. Teachers can deepen discussions on nouns and verbs. This is done by describing the type of noun. When working with literature, especially short stories, in ELT, there are a number of things teachers should consider. Some literary

texts have numerous graphic deviations, so these materials should be avoided. These deviations can occur in the form of word spelling, sentence structure, capitalization, punctuation, etc. Sometimes writers have their own style in creating new words. Additionally, the text you choose should not use a lot of local language, slang, or informal language. This is because students absorb spelling, structure, and deviant style as formal and academic styles, especially for beginning and intermediate level students.

All this happened without realizing that literary and formal language are two different domains. By the way, they claim that this is the correct style because the author uses it somewhere in his work. Therefore, learning without knowing the language rules often causes confusion and problems for learners. Therefore, it is the teacher's duty to choose short stories carefully so as not to discourage or unnerve language learners. Also, the content of the story should be appropriate to the age and interests of the child. Most importantly, the cultures are different, so the meaning of the work must be appropriate for them. Short stories help language learners improve their language skills. In terms of increasing vocabulary, stories are authentic teaching materials and language teachers should expose students to these teaching materials and stimulate learners to examine the form and content of the language used.

Incorporating short stories into language subjects, especially language skills, makes the classroom environment less abstract. Words are better absorbed when they are learned in context. By using short stories, instructors teach vocabulary better and integrate four language skills simultaneously. Short stories help language learners improve their language skills. In terms of increasing vocabulary, stories are authentic teaching materials and language teachers should expose students to these teaching materials and stimulate learners to examine the form and content of the language used. Incorporating short stories into language subjects, especially language skills, makes the classroom environment less abstract. Words are better absorbed when they are learned in context. By using short stories, instructors teach vocabulary better and integrate four language skills simultaneously.

When researcher made observations, they found that there were some challenges in reading stories and teaching vocabulary, but researchers also got solutions to these challenges. The first challenge is that not all students like to read stories while learning, most students like to read stories, but some students are not very interested in reading stories. However, there is a solution to this challenge. Schools provide appropriate media to support the teaching and learning process, such as LCD projectors and speakers. The second challenge is that it is difficult for students to concentrate on

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their studies, usually they joke with their friends or talk to their classmates. A solution to focus the students' attention is to play the audio of English stories such as Rabbit and Turtle, Fox and Stork, Ant and Grasshopper or Snow White. A third challenge is that English stories are readily available on the Internet for teachers, although teachers themselves must provide the media to use for learning.

Students' opinions about increasing vocabulary through reading stories in EFL classes are important elements that need to be considered in developing effective learning methods. Based on the results of this study, it can be seen that most students have a positive view of the use of stories in increasing their vocabulary. They report some of the benefits they experienced when using this method. One of the main benefits expressed by students is the expansion of vocabulary. Reading stories allows students to be exposed to a variety of words and expressions in meaningful contexts. In the process of reading stories, students can recognize new words and understand them through the context of the stories presented. This helps them enrich and broaden their vocabulary significantly.

For students' perceptions, it was revealed that they enjoyed learning vocabulary by reading short stories. Most of them said that they enjoy learning vocabulary because they can acquire a lot of new vocabulary by reading short stories.

They said that reading short stories improved their ability to acquire vocabulary. Most of the students said that reading short stories was beneficial because it gave them new insights. Most of the students answered that they practice vocabulary from time to time in their daily life. Also, many of the students answered that there were many difficult words when reading short stories. This situation is understandable, as students rarely practice or use new vocabulary in their daily lives. They don't use the vocabulary often in and out of class. Overall, students expressed a positive perception of reading short stories. They said reading short stories improved their vocabulary acquisition.

Apart from that, stories also help students improve their overall understanding of English. In stories, students are introduced to relevant situations and contexts. They can see how words are used in real contexts and deepen their understanding of the use of English in everyday life. This helps students to understand and apply their vocabulary better. Reading stories also had a positive impact on students' reading and listening skills. In reading stories, students must follow the plot of the story, understand the meaning of the words, and relate the information given in the text. This indirectly trains their reading skills. In addition, by listening to stories through reading aloud or recording, students can improve their ability to understand spoken English.

However, this study also revealed some of the challenges students faced in using this method. One of the main challenges is understanding unfamiliar words in the story. This can become a barrier in their understanding of the story as a whole. Therefore, it is important for teachers to provide strategies that help students overcome unfamiliar words, such as using context, guessing meaning, or referring to a dictionary. In addition, some students also stated that the stories used were not always in accordance with their interests and level of intelligence. This can affect students' motivation and involvement in reading stories. Therefore, it is important for teachers to choose stories that are relevant, interesting, and in accordance with students' interests. In addition, involving students in choosing stories or providing a variety of story choices can increase student involvement in learning.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher present about conclusions and suggestions on what was discussed in the previous chapter.

A. Conclusion

The conclusion of this study is that reading stories can be a quite effective and fun method to enrich students' vocabulary. Based on the results of the study, students' opinions regarding learning vocabulary through reading stories tended to be positive. The students stated that reading stories could help them expand their vocabulary in a fun and interesting way. In this study, students showed a sense of enthusiasm and joy when reading stories. They stated that reading stories helped them recognize new words and understand their meaning in relevant contexts.In addition, students also revealed that by reading the stories they memorized vocabulary better than just memorizing the words separately. Through reading stories students can see words in real situations and observe how these words are used in conversation or dialogue. This helps students use vocabulary correctly and strengthens vocabulary understanding better.

However, this study also identified some difficulties or challenges faced by students in learning vocabulary through reading stories. Some students find it difficult with

complex or unfamiliar vocabulary in the story. In addition, there are also students who need additional assistance to understand the meaning of unfamiliar vocabulary in reading. In this case, it is necessary to provide additional assistance such as dictionaries or contextual explanations to ensure good understanding. Overall, learning vocabulary through reading stories provides an effective, fun and contextual approach in expanding students' vocabulary mastery. By using stories as a source of vocabulary, students can develop better reading skills, improve contextual understanding, stimulate their imagination and creativity.

B. Suggestions

The researcher hope that this study's results will positively contribute to English learning especially in vocabulary learning. Hopefully this research can provide information to people involved in education:

1. For Teacher

This research contributes to English teachers, where teachers play an important role in implementing the learning process. First, English teachers need to motivate students to learn. Second, English teachers must be creative and precise in choosing media as teaching materials. This makes it easier for students to assimilate and understand the learning material.

2. For Students

Hopefully, this research will help students become more interested, more creative and improve their English by using more English learning strategies in their studies.

3. For Future Researcher

Ideally, for future researchers, this research can inspire them to dig deeper and think critically to uncover learning media that improve the quality of teaching and learning. This research can be useful to the next researcher who wants to investigate the same topic. And future research can use the other indicator. The indicator can be used is study based on the Indicator of perception from Robbins (Accepting, Understanding, and Evaluating).

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APPENDIX 1

Result of Observation Checklist

Observation Checklist

No.	TARGET ITEMS	YES	NO
1.	The teacher uses reading as a teaching media	✓	
2.	The teacher uses short story as a teaching media	✓	
3.	The teacher tells the students to find any difficult or unfamiliar words	✓	
4.	The teacher gives time to students to read and guess the unfamiliar words they find in the text	✓	
5.	The student use the unfamiliar words in context	✓	
6.	The students use the words to make new sentences in a different context	✓	
7.	The students analyze the unfamiliar words according to the context by themselves	✓	
8.	The students discuss the unfamiliar word according to the context with their friends	✓	
9.	The teacher discusses the unknown words with the students	✓	

(Adapted from Theresia Rosana Eklesia and Particia Angelina)

APPENDIX 2

Interview Guideliness

No.	Question for interview	Answer
1.	Do you think reading stories can help you enrich your English vocabulary? Why?	
2.	Do you find reading stories difficult to use or less useful for learning in class? Why?	
3.	Can reading stories help you remember vocabulary better than other vocabulary learning methods? Why?	
4.	Do you think using stories in vocabulary learning helps increase your interest in learning? Why?	
5.	Do you find it easier to use new vocabulary after learning it through reading stories? Why?	
6.	After using stories as a medium for learning vocabulary, are you able to apply your English skills in everyday life? Why?	
7.	Do you feel more motivated to learn vocabulary when you use stories as teaching materials?	
8.	Do you think stories can help	

you remember new vocabulary over a longer period of time?

9. What type of story or reading has helped you the most in enriching your English vocabulary?

10. What are your obstacles when learning vocabulary through reading stories?

(Adapted from Gu & Johnson (1996))

APPENDIX 3

Interview Transcript

- **Q1**: Apakah menurut Anda membaca cerita dapat membantu Anda memperkaya kosa kata bahasa Inggris Anda? Mengapa? *(Do you think reading stories can help you enrich your English vocabulary? Why?)*

R B1	Ya, karena saat saya membaca cerita, saya dapat menemukan banyak kosa kata. *(Yes, because when I read stories, I can find a lot of vocabulary)*
R B2	Ya, karena dengan membaca cerita saya bisa menemukan kosa kata baru. *(Yes, because by reading stories we can find new vocabulary)*
R B3	Ya, saya terkadang membaca novel yang berbahasa inggris dan hal itu bisa menambah ilmu kosa kata bahasa inggris saya. *(Yes, I sometimes read English novels and that can add to my English vocabulary)*
R G1	Ya, karena didalam cerita ada kosa kata yang belum pernah kita pelajari. *(Yes, because in story there are vocabulary that we have never learned)*
R G2	Ya, membaca cerita membantu saya mengetahui banyak kosa kata karena ketika saya membaca cerita saya bisa menemukan kosa kata yang masih asing bagi saya. *(Yes, reading stories helps me to know a lot of vocabulary because when I read stories I can find vocabulary that is still unfamiliar to me)*

- **Q2:** Apakah Anda merasa membaca cerita sulit digunakan atau kurang bermanfaat untuk pembelajaran di kelas?

	Mengapa? *(Do you find reading stories difficult to use or less useful for learning in class? Why?)*
R B1	Tidak, saya merasa membaca cerita sangat bermanfaat untuk pembelajaran dikelas. Dengan menggunakan cerita, pembelajaran menjadi lebih menyenangkan dan mudah dipahami. *(No, I feel that reading stories is very beneficial for classroom learning. By using stories, learning becomes more fun and easy to understand)*
R B2	Tidak, menurut saya membaca cerita memudahkan saya dan teman teman untuk memahami kalimat bahasa inggris dan memahami makna kosa kata baru. *(No, I think reading stories makes it easier for my friends and I to understand English sentences and understand the meaning of new vocabulary)*
R B3	Tidak, karena membaca cerita itu menyenangkan dan sangat bermanfaat untuk saya menambah kosa kata. *(No, because reading stories is fun and very useful for me to increase my vocabulary)*
R G1	Tidak, karena membaca cerita itu seru. *(No, because reading stories is fun)*
R G2	Tidak, karena didalam cerita biasanya terdapat kata kata yang bermanfaat dan bermotivasi. *(No, because in stories there are usually useful and motivating words)*

- **Q3:** Bisakah membaca cerita membantu Anda mengingat kosa kata lebih baik daripada metode pembelajaran lain? Mengapa? *(Can reading stories help you remember vocabulary better than other vocabulary learning methods?*

R B1	Ya bisa, membaca cerita membantu saya lebih mudah mengingat kosa kata dibandingkan metode lain. Karena alur ceritanya membuat saya mudah untuk mengingat arti kosa kata. *(Yes it can, reading stories helps me remember vocabulary more easily than other methods. Because the storyline makes it easy for me to remember the meaning of vocabulary)*
R B2	Ya bisa, karena membaca dan memahami isi cerita melatih otak saya untuk mengingat kosa kata bahasa inggris. *(Yes, because reading and understanding the contents of the story trains my brain to remember English vocabulary)*
R B3	Ya sangat membantu, karena membaca cerita lebih mudah daripada metode pembelajaran biasa. *(Yes, it really helps, because reading stories is easier than the usual learning methods)*
R G1	Ya tentu, alur cerita yang menarik dan seru membuat saya lebih mudah mengingat kosa kata yang digunakan dalam cerita. *(Yes, of course, an interesting and exciting storyline makes it easier for me to remember the vocabulary used in the story)*
R G2	Tidak, karena tidak semua cerita bisa dapat dipahami kosa katanya. *(No, because not all stories can be understood by the vocabulary)*

- **Q4:** Apakah menurut Anda menggunakan cerita dalam pembelajaran kosa kata membantu meningkatkan minat

	Anda untuk belajar? Mengapa? *(Do you think using stories in vocabulary learning helps increase your interest in learning? Why?)*
R B1	Iya, penggunaan cerita membuat saya merasa senang dan terhibur. Ketika membaca cerita saya merasa kosa kata baru yang saya temukan lebih mudah dipahami dan saya bisa mengingatnya secara alami. *(Yes, using stories makes me feel happy and entertained. When reading stories I feel that the new vocabulary I found is easier to understand and I can remember it naturally)*
R B2	Iya, karena dengan menggunakan cerita pembelajaran menjadi lebih menyenangkan dan tidak membosankan. *(Yes, because using stories makes learning more fun and not boring)*
R B3	Ya, setelah membaca cerita berbahasa Inggris yang seru dan menyenangkan terkadang saya bisa mencari arti dari kosa kata bahasa inggris yang ada di dalam bacaan. *(Yes, after reading exciting and fun English stories, sometimes I can look up the meaning of the English vocabulary in the text)*
R G1	Iya karena belajar sambil membaca cerita itu seru. *(Yes, because learning while reading stories is fun)*
R G2	Terkadang, karena biasanya ada cerita yang bikin saya bosan untuk membacanya. *(Sometimes, because usually there is a story that makes me bored to read it)*
Q5: Apakah Anda merasa lebih mudah menggunakan kosa	

kata baru setelah mempelajarinya melalui membaca cerita? Mengapa? *(Do you find it easier to use new vocabulary after learning it through reading stories? Why?)*

R B1	Iya karena membaca cerita bahasa inggris itu unik dan dengan saya membaca cerita saya gampang mengerti bahasa Inggris. *(Yes, because reading English stories is unique and reading stories makes it easy for me to understand English)*
R B2	Iya, karena di cerita yang saya baca, perlahan saya bisa memahami susunan kalimat yang digunakan. *(Yes, because in the stories I read, slowly I can understand the order of the sentences used)*
R B3	Terkadang saya merasa kesulitan karena biasanya kalimat yang ada di bacaan terlalu rumit dan sulit dipahami. *(Sometimes I find it difficult because usually the sentences in the readings are too complicated and difficult to understand)*
R G1	Iya kadang kadang, karena biasanya saya bisa mencontoh kalimat percakapan yang ada di cerita yang saya baca. *(Yes, sometimes, because usually I can imitate the conversational sentences in the stories I read)*
R G2	Tidak karena terkadang saya masih kesulitan untuk mengucapkan kosa kata. *(No because sometimes I still have difficulty pronouncing vocabulary)*

Q6: Setelah menggunakan cerita sebagai media pembelajaran kosakata, apakah Anda mampu menerapkan kemampuan bahasa Inggris Anda dalam kehidupan sehari-

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		hari? Mengapa? *(After using stories as a medium for learning vocabulary, are you able to apply your English skills in everyday life? Why?)*
	R B1	Iya kadang saya dan teman saya mencoba menggunakan bahasa inggris sesekali untuk belajar percakapan. Karena biasanya dalam cerita ada dialognya, dari dialog itu saya ambil mana yang bisa saya gunakan. *(Yes, sometimes my friends and I try to use English occasionally to learn conversation. Because usually in a story there is a dialogue, from that dialogue I take which one I can use)*
	R B2	Iya, karena bahasa inggris menarik untuk dijadikan bahasa sehari hari. *(Yes, because English is interesting to be used as everyday language)*
	R B3	Tidak, karena sudah terbiasa menggunakan bahasa indonesia di kehidupan sehari hari. *(No, because I am used to using Indonesian in everyday life)*
	R G1	Terkadang, karena saya dalam kehidupan sehari hari tidak menggunakan bahasa inggris. *(Sometimes, because I don't use English in my daily life)*
	R G2	Tidak, karena menggunakan bahasa inggris dalam kehidupan sehari hari sangat susah dan hanya beberapa orang saja yang bisa. *(No, because using English in everyday life is very difficult and only a few people can do it)*
•	**Q7:** Apakah Anda merasa lebih termotivasi untuk belajar kosa kata ketika Anda menggunakan cerita sebagai bahan ajar? *(Do you feel more motivated to learn vocabulary when*	

R B1	Iya, saya kadang menghafalkan kosa kata baru lewat bacaan yang pernah saya baca. *(Yes, I sometimes memorize new vocabulary through readings I've read)*
R B2	Iya, karena semakin sering saya membaca cerita bahasa inggris membuat saya mudah untuk berbicara bahasa inggris. *(Yes, because the more often I read English stories it makes it easier for me to speak English.)*
R B3	Iya saya lebih termotivasi karena dengan membaca cerita pengetahuan kosa kata lebih cepat bertambah. *(Yes, I am more motivated because by reading stories my vocabulary knowledge increases faster)*
R G1	Iya, dengan menggunakan cerita pembelajaran menjadi lebih menyenangkan. Apalagi ketika ada teman yang disuruh maju kedepan untuk membaca dialog cerita secara bergantian, suasan kelas menjadi seru. *(Yes, using stories makes learning more fun. Especially when a friend is told to come forward to read the story dialogue in turn, the class atmosphere becomes exciting)*
R G2	Iya lebih termotivasi, karena dengan membaca cerita dalam bahasa inggris membuat saya terbiasa dengan kalimat bahasa inggris. *(Yes, I am more motivated, because reading stories in English makes me familiar with English sentences)*

- **Q8:** Menurut Anda, apakah cerita dapat membantu Anda mengingat kosa kata baru dalam jangka waktu yang lebih

	lama? *(Do you think stories can help you remember new vocabulary over a longer period of time?)*
R B1	Iya cerita membantu saya mengingat kosa kata dalam waktu yang lebih lama karena adanya alur ceruta membuat saya mudah mengingat arti kosa kata. *(Yes, stories help me remember vocabulary for a longer time because the storyline makes it easier for me to remember the meaning of vocabulary)*
R B2	Iya karena konteks yang ada pada cerita membantu memperkuat ingatan saya tentang kosa kata. *(Yes, because the context in the story helps strengthen my memory about vocabulary)*
R B3	Iya karena biasanya saya sering menemukan kosa kata yang sama dicerita yang berbeda, jadi hal itu membuat saya mudah untuk mengingat arti kosa kata itu. *(Yes, because usually I often find the same vocabulary in different stories, so that makes it easy for me to remember the meaning of the vocabulary)*
R G1	Iya karena biasanya dicerita itu kata yang sama bisa diulang beberapa kali sehingga saya mudah untuk mengingatnya. *(Yes, because usually the same word can be repeated several times so it's easy for me to remember)*
R G2	Iya tapi terkadang ada juga kosa kata yang lumayan susah di ingat. *(Yes, but sometimes there are also vocabulary words that are quite difficult to remember)*
• **Q9:** Jenis cerita atau bacaan apa yang paling membantu	

		Anda dalam memperkaya kosa kata bahasa Inggris Anda? *(What type of story or reading has helped you the most in enriching your English vocabulary?)*
	R B1	Saya lebih suka cerita tentang liburan seseorang karena lebih mudah dipahami. *(I prefer stories about someone's vacation because they are easier to understand)*
	R B2	Saya suka cerita tentang hewan karena biasanya lucu dan menghibur. *(I like stories about animals because they are usually funny and entertaining)*
	R B3	Saya lebih suka cerita tentang legenda seperti malin kundang, danau toba. *(I prefer stories about legends like malin kundang, lake toba)*
	R G1	Saya suka cerita yang tentang hewan, seperti kancil dan buaya. *(I like stories about animals, such as deer and crocodiles)*
	R G2	Saya suka cerita fabel. *(I like fables)*
•	**Q10:** Apa kendala Anda ketika belajar kosa kata melalui membaca cerita? *(What are your obstacles when learning vocabulary through reading stories?)*	
	R B1	Biasanya saya susah mengucapkan kosa kata. *(Usually I have difficulty pronouncing vocabulary)*
	R B2	Kadang saya tidak dapat memahami kalimat yang terlalu panjang. *(Sometimes I can't understand sentences that are too long)*
	R B3	Kendalanya yaitu saya kesulitan untuk mengucapkan kalimatnya. *(The problem is that I have difficulty pronouncing the sentence)*
	R G1	Kadang ada cerita yang bahasanya sulit

		dipahami sehingga saya bingung maksut dari kalimat itu dan membuat belajar kosa kata menjadi sulit. *(Sometimes there are stories whose language is difficult to understand so I get confused about the meaning of the sentence and make learning vocabulary difficult)*
	R G2	Saya merasa lebih cepat bosan. *(I feel bored more quickly)*

LESSON PLAN

School : SD Muhammadiyah Weleri

Subject : English

Class/Semester : V/II

Chapter : I Love Reading

Times Allocation : 8 JP

Meeting : 4

B. Basic Competence and Indicators

No. KD	INDICATORS
3.6	Understand words, phrases and sentences related to heat and transfer
4.6	Presents the use of words, phrases and sentences related to heat and transfer

C. Learning Objectives, Learning Activity, and Assessment

Meeting 1	
Learning Objectives	Learning Activity
After having the lesson with the teacher, students would be able to: ➤ Students are able to	**Opening:** ➤ The class begins with a greeting followed by a prayer

know the important things contained in the reading.	➢ The teacher provides motivation and reviews the material that has been studied in the previous meeting.
➢ Students are able to practice reading texts about temperature and heat.	**Main Activity:**
➢ Students are able to master the new vocabulary contained in the reading.	➢ The teacher asks students to read a passage entitled "Temperature and heat", then asks them to write down the new vocabulary they find
	➢ The teacher explains the text
	➢ Students ask the teacher's explanation that they have not understood about vocabulary related to Temperature and Heat.
	➢ Students try to make short sentences related to Temperature and Heat with their classmates
	➢ The teacher appoints several students to

	come forward and identify the reading text
	Closing:
	➢ The teacher conveys the conclusion of learning
	➢ Greetings and closing prayers led by one of the students

Assessment:
1. Observation of Attitudes (observation and recording of attitudes)
2. Knowledge Assessment: (written test, presentation)
3. Skills Assessment: (practice, performance)

Meeting 2	
Learning Objectives	Learning Activities
After having the lessson with the teacher, students would be able to: ➢ Students are able to know important things in the reading "Heat Transfer Around Us".Siswa mampu mengingat kosa kata baru yang terdapat dalam bacaan ➢ Students are able to practice text reading	**Opening:** ➢ The class begins with a greeting then continues with a prayer ➢ The teacher provides motivation and reviews the material that has been studied in the previous meeting. **Main Activities:** ➢ Students observe and the teacher explains the reading "Heat

	Transfer Around Us"
	➤ Students ask the teacher's explanation that they have not understood about the vocabulary about Heat Transfer Around Us.
	➤ Students try to make short sentences related to Heat Transfer Around Us with their desk mates
	➤ The teacher asks students to come forward to write down the sentences they have made
	➤ The teacher corrects the student's sentence
	Closing:
	➤ The teacher conveys the conclusion of learning
	➤ Greetings and closing prayers led by one of the students

Assessment:

1. Observation of Attitudes (observation and recording of attitudes)
2. Knowledge Assessment: (written test, presentation)
3. Skills Assessment: (practice, performance)

Meeting 3	
Learning Objectives	Learning Activities

After having the lessson with the teacher, students would be able to:
  ➤ Students are able to know important things in reading "Heat Effect in Life"
  ➤ Students are able to remember the new vocabulary found in the reading "Heat Effect in Life"
	Opening:
	  ➤ The class begins with a greeting then continues with a prayer
	  ➤ The teacher provides motivation and reviews the material that has been studied in the previous meeting.
	
	Main Activities:
	  ➤ The teacher asks students to read a passage entitled "Heat Effect in Life", then asks them to write down the new vocabulary they findGuru menjelaskan teks bacaan tersebut
	  ➤ Students ask the teacher's explanation that they have not understood about the vocabulary related to "Heat Effect in Life".
	  ➤ Students try to make short sentences related to "Heat

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	Effect in Life" with their classmatesGuru menunjuk beberapa siswa untuk maju dan mengidentifikasi teks bacaan tersebut
	Closing:
	➢ The teacher conveys the conclusion of learning
	➢ Greetings and closing prayers led by one of the students

Assessment:
1. Observation of Attitudes (observation and recording of attitudes)
2. Knowledge Assessment: (written test, presentation)
3. Skills Assessment: (practice, performance)

| **Meeting 4** ||
Learning objectives	Learning Activities
After having the lessson with the teacher, students would be able to: ➢ Students are able to know the important things in the story "Princess Alor" that is read ➢ Students are able to remember the new vocabulary contained in the story "Princess	**Opening:** ➢ The class begins with a greeting then continues with a prayer ➢ The teacher provides motivation and reviews the material that has been studied in the previous meeting. **Main Activities:**

Alor" ➢ Students are able to practice reading the text of the story "Princess Alor"	➢ The teacher asks students to read the story "Princess Alor", then asks them to identify new vocabulary that is unfamiliar to them ➢ The teacher asks students to work in groups and then discuss to find the meaning of the words they find ➢ The teacher explains the text ➢ students ask the teacher's explanation that they have not understood about vocabulary related to "Princess Alor" ➢ Students try to make short sentences related to "Princess Alor" with their classmates ➢ The teacher appoints several students to go forward to write the sentences they make, then the teacher corrects them

	Closing:
	➢ The teacher conveys the conclusion of learning
	➢ Greetings and closing prayers led by one of the students

Assessment:
1. Observation of Attitudes (observation and recording of attitudes)
2. Knowledge Assessment: (written test, presentation)
3. Skills Assessment: (practice, performance)

Kendal, 6 February 2022

Approved by,

School Principal   English Teacher

Wiharto S.Pd., M.Pd.   Yuke Nugraheny, S.Pd

APPENDIX 5

LEMBAR PERSETUJUAN ORANG TUA

(Parental Consent Form)

Saya yang bertanda tangan di bawah ini:

Nama　　　　　:

(Name)

No. Hp　　　　:

(Mobile phone number)

Orang tua dari siswa

Nama　　　　　:

(Name)

Kelas　　　　　:

(Class)

Dengan ini menyatakan bahwa saya telah memahami penjelasan segala sesuatu mengenai penelitian yang berjudul **"Students' Perception of Enriching Vocabulary Trough Reading Stories in EFL Classroom"** dan saya mengizinkan/tidak mengizinkan anak saya untuk ikut berpartisipasi dalam penelitian ini dengan penuh kesadaran dan tanpa paksaan dari siapapun dengan kondisi:

(I hereby declare that I have understood all the explanation regarding to the research entitled "Students' Perception of Enriching Vocabulary through Reading Stories in EFL Classroom" and I allow / do not allow my child to participate in this study with full awareness and without coercion from anyone with condition:)

a) Data yang diperoleh dari penelitian ini akan dijaga kerahasiaannya dan hanya dipergunakan untuk kepentingan ilmiah.

   (The data obtained from this research will be kept confidential and will only be used for scientific purposes)

b) Apabila saya menginginkan, saya boleh memutuskan anak saya untuk tidak berpartisipasi lagi dalam penelitian ini tanpa harus menyampaikan alasan apapun.

   (If I wish, I may decide that my child will no longer participate in this research without having to provide any reasons)

Tanggal,

(Date)

Tanda Tangan Orangtua

(Parent's sign)

_____

*coret yang tidak perlu

(cross the unnecessary ones)

APPENDIX 6

Certificate of Completion of Research

PIMPINAN CABANG MUHAMMADIYAH
MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SD MUHAMMADIYAH WELERI
Status : Terakreditasi A
Alamat : Jl. KH. Ahmad Dahlan No. 48 Telp (0294) 643 430, Weleri
Kendal 51355

SURAT   KETERANGAN
Nomor : 422.2 / 004 / SDM / VI / 2023

Yang bertanda tangan di bawah ini| Kepala SD Muhammadiyah Weleri :

Nama	:	WIHARTO, S.Ag
NBM	:	1 104 548
Jabatan	:	Kepala Sekolah

Menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	:	Lusy Widya Nurul Azmi
NIM	:	1903046033

Telah selesai melaksanakan riset untuk skripsi di SD Muhammadiyah Weleri Kecamatan Weleri Kabupaten Kendal dengan Judul Skripsi "Students' Perception of Enriching Vocabulary through Reading Stories in EFL Classroom" yang dilaksanakan pada tanggal 6 s.d 15 April 2023.

Demikian surat keterangan Ini dibuat dengan sebenamya untuk dapat dipergunakan sebagaimana mestinya

Weleri, 16 Juni 2026
Kepala SD Muhammadiyah Weleri

WIHARTO, S.Ag
NBM : 1 104 548

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APPENDIX 7

1. **The researcher asks permission for conduct research to the school principal and homeroom teacher.**

Figure 1.1 The researcher asked permission to school principal for research.

Figure 1.2 The researcher asked permission to class advisor for research.

2. Documentation when researcher observe the learning process

Figure 2.1 The English teacher gives motivation to students before the learning process.

Figure 2.2 The English teacher explains the materials to students

Figure 2.3 The English teacher asked the students to come forward and read the story.

Figure 2.4 The English teacher asked students to look for unfamiliar vocabulary words and try to guess their meaning
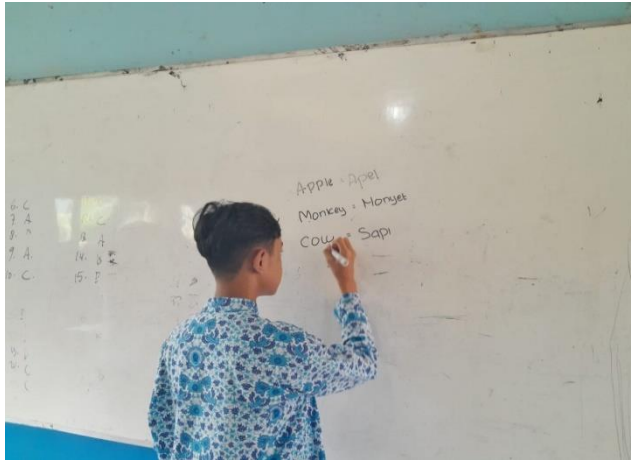
Figure 2.5 The English teacher asked the students to come forward to write down the unfamiliar vocabulary they have found

Figure 2.6 The English teacher guided students to interpret the unfamiliar vocabulary.

3. **Documentation when the researcher conducted interviews with students**

Figure 3.1 The researcher conducted interviews with students on the first day

Figure 3.2 The interview was conducted with students one by one in the teacher's office with the different participant

Figure 3.3 The researcher conducted interviews with male student on the day two

Figure 3.4 The researcher conducted interviews with female students

CURRICULUM VITAE

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                          SMA N 1 Weleri

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