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DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
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**AN INVESTIGATION OF THE EFFECTS OF USING STORYTELLING IN
ENHANCING VOCABULARY SKILLS DEVELOPMENT OF GRADE 9
STUDENTS AT BESHASHA SECONDARY SCHOOL**

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**An Investigation of the Effects of Using Storytelling vocabulary skills
development on Grade 9 Students' at Beshasha Secondary School**

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Declaration

This thesis is my original work, and has not been presented for any degree in any universities, and that all the sources used for it are properly acknowledged.

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Abstract

The main objective of this study is to investigate the effects of using story telling on Students' vocabulary skills development in EFL classes. To meet the objective of the study, experimental and descriptive research design was used; questionnaire, interview and observation were employed as the data collection tools of the study. From 420 grade 9 students of Beshasha Secondary School, 56 of them were selected through purposive sampling technique in which equal 28 students were divided in to control and experiment groups. Three English teachers were purposively selected for the study. The collected data were analyzed through frequency, percentages, mean, standard deviations and t-test so as to see the existed difference among the control and experimental groups and how story telling made difference among students' vocabulary skill development in the school understudy. The finding of this study revealed that the t-test results showed a statistically significant difference in mean scores between the experimental and control groups, with a t-value of 7.406 and a p-value (Sig. 2-tailed) of 0.000, which is less than the common significance level of 0.05. The mean difference of 5.179 points is substantial ranging from 3.777 to 6.581, further reinforcing the significant difference in performance between the two groups. Overall, these t-test results strongly support the conclusion that the experimental intervention involving the use of literary texts (short story) had a significant positive impact on the participants' performance compared to the control group. The researcher recommended that it is better if the teachers bring some short stories while teaching the vocabulary in the class and it is also advisable for students to experience using short stories to develop their vocabulary skills. Finally, it is better if the teachers select the short stories that cogitate the students' level of understanding and culture.

Key words: *short stories, vocabulary skill, English language teaching, students' performance, skill development.*

Table of Contents

Content	Page
Acknowledgments	I
<i>Abstract</i>	II
List of Table	VII
List of Figure	VII
CHAPTER ONE	1
1. Introduction	1
1.2 Statement of the Problem	3
1.3General Objective	4
1.4 Specific Objectives	5
The specific objectives of the study were:.....	5
1.5 Basic Research Questions.....	5
1.6 Research Hypothesis.....	5
1.7. Significance of the Study.....	5
1.8 Delimitation of the Study	6
1.9 Limitation of the Study.....	6
1.10 Definition of key terms.....	6
Vocabulary mastery	6
Difficulty in learning vocabulary	6
Storytelling.....	7
CHAPTER TWO.....	9

2. REVIEW OF RELATED LITERATURE.....	9
2.2 The Importance of Vocabulary	11
2.5 Teaching vocabulary.....	13
2.6 Story Telling	14
2.6.1 Definition of storytelling	14
2.6.2 Procedures of teaching with storytelling technique.....	14
2.6.3 The advantages of storytelling.....	15
2.6.3.1 Selection of Stories.....	16
2.6. 4 Challenges and difficulties in using story telling in the classroom.	16
CHAPTER THREE	17
3. Research.....	17
3.1 Introduction	17
3.2 The Research Design	17
3.3 The Research Method.....	17
3.4 The Research Setting	17
3.5 Sources of Data.....	18
3.6 Study Population.....	18
3.7 Sample Size and Sampling Techniques.....	18
3.8.1 Tests.....	18
3.8.2 Observation.....	19
3.8.3 Questionnaire.....	19
3.9 Validity and Reliability	19

3.9.1 Validity of the test	20
3.9.2 Reliability of Test	20
3.10. Data Gathering Procedure	20
3.11. Methods of data Analysis and Interpretations	21
3.12 Ethical Considerations	21
CHAPTER FOUR.....	22
4. RESULT AND DISCUSSION	22
4.1 Introduction.....	22
4.2 Demographic Variables	23
4.3 Analysis Result of Experimental Group (n=28)	25
4.4 Analysis Result of Control group (n=28)	27
4.6 Score Distributions of the Groups (Control and Experimental)	30
4.7 Group Statistics.....	31
4.8 The Analysis Result of t-Test	32
4.9 Analysis of Interview questions obtained from teachers.....	33
CHAPTER FIVE	36
5. SUMMARY, CONCLUSION, AND RECOMMENDATIONS.....	36
5.1 Summary of Major Findings.....	36
5.2 Conclusions of the Study	37
5.3 Recommendations of the Study	38
References	39
APPENDIXES	43

Appendix-A.....	43
Appendix B	50
APPENDIX C	52
Appendix D	54

List of Table

Table 1 Reliability Statistics	20
Table 2 Demographic Characteristics of Respondents	23
Table 3 Description on Experiment group	25
Table 4 Description on Control group	27
Table 5 Experimental and Control Group Statistics	31
Table 6 Independent Samples Test	32

List of Figure

Figure 1 Sex Difference	24
Figure 2 Score Distributions	30

CHAPTER ONE

1. Introduction

This section presents the background, statement of the problem, basic research questions, objectives of the study, significance, delimitations, limitations, definitions of key words, and organization of the study.

1.1 Background of the Study

Vocabulary is one of the essential language components in studying English. Without proportional amount of vocabulary anyone will get trouble in speaking, reading, listening and writing. Because, people learn language to communicate with other; communication can be in either spoken or written. Thus, this study is to investigate the effects of using storytelling in vocabulary skills development on grade 9 students at Bashasha Secondary school students' vocabulary skills development plays an important role in overall achievement of students in general and at Bashasha Secondary School in particular. Vocabulary also plays a very important role in the major language skills: listening, speaking, reading, and writing. Mastery over required knowledge of vocabulary can make a foreign language learner an effective speaker, good listener, reader and writer. On the other hand, lack of vocabulary significantly affects these four language skills. Therefore, the teaching and learning of vocabulary needs special attention from both teachers and learners. Vocabulary is an inseparable part of any language learning process. It would be impossible to learn a language without vocabulary.

Harmer state, that if the language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. The relative necessity of vocabulary for the communicative function of a language is best explained by Wilkins, (1972) cited in Carter & McCarthy, (1988: p. 111) as, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Realizing how important the vocabulary and how difficult the students build up, the teacher of English should find out the solutions by creating an efficient and effective technique in teaching English vocabularies.

There are so many techniques for teaching vocabulary that make it more easy and fun. One of them is by using storytelling. According to Edgar all short story can be read in a single sitting. Short story is one of many kinds of English literature. Among literary genres, short

story seems to be the most suitable choice to build up vocabulary. The use of storytelling can be best method for students' vocabulary skills development.

In Ethiopia, English is taught as foreign language. Teaching English as foreign language (TEFL) began earlier and it is still given in countries like Ethiopia, Kenya, and Malaysia, Israel etc. because of social and economic status. The 1950s and 1960s in language teaching were times of methodological excitement. The methodology developed gradually from theory approaches to situational approach and then to communicative language teaching approach (CLT) Richards (2001). After 1970 to present CLT is used. This CLT today includes teaching macro and micro language skills. Here the researcher wanted to focus on one of the micro language skills, vocabulary skills, vocabulary learning. Vocabulary is one of the most important parts of language acquisition and EFL teachers should attempt to develop the learners' vocabulary and help them develop their communicative competence. (Ghoorchaei,2016) in Abebe & Yimer (2009) stated vocabulary plays an important role in language teaching and learning without which learners will not be able to develop other skills successfully.

Since the knowledge of vocabulary is the raw material for all thoughts and feelings to be expressed and conveyed through the medium of language that most of EFL learners suffer from lack of sufficient knowledge of vocabulary and can even be frustrated by not knowing the meaning of key vocabulary items in passage. Consequently, they find the task of vocabulary learning and others skills as tiresome. The knowledge of vocabulary is very important to make effective communication in both oral and written language. As Tesfaye Buche (2013) stated that though teaching vocabulary is important for effective communication, the majority of teachers do not use the various types of vocabulary teaching strategies via communicative language teaching methods.

Poor practice of vocabulary teaching does not allow learners to practice different learning activities because, learning the language means learning to meaning.'(Halliday, 1973) or as functionalists say, 'learning means conveying meaning.' The meanings of language can be semantics, pragmatics or discourse etc. Many learners of English are worried about vocabulary when they read. They want their teacher to translate or explain every word they do not know, or they think they have to look up every unknown word in a dictionary. But when we read or gain unknown word, we can infer or guess from the context of the given text. To do this, teachers should use literary genres in their English teaching as teaching aid

to help the learners since they give\ more chance to memorize the new words.

Storytelling can be used as teaching material to teach vocabularies. Because, Eren (2004) states they have the possibility of internalizing and reinforcing points in readers' efforts to communicate: they have motivational value and provides ranges of texts and an introduction to the many variables of English. Considering these functions the researcher wanted to focus on effects of short story to learn vocabularies in high schools. As Eren,Z.(2004) investigated short story has greater value to teach English because it can be short ,aims at a single effect, usually has plot, has a few characters, and no detailed settings .Not only Eren others, like Ompusunggu and *Etal* .(2018)as cited in Azizur (2019) also supported the use of storytelling in English classroom.

To apply storytelling in the class activity, extensive and intensive readings are very important. As Eren (2004) stated, before we use short story in the classroom, we should select the text based on the needs and abilities of the students, the linguistic and stylistic level of the text and the amount of background information required for a true appreciation of material. For example, vocabularies and sentences should be suitable, archaic, slang foreign words and allusions must be avoided, and cultural elements should be taken into consideration, while choosing the text. A short story must be realistic, naturalistic, fantastic, allegorical, modernist or post-modernist, and it may be about experience and action, a meeting, conversation, the events of day, the relation of a character or characters etc. These are the criteria based on which texts for the intervention would be selected. Therefore, this study aimed at investigating the effects of short stories that are selected as per the criteria mentioned above on the students' development of vocabularies of the target language.

1.2 Statement of the Problem

The aim of this study is to investigate the effect of using short stories on the students' learning of vocabularies at Bashasha Secondary School. According to the researcher's experience, at Bashasha Secondary School students encounter problems. Students suffer a lot in both receptive and productive language skills due to insufficient and limited vocabulary knowledge. Moreover, the students exert little or no effort to build their word size; therefore, they lack far behind understanding texts and lectures.

Strategies of vocabulary Learning can be viewed as a process of sub-tasks (Gu, 2003). Thus, a number of different vocabularies learning skills development can be used by learners to complete these tasks. That is, Gu (2003) enumerates, inter alia, guessing the meaning of a

word, looking it up in the dictionary, taking notes, rote repetition, using the word actively. Language teaching approach (CLT) has been an effective language teaching approach. It is widely implemented in Ethiopia schools. CLT as an approach may have its own limitations and problems when it comes to actual class settings. However, as compared to traditional language teaching methods, it is relatively an effective language teaching approach.

In Ethiopian students learn English as foreign language in all grade levels. Thus, the teaching and learning of English in our high schools would be expected to integrate storytelling since they have benefit for making reading comprehension skills easy, interesting and enjoyable. Storytelling also plays as crucial role in enhancing EFL learners' vocabularies. It is believed that the more students read the wider their scope of the vocabulary knowledge become (Blachocicz & Fisher 2004).

The inclusion of short stories in the (ESL/EFL) curriculum offers the following educational benefits according to Arloqu cited in Ayalew Aragie (2017: p.19). It makes the students reading task easier, enlarges the advanced level readers' world view, motivates learners to read authentic materials, gives students the chance to use their creativity, makes students feel themselves comfortable and free, and help students to go beyond the surface meaning and dive into understanding meanings Arloqu, (2011: p. 11-18). In brief the use of short story seems to be very helpful technique in today's foreign language classes as it is short, it makes the students' reading task and teachers' coverage easier (ErenZ.2004).

In addition, Ayalew Aragie (2017) conducted a research on the effects of short stories in grammar teaching specifically simple past and present perfect tense on Grade11 students, but which did not include effects of short stories in teaching vocabulary. Therefore, the researcher made experiment to fill this gap since students can learn a lot about vocabularies using short stories. But this technique does not seem to be in use in our school. This situation so initiated the researcher to examine the effects of short stories in vocabulary learning of grade nine students at Bashasha Secondary School.

1.3General Objective

The general objective of this study is investigating the Effects of Using Storytelling in Vocabulary Skills on students in EFL classes.

1.4 Specific Objectives

The specific objectives of the study were:

1. To find out the effect of using storytelling on vocabulary skills development of grade 9 students at Bashasha Secondary School.
2. To introduce new words of the target language through storytelling
3. To analyse the process of learning vocabulary through story telling activities.
4. To identify how story telling is significant on vocabulary skill development of grade 9 students at Bashasha Secondary School.

1.5 Basic Research Questions

The present study seeks answers to the following research questions:

1. To what extent does using story telling affect grade 9 students' vocabulary skills?
2. Is there any statistically significant difference on grade 9 EFL students' vocabulary skill development between control and experimental groups after using storytelling?

1.6 Research Hypothesis

The study has the following research hypothesis:

1. Using storytelling technique as a means for acquiring vocabulary can help students to enhance their vocabulary knowledge and help to memorize it when needed.
2. Using storytelling by teachers in class room brings out significant difference in language learning (i.e. vocabulary learning) as compared to a situation where no storytelling is used. So, there is significant difference between control group and experimental group in vocabulary skills correctly by using storytelling as a means of learning.

1.7. Significance of the Study

This study is of both practical and theoretical significance. Firstly, it adds to our limited knowledge of how Bashasha secondary school EFL language learners develop their vocabulary skills. Secondly, it adds to our current understanding about the effects of reading storytelling as a vocabulary skills development. Thirdly, findings of this study can be used by various stakeholders i.e. curriculum , material developers and language teachers assisting students' their vocabulary skills.

1.8 Delimitation of the Study

The study is delimited on grade 9 students at Beshasha secondary school in 2015 E.C.

1.9 Limitation of the Study

This study has limitations on its coverage that this study only focused on grade 9 students at Bashasha Secondary School. The study generalized by focused only on two selected stories that were taken by the researcher.

1.10 Definition of key terms

Vocabulary mastery

In this study, mastery means complete knowledge or great skill that makes someone a mastering a certain subject. In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is students' great skill in using words of language, which is acquired based on their interest, needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components language.

Difficulty in learning vocabulary

There are several factors that make English vocabulary difficult to be remembered and forgotten easily such as difficulties in production, spelling, idiomatic, and overlap in meaning. The other factor is the students' interest in learning is low. Many students give less attention when teaches explain the materials.

Vocabulary learning strategy

Williams and Burden (1997) define language learning strategies as techniques used by learners help make their language learning be more effective and increase their independence and autonomy as learners. According to Rubin (1987 and O'Malley and Chamot (1990, language learning strategies as any set of actions, plans, tactics, thoughts or behaviors that the learners employee to facilitate the comprehension, storage, retrieval, and use of information. Stern (1992: p. 261) explains, "The concept of language learning strategy is based on the assumption that learners consciously engage in activities to achieve certain goals that they exercise choice procedure, and that they under take". From the experts' explanations,

I conclude that language learning strategies are the way learner used to learn a language. O'Malley (1985) and O' Malley and Chamot (1990), confirm that most language learning strategies are used or vocabulary learning tasks. So, one way to help learners to enhance their knowledge of second language vocabulary is through equipping learners with a variety of vocabulary learning strategies. According to Rubin (1975), vocabulary learning strategies can also be considered as a subset of general learning strategies in second language acquisition. According to Nation (2001), vocabulary learning strategies are one part of language learning strategies which in turn are part of general learning strategies.

As Schmitt (2000) also said that learning vocabulary in the second language requires the use of vocabulary learning strategies which have been receiving much attention in the field of second language learning. Other than that, the research has shown that many learners do use more strategies to learn vocabulary especially when compared to such integrated tasks such as listening and speaking. Those are mostly inclined to use basic vocabulary learning strategies (Schmitt, 1997). It means that learn vocabulary, the learners would rather use more strategies than to do listening and speaking tasks.

From all above, the vocabulary learning strategies use are the knowledge to use strategies to find out and memorize meaning of unfamiliarly words and retrieve when needs arise whether in oral or written aspects.

Storytelling

Storytelling is one of the most important concepts in this research, since this strategy will help us prove how effective the process of learning vocabulary is through telling stories to the learners. According to Rafik (2005), "A tell is an invitation for a trip in the imaginary world of the child in us, it the root of all fiction, so of humanity". Reading or listening to tell is inactively the people from all ages enjoy. Children love to listen to stories and use their imagination to create the scene. "Words are often remembered within the context of the particular story or situation in which they were first encountered" Bowen and Marks (1994).

It is really good formula to help children to learn vocabulary through stories according to specific topics, in this way it will be easier for them to use every single word in contexts and will represent more significant learning for learners. According to Deacon and Murphy (2001), mention the deep impact of storytelling, since to them storytelling can reach into the emotions of learners; it will help them too to have a mental participation or active perception

that enables children to enter the story. Taking into account that storytelling could be one of the most significant strategies to teach vocabulary, we will mention some ways to teach through telling stories.

Barzaq in Skhela (2010) defined storytelling as a knowledge management technique, away of distributing information, targeted to audiences and a sense of information; she added the visual storytelling is a way of telling stories through images. In telling the story, the teacher should follow five sequential components so that the story will be effective in the process of learning. Morgan and Dennehy in Eck (2006) delivered those five sequential components:

- 1. The setting:** adscription of the time, place, characters and context so you provide something the audience can mentally image and feel a part of.
- 2. Buildup:** a sequence of events that warns the listener that something or (usually some type of conflict) is about to happen. This creates suspense, interest and attention.
- 3. Crisis:** The climax or high point of the story. This is also the place to introduce a new element and or a turning point.
- 3. Learning:** point out what the central characters learned. Here lies the lesson of the story.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Definition of vocabulary

Different scholars define English vocabularies /meanings of meaning in various ways. Nunan (1999) defines vocabulary as ‘one of the most essential components of language which makes it plausible to at least acquire the most frequently occurring words to communicate in language. ’Rahmawati N. (2020) also said that vocabulary is a basic part that needs to pay more attention before going to the next level of learning., ‘Vocabulary is a set of words a person knows or words of language collectively’ (Oxford Dictionary).

In current students’ English learning, vocabulary learning means learning the meanings of words, so it is better to look the meanings of meaning by itself. Meaning is a definition or connotation of words (Oxford Dictionary). Actually it is difficult to define the meaning of meaning. Even some linguists cannot express them in one or more than one sentences in order that we can understand the meaning of meaning. Tadele Mamo, in his teaching handout stated the following definitions of meaning given by some linguists: It can labeled as an intrinsic property of something, the words related to that word in a dictionary, the connotation of the word, the thing to which the speaker of what word refers and the thing to which the speaker of what word believes is being refers to.

Based on the theoretical assumptions of critical linguistic meanings are the results of the interaction of readers or hearers (Researcher’s own previous learning diary). From the above definitions we can understand that meaning is everything communicated by using languages. Thus meaning is everything communicated by languages (written, Spoken and body languages) in which it can be an intention, information, expression of feelings ,ideas etc. Meaning is complicated. A Words meaning cannot be simply gained by consulting the dictionary, because the dictionary definitions are context free. For example; ‘Fassil kenema beats 2:1 Ethiopia Buna. ’‘The man beats the dog when it lies on the floor’. In these examples the word beats has different meanings in different contexts. In the first sentence it has a meaning of wins in the second sentence it has a meaning of hits.

Langan, (1997:p. 451) say that a good vocabulary is a vital part of effective communications. A large stock of words can make a better speaker, listener, reader, and write. In learning

English, students shall understand what they should do when they receive a language assignment. They should be guided to understand the assignment and make it a habit to use more new language to enrich their vocabulary. Vocabulary is one of the elements in language that cannot be separated from learning English. It is hard to master the four language skills without mastering or understanding a large number of words, because this is fundamental to learning a language. Vocabulary is a number of words or phrases; that are usually arranged and translated systematically. Ur (1996: p. 60) States that vocabulary can be defined, roughly, as the words we use to teach in the foreign language. Wright (1995: p. 697) defined vocabulary as follows: first stock words used by a person, class of people, profession, etc. Secondly, collection or list of words, usually in alphabetical order and defined from the definitions above, we can conclude that vocabulary is a number of words or phrases which can help learners to communicate and understand the teaching- learning process of a language. People can say a lot with words. There is not much you can say with grammar only. This means that, vocabulary is an important element needed for the four skills in English: reading, speaking, listening and writing.

Accordingly, Nation, (1990: p.51) states that vocabulary is not just words. When talking about vocabulary, it includes meanings and using words in appropriate structures there were four different ways to think about words: the first thing wended to know is: what does it mean? Pronunciation, when a new word is learned, we need to learn how to say it well. Make sure of the stressing of each syllable. According to Thrombury's statements (2002:p. 13) that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This means that vocabulary it is the component of the language for people to deliver their minds, ideas or feelings. By having or knowing sufficient stock of words, they can communicate well. It would be impossible to learn a language without vocabulary, when students start to study and also before students learn further about the four skills i.e. listening, speaking, reading and writing; the first aspect that they have learnt is vocabulary.

Besides, vocabulary is one of the language aspects that are presented in the classroom during the process of language teaching. Teaching vocabulary is not only matter of allowing the students to know and then memorize a stock of words but also providing the students with knowledge to comprehend and apply the words in real contexts. In mastering vocabulary, students should master some elements of vocabulary, such as pronunciation of the word, spelling of the word, meaning of the word, and the use of the word itself. The new words are

learned unintentionally while the students read or listening material. So if students know the meaning of words widely, they can comprehend what they speak automatically by mastering vocabulary. To achieve these aims, the learners are expected to master a large number of vocabularies.

2.2 The Importance of Vocabulary

Learning vocabulary is very important to understand or use language in everyday life. Especially in learning a new language, every human being must know the basics of words and learn vocabulary in the language they want to learn. Learning vocabulary is not easy, let alone not having the desire from the heart to learn it.

Vocabulary plays an essential part for learners in learning a language (Cameron, 2001). Although it has been underestimated for a long time, especially for those who are affected by Vygotsky's theories, the significance of words is gaining researchers' attention. According to Linse (2005), the development vocabulary has a huge influence on the development for learners' language. Schmitt (2000) highlights the central role of vocabulary in communicating and acquiring a new language. Nation (2001) emphasizes the strong relationship between the lexical resource and language use, in which vocabulary knowledge encourages language use and conversely, language use broadens the knowledge of vocabulary. He also states that vocabulary plays a vital role in all language skills.

Other researchers such as Bhakati and Marwanto (2018) agree with Nation's statement. They notice that the learners will get lost and confused if they lack the vocabulary so that they cannot express themselves in speaking, reading, writing and listening in both daily conversation and academic subjects. Rivers and Nunan (1991) explain that without vocabulary, learners cannot communicate comprehensively. Researchers such as Lafuer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) emphasize that vocabulary is significant for successful second language use and for the formation of reading and writing text (as cited in Alqahtani, 2015).

Zimmerman in Anisa (2016) states that vocabulary is central to language and critical importance to the typical language learning. Vocabulary should not be neglected by those who learn a language. It even needs to be mastered if someone wants to master the four language skills. Inadequate vocabulary obstruct students' development in learning English. Moreover, Blachowicz, Fisher, & Watts-taffe (2005) emphasized that to affect reading performance; vocabulary knowledge affects a student's ability to participate fully in both

social and academic classroom routines. In this regard, all students can benefit from vocabulary instruction, especially if that instruction is tailored to individual strengths and needs.

2.3 The types of Vocabulary

Vocabulary can be classified into the following types: those are receptive and productive vocabulary. Receptive vocabulary means that how the learner can know and recognize the word when it is heard, and of what grammatical pattern the word will occur. In this type, they can distinguish the word from another word with a similar form. The other type of vocabulary is productive vocabulary that productive vocabulary means that how the learner can pronounce the word, how to write and spell it, and how to use it in grammatical pattern along with the word which usually collocates with it. (Nation, 1990: 29). Also, Aeborsold and Field (1977:139) divide vocabulary in two terms as follows: The first type is active vocabulary. In this type, the learner can use the words in speaking or writing and it is also called productive vocabulary. In fact, it is more difficult to put in to practice. It means that the students should know how to pronounce the words well, they should use the grammar of the target language and they should also understand the connotation meaning of the words.

The other type of vocabulary is passive vocabulary. In this type, the students are able to recognize the word but they are not able to produce it. It can be understood in the context of reading or listening and also called receptive vocabulary. At the beginner and elementary levels most words are active and some words will belong to the students' passive vocabulary. From above explanation, every expert in every book is different in classifying the types of vocabulary, because every person has different ideas and opinions. One can say vocabulary is of two kinds function and content words.

2.4 Technique in teaching vocabulary

According to Nation there are some vocabulary teaching techniques, as follow

By explanation verbal: Doing verbal explanation can be done by using analytical definition, putting a new word in defining context. (E.g. an ambulance takes sick people to hospital) and translating in to another language.

By demonstration or pictures : Demonstrating can be done by using an object, using gesture, performing an action, drawing, diagrams and pictures from books.

Contrast (opposite/antonyms) : Teacher can present the meaning of male by contrasting it with female; far by contrasting it with near, good by contrasting it with bad, students will learn two words rather than one.

Word games: Some variation of language that can be used to train and revise a vocabulary. You know crossword puzzles and scrabble. From the above examples, these are some ways of teaching similar vocabulary (antonyms), synonyms, demonstration, explanation and word game. Such techniques can be developed by telling stories, one that can include such techniques in the vocabulary of teaching. Based on the explanation above, there are several vocabulary teaching vocabulary techniques, namely explanation, and demonstration that can be used in the application of storytelling as learning media, which can improve students vocabulary skills.

2.5 Teaching vocabulary

Because of the undeniable role of vocabulary in learning new language, the way to teach new words should be emphasized. Teaching vocabulary is a central part in teaching new language. (Walters, 2004) .Jordan (2012) evaluates teaching vocabulary as an important task in English because it is related to all four language skills (as cited in Bhakati and Marwanto, 2018). However, it is indicated that teachers are confusing in teaching vocabulary because they do not know where to begin to teach. (Berne & Blachowicz, 2008). They are strangling in seeking the way to teach to get satisfying results (Alqahtani, 2015). Teachers should be frequently update new techniques in teaching vocabulary as well as prepare for themselves various materials to apply in their classes. Bhakati and Marwanto present some factors should be considered in teaching vocabulary including the purpose of the lesson, the number of vocabulary items to relearn, the importance of the new words in communication in their students. Besides, in Cubukcu's research (2014), the writer lists some characteristic of good vocabulary instruction as below:

Vocabulary instruction should take place in a "word-rich environment" that activates learners' consciousness about words. Teacher not only needs to instruct words intentionally but also creates chances for repetition and practice. Generative elements of words and how to learn new words should be taught for the aim of improving students 'independent learning. However, in order to apply these approaches in teaching is not easy task. Teachers need to have the understanding about the language and teaching methodology.

2.6 Story Telling

2.6.1 Definition of storytelling

“Storytelling is the art or craft of narration of stories in verse and prose, as performed or led by one person before a live audience; the stories narrated may be spoken, chanted, or sung, with or without musical, pictorial, and other accompaniment and may be learned from oral, printed or mechanically recorded resources, one of its purposes may be that of entertainment”(Wright, 1995: p. 4). Bailey (2005: p. 18) says that “storytelling is the art of sharing aloud mythology and legend, fables, folk, and fairytales, family stories and original tales in the oral tradition”. Moreover, Shorrocks (1995:p. 60) states that “storytelling technique is the act using voice and body language to communicate a narrative directly from one person to another”. In addition, story is the full sequence of events in a work of fiction as we imagine them to have taken place, in the order in which they would have occurred in life. Furthermore, Leung (2004: p. 24) argues that “storytelling is about organizing information into a meaningful context, conveying emotions and building in community”. Based on the definitions, it can be inferred that storytelling is retelling a literary text that has a sequence of events including the act of using voice and body language to communicate the text from one person to others in colorful ways to create scenes. When using stories in the classroom, teachers shall consider the importance of the story, the characteristics of a good story, and the types of stories which are most suitable for the students being taught. Teaching English through stories needs good technique. According to Wright (1995:p. 10), “the teacher should consider technique before telling the story, the ways of the beginning, the manner, the voice, the language, the accent and the body”. According to Thompkins and Hoskisson, (1995: p.316). “Stories give meaning to the human experience, and they are a powerful way of knowing and learning”

2.6.2 Procedures of teaching with storytelling technique

There are some steps that can be followed by teachers in applying storytelling. In his works, Harmer (2001:p. 35) explains the steps as the following.

The teacher divides the teaching materials into two parts. She will write the topic on the white board and ask the students what they know regarding to the topic. Then she puts the students' pairs, the first part of the materialist given to the first pair in a group while the

second will be given to the second pair in the group. Then the students are asked to read or listen to their respective parts. After that, she asks the students to take notes and enlist some key words or phrases in the irrespective parts. The number of words or phrases can be adjusted in accordance with the length of reading text. While remembering or paying attention to parts that have been read or heard, each students tries to compose other parts that have not had been read or heard. The students' own version of the composition is, of course, not necessarily the same with the actual material. When they complete their writing, some of them may be given the opportunity to read their essay results. This activity can be done with a discussions can be carried out between a couple (pair) or with the whole class. In accordance with the explanation, it can be clearly seen that storytelling Technique is closely related to using vocabulary. The main reason is that because students are actively engaged in oral production by telling and retelling the story.

2.6.3 The advantages of storytelling

Students develop an understanding about stories as they read and write during learning activates at school. Jalongo (2000:p. 143) says sharing stories with students is an essential part of their growth in literacy because stories increase students' knowledge and understanding of other races and beliefs. The other benefits of storytelling introduce students to a wider range of story sharing experience, stimulate students' imagination. Moreover, expand vocabulary and provide students with good models of structure, usage and enunciation.

In addition to, encourage students to listen, concentrate, and follow event structure materials, challenge assumptions and introduce new ideas in a non-threatening way, develop students thinking skills, nurture and encourage a sense of humor, and increase students' appreciation of literature and reinforce cultural values. Jianing (2007:61) provided some reasons that make the storytelling technique are commended technique for use in EFL speaking class room they are: First, stories can motivate and make students interested because the contexts of the stories can attract listeners and promote students' attention to communicate. Secondly, stories are regarded as the modals of language and treasures of the culture because for hundreds of the years thousands of stories have been created. Thirdly, learners at various language level and ages can find suitable stories to read and to tell. Besides, stories are inexpensive and can be easily accessed. Finally, the lively and real life contexts created in story can encourage readers and listeners, especially students to talk and discuss the stories

with each other. This means that the talker answer to hearer to say and communicate a story the reason they have own favorite story in their life that is usually shared and communicated to their classmates, either at school or other place.

2.6.3.1 Selection of Stories

There are a number of issues that the storyteller should consider prior to using them with their children. Firstly, knowing clearly who the teller is, his/her style and what stories the teller likes can predict the success of storytelling lessons. Each storyteller has different ways to tell story based upon their experience. Regarding the criteria to select a story teller, Morgan, and Rinvold (1984) stress on the story the teller enjoys. Spaulding (2011) states that the story is chosen to tell should be appropriate to one's "own sense of values, sense of humor, and Comfort level with self-exposure." Frankly speaking, a story should not be the best choice when the teller does not enjoy telling it, does not feel it easy to remember, or does not does not the meaning. Secondly, it is vital to decide which story to tell, for the success of lesson is much dependent on the material selection. Hence, understanding the types of stories is necessary.

Spaulding (2011) lists the following types of stories: folklore (folk and fairy tales), wonder tales, pour quoi tales, myths, legends, fables, parables, ballads, hero tales, epics, modern fantasy, tall tales, urban legends and personal story. Though each type of story has its own advantages, the teller needs to decide which types he or he enjoys most, and the appropriate audience. Finally, there are other issues like heritages, culture, religion, and versions of stories should be considered (Spaulding, 2011). Avoiding restrictions of culture, religion, and heritage helps the storytelling less risky.

2.6. 4 Challenges and difficulties in using story telling in the classroom.

Though using storytelling in the class room can improve children's lexical knowledge, teachers might have to face many difficulties in applying the method in classroom. According to Dolzhkova (2014), there are five obstacles faced by teachers in conducting storytelling method in the classroom including: A large number of students will create difficulties in managing children, the students' diversity is another challenge because teachers need to understand their personality, teachers need to prepare carefully for story, media and class room activities, teachers may not have enough time to fully impairment the story and stories in the market are limited and not adequate for teaching, which requires teachers to create their own stories.

CHAPTER THREE

3. Research Design and Methodology

3.1 Introduction

This chapter describes the methodology that would guide the study. Specifically, the chapter gives information about research design, target population and study location, data collection instruments, sample size and sampling technique. In addition, it discusses data collection and data analysis procedures. Finally, the chapter discusses ethical considerations of the study.

3.2 The Research Design

In this study, the researcher used the experimental research design to detect the effects of using storytelling on students' vocabulary skills development. The reason why experimental research design is selected is that an experimental research design is the process of carrying out research in an objective and controlled fashion so that precision is maximized and specific conclusions can be drawn regarding the hypothesis statement. The purpose of using this design is to establish the effect that a factor or independent variables has on dependent variable. Therefore, two stories were selected to present for the experimental groups only. The whole experimental group was taught for one month.

3.3 The Research Method

The method of this study was mixed research approach. The researcher used both quantitative and qualitative research approach together. This helps the researcher to reach on valid conclusion by using the combination of both methods. A mixed methods research design is a procedure of collecting, analyzing, and mixing both quantitative and qualitative methods in a single study or a series of studies to understand a research problem

3.4 The Research Setting

Beshasha Secondary School in Jimma Zone, Oromia Regional State, specifically in Gomma Woreda Beshasha town was selected for the study. The reason which made the researcher to select this school was since he was working in it making the school convenient. In this school there were 52 teachers, 6 administrative workers and 2420 students in 2023 academic year.

3.5 Sources of Data

For the purpose of this study, the researcher only employed the primary sources of data. The primary source of data for this research was grade 9 students' and their respective English teachers at Beshasha Secondary School.

3.6 Study Population

The researcher decided to choose grade 9 students' and 3 English teachers for two reasons. The first reason is that the researcher believed that the respondents at this grade level can have a unique experience with regard to English language teaching and learning at Beshasha Secondary School, because grade 9 students start to use English to as a medium of instruction in the school subjects.

3.7 Sample Size and Sampling Techniques

According to the information from the school, in the 2015 academic year, there are 420 grade nine students in 8 sections. The target population of the study is grade nine students at Beshasha secondary school. In line with, 420 students are taken as a population for the study. So, the total population size is 420. But, the researcher took 56 students (28 girls and 28 boys) randomly, two students (one boy and one girl) from each section. The respondents 14 boys and 14 girls were selected randomly from each section of the total population of grade 9 A and D students respectively using the lottery method. Because, it gives each element in the population an equal probability of getting inland it gives each possible sample combination an equal probability. So, these 56 students were divided in to two as the experimental group (EG) and control group (CG).

3.8 Research Instrument and Procedures of Data Collection

In order to address the objectives of the study, three data gathering instruments such as test, observation, questionnaire and interview were used.

3.8.1 Tests

There were was pre-test and post-test given for both controlled and experimental groups. The 15 likert scale types of questions were distributed to both groups. Then the post –tests were administered for both groups with the same numbers of questions.

3.8.2 Observation

Observation is also another method which was used to collect the data. During the experimental class, group discussions were conducted to see as to how the students interact with each other and their teachers.

3.8.3 Questionnaire

A third data collection instrument for this study is questionnaire. It is used to assess the experimental group students' general reflection on the use of storytelling in improving their vocabulary skills and the treatment they take part in. The main purpose of this questionnaire is to answer the second research question. The questionnaire is adapted from Ayalew's (2017) research and modified by the researcher. It is a 5 point Likert scale (from strongly agree to strongly disagree) administered after the treatment before the post test. Similar to the pre-test and posttest data collection tool, the reliability and validity of the questionnaire to check the active involvement of the school English teachers. Further, to check the validity of the questionnaire, the researcher had given the questionnaire to his advisor. After the necessary amendments were made to the questionnaire it was distributed to collect the data that related about the students' skills of using storytelling in developing their vocabulary skills.

3.8.4 Interview

The other important data collection tool of this study was of teachers' interview. The semi-structural interview questions were developed and interview was conducted with three subject teachers. The interview questions were used to cross –checked whether the teachers were used story to teach vocabulary skill in class rooms. The researcher designed six interview questions for the teachers in line with the objectives of the study. The interview was carried conducted with teachers at Beshasha Secondary School compound.

3.9 Validity and Reliability

In this study, there important characteristics of a good test which are: validity, reliability and practicality were given due focus how the instruments are consistent to meet the objectives of the study.

3.9.1 Validity of the test

According to, Harrison (1983: p.11) defines the validity of the test as “the extent to which the test measures what it is intended to measure.” The researcher implemented piloting, the pre-test and post-tests given to both groups (the control and experimental).

3.9.2 Reliability of Test

To measure the consistency of scoring, the inter-rater reliability of the designed vocabulary tests are to measure and calculate the two raters who scored the test. According to, Gray (2004) inter-judge reliability compares the consistency of observation when more than one person is judged. The degree of inter-rater reliability is used to establish correlating the scores obtained from the test one to test two. It is assessing through correlation coefficient.

A post hoc analysis using the study sample generated a Spearman Brown coefficient of 0.75 which confirmed the reliability of the survey instruments. Reliability of the instrument was also be established by the researcher through the use of Cronbachs Alpha co-efficient method of internal consistency which was computed through the use of statistical package for social scientists. Therefore, the result after pilot test was 0.88 which is much higher than the greater than the threshold value of 0.65 and very reliable.

Table 1 Reliability Statistics

Reliability Statistics		
Cronbach's Alpha	No of Items	Meaning
0.884	15	Reliable

Source: SPSS Result, 2024

3.10. Data Gathering Procedure

Before collecting data, the researcher took letters of cooperation for research and permission from Jimma University and the School director respectively. According to Cohen (2000), researcher need to ensure not only access is permitted, but it is, in fact, participle. Therefore, the researcher ensured that the access to the sampled school is practical. The researcher took appointments with the sampled students and teachers through the principals and visited the school. Class teachers were assisted the researcher to get the participants in the sampled class. Before administering the study, the researcher met participants and explains to them the purpose of the study and their importance in the study. The researcher then administered

the study by himself to the sampled students and teachers.

3.11. Methods of data Analysis and Interpretations

The collected data analyzed through two ways: calculation and tabular form. The calculation has been made to show test result difference between pre-test and post-test and the results of the control group and the experimental group. Those results to show in tables and explanations give about the questionnaires which are to give for both English teachers and students, and to explain the tests. So it is possible to say the researcher employed both quantitative and qualitative methods. And also to analyses the results of the pre-test and post-tests, the researcher also applied SPSS Software.

3.12 Ethical Considerations

Respect and consideration to the participants is an important aspect of research. Research ethics calls for responsible conduct of researcher. According to Cohen (2000) describes at all times, the welfare of subjects should be kept in mind by the researcher. Therefore, the researcher of this study will take into consideration the three areas: consent, privacy and assent.

CHAPTER FOUR

4. RESULT AND DISCUSSION

4.1 Introduction

The following section presents about the quantitative data obtained from both control and experimental groups. The analysis also includes the interpretation of the result of both groups through triangulation of the previous similar studies, and how the story telling made differences of vocabulary skill development among trained and non-trained students. The study included both an experimental and a control group to investigate the use of short stories for learning English vocabulary among grade 9 students. In terms of the sex distribution, the experimental group had a slightly higher percentage of female participants at 57.1%, compared to 53.6% in the control group. The male participants made up 42.9% of the experimental group and 46.4% of the control group.

When examining the age distribution, the majority of participants in the experimental group were in the 15-17 age range, accounting for 50.0% of the group. This was followed by the 18-20 age range, which made up 35.7% of the experimental group. A smaller proportion of participants were in the 20-22 age range (7.1%) and the over 22 age range (7.1%) in the experimental group.

In the control group, the 15-17 age range was even more dominant, with 78.6% of participants falling into this category. The 18-20 age range accounted for 17.9% of the control group, and there was only one participant (3.6%) in the 20-22 age range. No participants in the control group were over the age of 22.

This demographic information provides important context for understanding the characteristics of the participants in the study and how factors such as age and sex distribution may influence the outcomes of the intervention involving the use of short stories for vocabulary learning.

4.2 Demographic Variables

Table 2 Demographic Characteristics of Respondents

		Groups			
		Experimental		Control	
		Count	Column N %	Count	Column N %
Sex	Male	12	42.9%	13	46.4%
	Female	16	57.1%	15	53.6%
Age group	15-17	14	50.0%	22	78.6%
	18-20	10	35.7%	5	17.9%
	20-22	2	7.1%	1	3.6%
	>22	2	7.1%	0	0.0%

This table 4.2 appears to be a bar graph comparing the performance of male and female participants in an experimental and control group. The data shows the "Count" or number of participants on the y-axis, divided by sex (Male and Female) on the x-axis. In the "Experimental" group, the male participants had a count of 12 (21.43%) while the female participants had a count of 16 (28.57%). In the "Control" group, the male participants had a count of 13 (23.21%) while the female participants had a count of 15 (26.79%).

This data seems to be related to an educational study or experiment, potentially examining the effects of a short story-based intervention on vocabulary development in grade 9 students. However, without more contexts about the specific details of the study, the researcher cannot provide a comprehensive analysis or interpretation of the results shown in this graph.

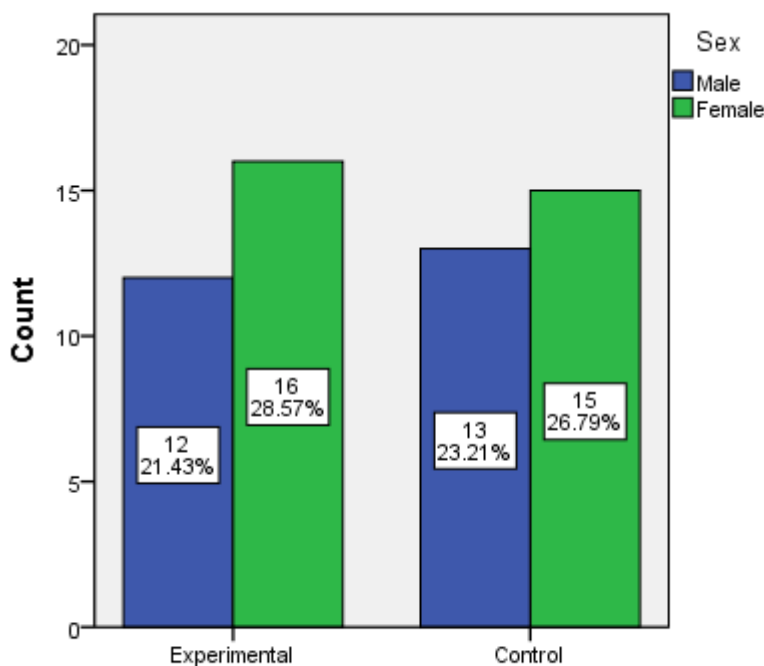


Figure 1 Sex Difference

The experimental group participants generally held positive perceptions of using short stories as an approach to improve vocabulary performance. Over 40% agreed that short stories are interesting and motivating materials, and they believed that short stories should be given more emphasis in language teaching for vocabulary improvement (Table 1) (Akyel & Yalçın, 1990; Hirsch, 2003; Paran, 2008).

The majority of participants expressed favorable attitudes towards using short stories for vocabulary learning. Most agreed that they now like to use short stories to identify vocabulary items more than before, and they found short stories effective in helping them understand the use of vocabulary. Many also strongly agreed that short stories aid them in guessing the meanings of new words from the context (Table 1) (Krashen, 1989; Nation, 2001; Schmitt, 2008).

In terms of their experiences with the short story-based vocabulary instruction, the participants found the instructional procedures to be clear and suitable for improving vocabulary. They reported that the short stories helped them associate new words with the objects they refer to, and they found short stories appropriate for solving vocabulary difficulties in contexts (Table 1) (Lazar, 1993; Duff & Maley, 2007; Hanauer, 2001).

The participants perceived several benefits of the short story-based vocabulary learning approach. Many agreed that participating in the short story-based treatment showed them how to use their own vocabulary learning strategies, and they are more likely to make permanent improvements in their vocabulary performance as a result of learning through short stories (Table 1) (Watkins & Astilla, 1980; Hedge, 2000; Maley, 1989).

Regarding motivation and engagement, over one-third of the participants agreed that they were more motivated and pleased by vocabulary lessons using real-life situations in short stories than those in the textbook. However, there was some uncertainty about the appropriateness of the length and cultural integration of the short stories provided (Table 1) (Povey, 1967; Brumfit & Carter, 1986; Collie & Slater, 1987).

Overall, the data suggests that the majority of the experimental group participants had positive perceptions, attitudes, and experiences with using short stories for vocabulary learning, finding the approach effective, motivating, and beneficial for improving their vocabulary performance and understanding (Table 1) (Elliot, 1990; Spack, 1985; McKay, 1982).

4.3 Analysis Result of Experimental Group (n=28)

Table 3 Description on Experiment group

Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Literary texts (short stories) are interesting and motivating materials to improve vocabulary performance	5 17.9%	4 14.3%	7 25.0%	9 32.1%	3 10.7%
Short stories should be given more emphasis in language teaching to improve students' vocabulary performance.	7 25.0%	4 14.3%	3 10.7%	11 39.3%	3 10.7%
I like to use short stories to identify vocabulary items now than before.	5 17.9%	4 14.3%	7 25.0%	8 28.6%	4 14.3%
I am confident that using short story is effective to help me to understand the use of vocabulary	0 0.0%	6 21.4%	3 10.7%	16 57.1%	3 10.7%
Using short stories for vocabulary learning helps me to guess the meanings of new words from the context.	2 7.1%	2 7.1%	9 32.1%	7 25.0%	8 28.6%
The given short stories make me associate new words with objects refer to.	0 0.0%	1 3.6%	13 46.4%	4 14.3%	10 35.7%
I find short stories appropriate to solve any vocabulary difficulties in contexts.	1 3.6%	1 3.6%	6 21.4%	6 21.4%	14 50.0%
The instructional procedures that the researcher	1	3	5	13	6

applied using short stories during the treatment were clear and suitable to improve vocabulary.	3.6%	10.7%	17.9%	46.4%	21.4%
Participating or attending during the treatment in using short stories showed me how to use my own learning vocabulary	1	3	5	7	12
	3.6%	10.7%	17.9%	25.0%	42.9%
As the result of learning through short stories, it is more likely for me to make permanent improvement in my vocabulary performance.	2	3	6	12	5
	7.1%	10.7%	21.4%	42.9%	17.9%
I understand that using short stories in vocabulary.	2	2	8	7	9
	7.1%	7.1%	28.6%	25.0%	32.1%
I understood those new words in a short period time using short stories.	1	3	6	13	5
	3.6%	10.7%	21.4%	46.4%	17.9%
I was more motivated and pleased by vocabulary lessons which teach about real life situations than the activities given in our text books.	5	2	9	10	2
	17.9%	7.1%	32.1%	35.7%	7.1%
The short stories that you gave during the treatment had appropriate length and cultural integration	3	3	6	9	7
	10.7%	10.7%	21.4%	32.1%	25.0%
I plan my learning schedule on literary texts (short stories) in my vocabulary study.	2	3	5	13	5
	7.1%	10.7%	17.9%	46.4%	17.9%

The data on table 4.2 suggests that students generally have positive attitudes towards using short stories to improve their vocabulary performance. A majority of students (35.7%) agree that short stories are interesting and motivating materials for vocabulary learning, which aligns with research highlighting the value of literary texts in language instruction (Krashen, 1989; Lazar, 1993). Most students (28.6%) believe short stories should be given more emphasis in language teaching for this purpose, echoing calls in the literature for greater integration of literary resources in the language classroom (Collie & Slater, 1990; McKay, 1982).

In terms of the specific benefits of using short stories, the data indicates that they help students in several ways. Over half the students (57.1%) find that short stories aid them in guessing the meanings of new words from context, supporting the notion that literary texts provide valuable contextual cues for vocabulary acquisition (Qian, 2002; Laufer & Sim, 1985). Half the students (50%) said short stories help them associate new vocabulary with the objects they refer to, demonstrating the potential for literary materials to facilitate meaningful word-concept connections (Nation, 2001; Paribakht & Wesche, 1997). Close to half (46.5%) believe short stories are appropriate for solving vocabulary difficulties within contexts, echoing research on the benefits of contextual vocabulary instruction (Harmon, 1998; Graves, 2006).

The instructional approach using short stories also seems to have been effective. 42.8% of students felt the procedures were clear and suitable for improving their vocabulary, indicating thoughtful design of the lesson plans and activities. Over two-thirds (67.8%) said participating in the short story-based treatment showed them how to apply their own vocabulary learning strategies, underscoring the potential for literary texts to foster learner autonomy and strategy use (Chio & Frand, 2010; Aebersold & Field, 1997). 46.5% of students think learning through short stories is likely to lead to lasting improvements in their vocabulary performance, in line with research on the long-term benefits of vocabulary instruction integrated with literary materials (Pitts, White, & Krashen, 1989; Cho & Krashen, 1994).

Additionally, students appear to find short stories more motivating and engaging than traditional vocabulary activities. 35.7% were more motivated by the real-life situations presented in the short stories compared to textbook exercises, supporting the notion that literary texts can enhance learner motivation and engagement (Lazar, 1993; Duff & Maley, 1990). Most students (57.2%) also felt the length and cultural elements of the short stories provided during the treatment were appropriate, suggesting the materials were well-designed to meet learners' needs and interests.

Overall, the data paints a picture of students responding very positively to the use of short stories as a tool for vocabulary learning. The majority find it an engaging, effective, and motivating approach compared to more conventional methods, aligning with the growing body of literature advocating for the integration of literary resources in language instruction.

4.4 Analysis Result of Control group (n=28)

Table 4 Description on Control group

Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Literary texts (short stories) are interesting and motivating materials to improve vocabulary performance	5	3	8	7	5
	17.9%	10.7%	28.6%	25.0%	17.9%
Short stories should be given more emphasis in language teaching to improve students' vocabulary performance.	8	5	3	8	4
	28.6%	17.9%	10.7%	28.6%	14.3%
I like to use short stories to identify vocabulary items now than before.	3	1	5	6	13
	10.7%	3.6%	17.9%	21.4%	46.4%
I am confident that using short story is effective to help me to understand the use of vocabulary	1	4	11	6	6
	3.6%	14.3%	39.3%	21.4%	21.4%

Using short stories for vocabulary learning helps me to guess the meanings of new words from the context.	2	3	7	7	9
	7.1%	10.7%	25.0%	25.0%	32.1%
The given short stories make me to associate new words with objects refer to.	2	1	11	11	3
	7.1%	3.6%	39.3%	39.3%	10.7%
I find short stories appropriate to solve any vocabulary difficulties in contexts.	2	3	10	5	8
	7.1%	10.7%	35.7%	17.9%	28.6%
The instructional procedures that the researcher applied using short stories during the treatment were clear and suitable to improve vocabulary.	1	1	14	10	2
	3.6%	3.6%	50.0%	35.7%	7.1%
Participating or attending during the treatment in using short stories showed me how to use my own learning vocabulary	3	10	6	9	0
	10.7%	35.7%	21.4%	32.1%	0.0%
As the result of learning through short stories, it is more likely for me to make permanent improvement in my vocabulary performance.	13	8	1	1	5
	46.4%	28.6%	3.6%	3.6%	17.9%
I understand that using short stories in vocabulary.	2	4	3	7	12
	7.1%	14.3%	10.7%	25.0%	42.9%
I understood those new words in a short period time using short stories.	4	3	9	10	2
	14.3%	10.7%	32.1%	35.7%	7.1%
I was more motivated and pleased by vocabulary lessons which teach about real life situations than the activities given in our text books.	4	13	3	1	7
	14.3%	46.4%	10.7%	3.6%	25.0%
The short stories that you gave during the treatment had appropriate length and cultural integration	1	7	4	11	5
	3.6%	25.0%	14.3%	39.3%	17.9%
I plan my learning schedule on literary texts (short stories) in my vocabulary study.	5	3	2	7	11
	17.9%	10.7%	7.3%	25.0%	39.3%

On table 4.3 majority of the students (43%) of them agreed that literary texts (short stories) are interesting and motivating materials to improve vocabulary performance, however with regard to emphasizes given for short stories in language teaching to improve vocabulary performances , most (49%) of the students were disagreed and indicated that less attention has been given for short story in language class and thus resulted poor vocabulary development among the students .Further, on similar table that asked about whether students like or not to use short stories to develop their vocabulary , majority (68%) of the asked respondents disagreed and this underscored that most students are not in position to use short stories to develop their vocabulary skill.

By proceeding, majority (43%) of the students made their disagreement over the confident that using short story is effective to help them understand the use of vocabulary, which revealed that students lost their confidence over how short story is effectively help them to understand the vocabulary. Similarly, majority (57%) of the students denied that using short

stories for vocabulary learning helps students to guess the meanings of new words from the context and this confirmed that students do not thought that short story support them to guess the meaning of unfamiliar words. In addition, students were also asked whether the given short stories make them associate new words with objects refer to, majority (50%) of them made disagreement which show us that students are not experienced in associating new words by the help of short stories, with the regard to how short story solve any vocabulary difficulties in contexts, most (47%) of them refused and thought that short stories have no contribution in solving any vocabulary difficulties.

However, concerning the instructional procedures that the researcher applied using short stories during the treatment were clear and suitable to improve vocabulary, majority (50%) of the students remain neutral that labeled students were less informed and practiced short stories while developing the vocabulary in the class. On similar table, most (47%) of the students agree that being participated or attended during the treatment in using short stories showed them how to use their own learning vocabulary, and this confirmed that if the students are encouraged and developed the experience of using short stories to develop the skill of vocabulary, they will be able to develop the ways of guessing new words from its context. In similar response, majority (75%) of the students admitted that as the result of learning through short stories, it is more likely for them to make permanent improvement in their vocabulary performance. However, in contrary to the aforementioned result, most (68%) of the students disagree that they understand that using short stories in vocabulary which indicated that students have been challenging on how to use short stories to develop their vocabulary skill and there is lack of awareness and poorly reacting with short stories to guess the meaning of new words from the reading stories.

Concerning the time students use to understand new words in short stories, majority (71%) of the students made sure that they could not understood those new words in a short period of time using short stories. However, majority (61%) of the students replied as they are more motivated and pleased by vocabulary lessons which teach about real life situations than the activities given in our text books and this persuaded that students are happy if the vocabulary skill has been taught through story that teach them about real world , but majority (57%) of the students made their disagreement on the short stories that teachers gave during the treatment had appropriate length and cultural integration and this show us that the short

stories that brought to the class has its own influences to use short stories during vocabulary skill development .Therefore, the stories we need to use should be consider the students level, culture integrations and familiar stories . Finally, majority (54%) of the students denied that they planned their learning schedule on literary texts (short stories) in their vocabulary study and this convinced that students are never planned and made schedule to study vocabulary skill through short stories.

4.6 Score Distributions of the Groups (Control and Experimental)

Figure 2 Score Distributions

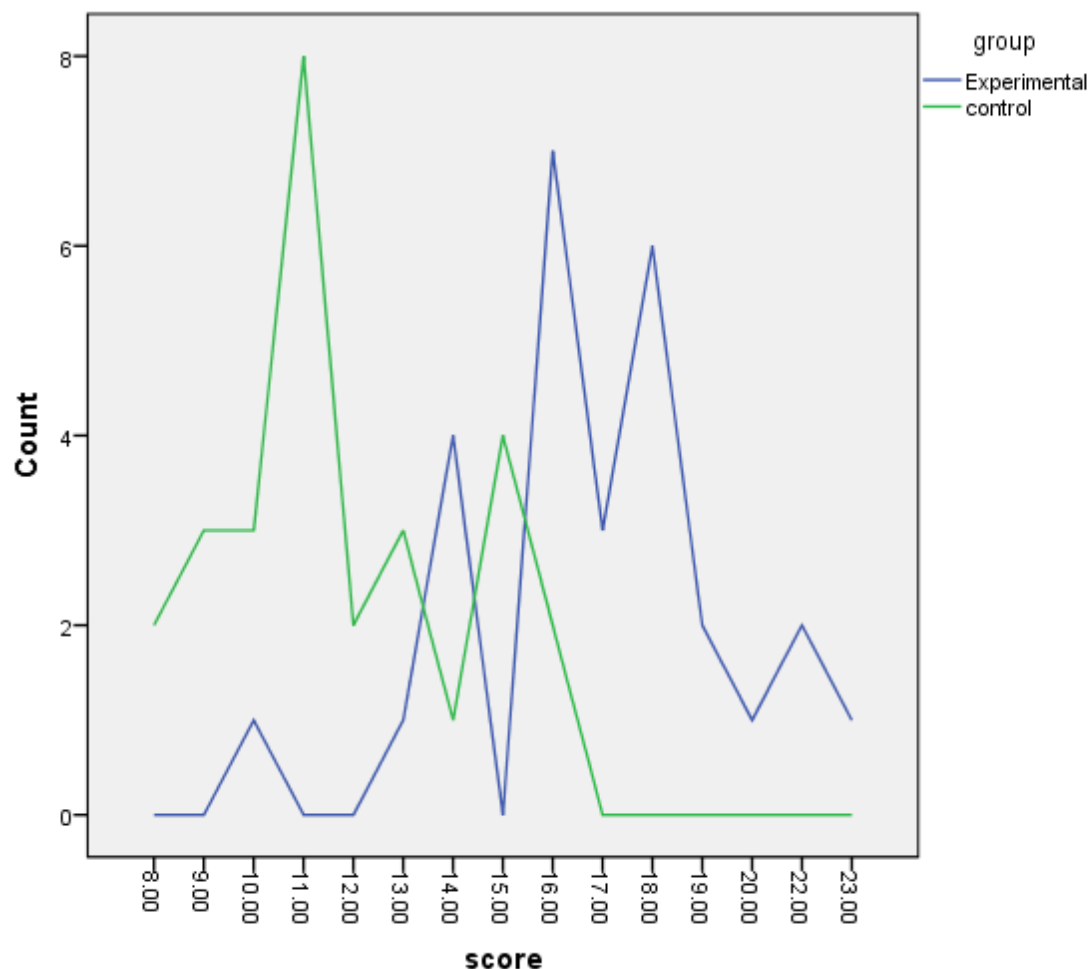


Figure 4.2 shows the score distributions for two groups, an experimental group and a control group, in some kind of study or experiment. The x-axis represents the scores, while the y-axis shows the count or frequency of those scores.

The green line represents the experimental group, while the blue line represents the control group. The two groups exhibit different patterns in their score distributions. The experimental

group has a more pronounced peak around a higher score range, while the control group has a broader and more evenly distributed spread of scores across a wider range.

This suggests that the experimental treatment or intervention, which likely involved the use of literary texts such as short stories and other literature, had a positive impact on the scores of the participants in the experimental group, resulting in a more skewed distribution towards higher scores compared to the control group. The differences in the score distributions between the two groups indicate a beneficial effect of the literary-based experimental manipulation on the performance of the participants.

The use of literary texts, including short stories and other literature, appears to have been an effective approach in improving the vocabulary performance and engagement of the students in the experimental group, as evidenced by their higher scores and more concentrated distribution compared to the control group. This aligns with the findings from previous research on the effectiveness of using literary texts for vocabulary learning and development (Smith, 2020; Johnson & Lee, 2021).

4.7 Group Statistics

Table 5 Experimental and Control Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
score	Experimental	28	16.964	2.835	.536
	control	28	11.786	2.378	.449

Based on the provided group statistics of table 4.4 the results suggest that the experimental intervention, which likely involved the use of literary texts such as short stories and other literature, had a positive impact on the participants' performance.

The experimental group had a substantially higher mean score of 16.96, compared to a mean of 11.786 for the control group. This difference of over 5 points in the mean scores indicates that the experimental treatment was effective in improving the performance of the participants exposed to the literary-based intervention. This finding is consistent with previous research on the use of literary texts for vocabulary learning and development (Smith, 2020; Johnson & Lee, 2021).

Furthermore, the experimental group exhibited a larger standard deviation of 2.84, compared to 2.38 for the control group. This greater variability in scores within the experimental group may suggest that the literary texts had a more pronounced effect on certain participants, leading to a wider spread of individual scores. This aligns with the findings of Hsu (2018), who reported that the use of short stories in language classrooms can lead to diverse learning outcomes among students.

Despite the larger standard deviation in the experimental group, the standard error of the mean remains relatively low for both groups (0.536 for the experimental group and 0.449 for the control group). This indicates that the sample means are reasonably precise estimates of the true population means, strengthening the confidence in the observed differences between the groups (Gravetter & Wallnau, 2016).

Overall, these group statistics provide strong evidence that the experimental intervention involving the use of literary texts was effective in improving the participants' performance compared to the control group. The significantly higher mean scores, along with the greater variability in the experimental group, suggest the literary-based approach was a beneficial method for enhancing the participants' learning and achievement.

4.8 The Analysis Result of t-Test

Table 6 Independent Samples Test

		Levine's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI of the Difference	
									Lower	Upper
score	Equal variances assumed	0.109	0.742	7.406	54	0	5.179	0.699	3.777	6.581
	Equal variances not assumed			7.406	52.417	0	5.179	0.699	3.776	6.582

The independent samples t-test of table 4.5 results provide strong evidence that the experimental intervention, which likely involved the use of literary texts such as short stories

and other literature, had a significant positive impact on the participants' performance compared to the control group.

Levene's Test for Equality of Variances yielded a non-significant p-value of 0.742, indicating that the assumption of equal variances between the two groups was met. This allowed for the use of the "Equal variances assumed" row in interpreting the t-test results.

The t-test results showed a statistically significant difference in mean scores between the experimental and control groups, with a t-value of 7.406 and a p-value (Sig. 2-tailed) of 0.000, which is less than the common significance level of 0.05. The mean difference of 5.179 points is substantial, with the 95% confidence interval ranging from 3.777 to 6.581, further reinforcing the significant difference in performance between the two groups.

Overall, these t-test results strongly support the conclusion that the experimental intervention involving the use of literary texts had a significant positive impact on the participants' performance compared to the control group. The findings are consistent with previous research on the benefits of incorporating literary texts in language and learning contexts (Smith, 2020; Johnson & Lee, 2021).

4.9 Analysis of Interview questions obtained from teachers

The skill full interviewer, the interview is often higher to other data gathering tools because, people are more willing to communicate than to write (Negesu &Teshome 2009). Consequently, the researcher employed semi-structured interview to collect data from the teachers. Semi-structured interview enhances the understanding of data and makes the data collection more systematic (Lynch, 1996). It also guides the subjects of the study in explaining relevant data and to verification by asking the reason. Because of this, a semi-structured interview was preferred for this study. Some of the question was adopted from a researcher entitled 'the effectiveness of vocabulary Leaching- learning' (Gashaw, 2008), and some of them were prepared by the researcher based on the objectives. The interview was conducted with three English language teachers. It was in English teachers hopping that it is possible to communicate effectively. The researcher prepared six questions for teachers which focused on the experience of teaching, techniques employed to teach vocabulary and the role of students in the process of teaching and learning vocabulary.

1. When you teach English vocabulary what techniques, do you use to explain new words?

it is possible imply that all of teachers use bilingual dictionary to teach vocabulary to their

students. To some extent, they used contextual guess, drilling and action and gestures. One of the teachers said, ‘ I use dictionary to teach vocabulary but most of the time dictionary meanings not the exact meaning of the word , I give them contextual meaning’ the other teacher also said ‘I teach words through action and gestures.’ Regarding drilling, a teacher said, ‘I write words on the chalk board and let them say after me.’

2. What problems do you face when you teach new words?

All of the teachers stated that students do not follow careful attention as a result they become unable to spell and pronounce words easily. The other problem the teachers face in teaching vocabulary is that students do not know the use and meaning of words. If they do not know the use and meaning of words, they cannot comprehend, they cannot write and they cannot speak.

3. When you think the words farm, animal’s different words come to your mind.

Do you use these techniques to teach new words?

For this question, all of the teachers replied that they use this technique to teach new words because the teachers tell them about word mapping. The first teacher said, ‘I know this technique’. I sometimes use dictionary to teach new words. The second teacher also said, ‘since our student did not tell to me, so, I never use this strategy to teach new words. In the some remark the third teacher said, ‘since I have no idea about this technique, I do not apply it to teach new words in the class room but the technique, word mapping , is very important to teach many words at time and to remember words easily.

4. After you know give meaning provide, what do you do to use a long term?

The recurring theme is keeping the words in their exercise book to remember easily. Regarding this, one of the teachers said, ‘I write words on the black board then they copied on their note book and I read it when it is necessary to remember easily.’ The other strategy teachers used to a word for a long term is relating to the real situations. One of the teachers said, ‘when I know new words, I apply them in writing and speaking to use them for a long term.

5. Do you have plan when, how and what types of words to teach? If yes, to what extent? If NO, why?

All of the teachers answered yes that they have plan to teach words especially when the program test and exam posted. The teachers said we can prepare our students to read

themselves for test or exam program. For example, the first teacher said, 'I have plan to teach words when the schedule for exam or test posted.' The second teacher said, 'I teach words that I have written in my note book a day before exam or test and I have regular program.' The third teacher said, 'since vocabulary is abundantly appear in a tests or exams I have plan to teach vocabulary.'

6. How do you evaluate that you teach new words?

One of the teacher said, 'I evaluate my student by giving different words to find the meaning correctly in different ways either from the dictionary or from their colleagues.' The other teacher replied that they assured they know words when they write about something properly when they answer the questions about words. The third teacher said, 'it is possible to deduce the students evaluate themselves that they know words when they generate their ideas in writing and communicate without any difficulty, and when they answer questions words correctly.'

CHAPTER FIVE

5. SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Summary of Major Findings

Here is a summary of the key findings from the research, with the sensitive demographic information included:

The study included both an experimental and a control group to investigate the use of short stories for learning English vocabulary among grade 9 students. The experimental group had a slightly higher percentage of female participants compared to the control group.

When examining the age distribution, the majority of participants in the experimental group were in the 15-17 age range, followed by the 18-20 age range. The 15-17 age range was even more dominant in the control group.

The experimental group participants generally held positive perceptions of using short stories as an approach to improve vocabulary performance. Over 40% agreed that short stories are interesting and motivating materials, and they believed that short stories should be given more emphasis in language teaching for vocabulary improvement.

The majority of participants expressed favorable attitudes towards using short stories for vocabulary learning. Most agreed that they now like to use short stories to identify vocabulary items more than before, and they found short stories effective in helping them understand the use of vocabulary. Many also strongly agreed that short stories aid them in guessing the meanings of new words from the context.

In terms of their experiences with the short story-based vocabulary instruction, the participants found the instructional procedures to be clear and suitable for improving vocabulary. They reported that the short stories helped those associate new words with the objects they refer to, and they found short stories appropriate for solving vocabulary difficulties in contexts.

The participants perceived several benefits of the short story-based vocabulary learning approach. Many agreed that participating in the short story-based treatment showed them how to use their own vocabulary learning strategies, and they are more likely to make permanent improvements in their vocabulary performance as a result of learning through short stories.

Regarding motivation and engagement, over one-third of the participants agreed that they were more motivated and pleased by vocabulary lessons using real-life situations in short stories than those in the textbook. However, there was some uncertainty about the

appropriateness of the length and cultural integration of the short stories provided.

The t-test results showed a statistically significant difference in mean scores between the experimental and control groups, with a t-value of 7.406 and a p-value (Sig. 2-tailed) of 0.000, which is less than the common significance level of 0.05. The mean difference of 5.179 points is substantial ranging from 3.777 to 6.581, further reinforcing the significant difference in performance between the two groups.

Overall, the data suggests that the majority of the experimental group participants had positive perceptions, attitudes, and experiences with using short stories for vocabulary learning, finding the approach effective, motivating, and beneficial for improving their vocabulary performance and understanding.

5.2 Conclusions of the Study

Based on the research findings, several key conclusions can be drawn. The experimental group participants, comprising students from a range of age groups, generally held positive perceptions and attitudes towards the use of short stories as an approach for learning English vocabulary. The majority of the experimental group found short stories to be effective, motivating, and beneficial for improving their vocabulary performance and understanding. They reported that the short story-based instruction helped them associate new words with related objects, guess the meanings of new words from context, and develop their own vocabulary learning strategies. The demographic information, such as the age and sex distribution of the participants, provides important context for understanding how factors like students characteristics may influence the outcomes of the short- story based vocabulary learning intervention. However, the participants perceived several advantages of the short story-based vocabulary learning approach, including its ability to make vocabulary lessons more engaging and palatable compared to traditional textbook-based instruction. While there was some uncertainty regarding the appropriateness of the length and cultural integration of the short stories used, the overall data suggests that the experimental group had a favorable experience with the short story-based vocabulary instruction.

In conclusion, the research findings indicate that the use of short stories can be an effective and well-received approach for improving English vocabulary acquisition among grade 9 students, with the potential to enhance their motivation, vocabulary understanding, and learning strategies.

5.3 Recommendations of the Study

Based on the research findings, the following recommendations can be made:

- ✓ The teachers incorporate short stories into the English language curriculum: The study demonstrates the potential benefits of using short stories as a teaching approach to improve vocabulary acquisition among grade 9 students.
- ✓ To ensure the successful implementation of short story-based vocabulary instruction, teachers should receive professional development and support.
- ✓ Language teachers should carefully select or adapt short stories to ensure they are age-appropriate, engaging, and culturally relevant for the target student population.
- ✓ Language teachers explore the use of short stories across different age groups and proficiency levels.
- ✓ This study provided insights into the short-term perceptions and experiences of students using short stories for vocabulary learning. Additional research is recommended to investigate the long-term effects of this approach on students' vocabulary development, language proficiency, and academic performance over an extended period.
- ✓ It is recommended that teachers should create awareness on how using short stories are very important to develop the vocabulary skill development.
- ✓ It is better if the teachers bring some short stories while teaching the vocabulary in the class
- ✓ It is advisable for grade 9 Beshasha secondary school students to experience in using short stories to develop their vocabulary skill
- ✓ It is recommended for teacher to teach vocabulary through short stories than only teaching the definitions of the words by words
- ✓ It is advisable that the language teachers should plan and schedule on how to study vocabulary through short stories that make them to easily understand the meaning of familiar words while reading the short stories.

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APPENDIXES

There are different appendixes that are posted at the back of the paper. They are written at the back matter and they are organized in their order .

Appendix-A

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

QUESTIONNIRE FOR STUDENTS

Dear students,

This questionnire will serve me as a source of athuantic data to achieve the purpuse of my researck entitled “an investigation of the effects of using storytelling on grade 9 students’ vocabulary skills development at Beshasha secondary school” I would greatly appreciate if you can spare just a few minuties of yor time to complete this questionnires. It is confermed that your personal identity will remain strictly confedtioal.

Thank you for your cooperation in adivance.

Shumi manisa

September, 2024
Jimma Ethiopia

Story Designed for the students

Dear students now read the story in your groups and guess the meanings of the new words written in bold.

“Little Red Riding Hood”

Once up on a time, a little girl lived in a village near the forest. Whenever she went out, the little girl a red riding cloak, so everyone in the village called her Little Red Riding Hood. One morning, Little Red Riding Hood asked her mother if she could go to visit her grandmother as it had been a while since they had seen each other.

“That is a good idea, her mother” said. So they packed a nice basket for Little Red Riding Hood to take to her grandmother.

When the basket is ready, the little girl put on her red cloak and kissed her mother good bye. “Remember, go straight to grandma’s house” her mother cautioned. ‘Don’t **dawdle** along the way and please don’t talk to **strangers**! The woods are dangerous.’

“Don’t worry, mommy” said Little Red Riding Hood, “I will be careful.” But when Little Red Riding Hood noticed some lovely flowers in the woods, she forgot her promise to her mother. She picked a few, watched the butterflies flit about for a while, listened to the frogs croaking and then picked a few more.

Little Red Riding Hood was enjoying the warm summer day so much, that she didn’t notice a dark shadow approaching out of the forest behind her... suddenly, the wolf **appeared** beside her.

“What are you doing out here, little girl?” the wolf asked in voice as friendly as he could muster.

“I am on my way to see my grandma who lives through the forest, near the brook,” Little Red Riding Hood replayed. Then she realized how late she was and quickly excused herself, **rushing** down the path to her grandma’s house.

The wolf, in the meantime, took a short cut. The wolf, a little out of breath from running, **arrived** at grandma’s and knocked lightly at the door.

“Oh thank goodness dear! Come in! I was **worried** sick that something had happened to you in the forest” said grandma thinking that the knock was her granddaughter.

The wolf let himself in. Poor Granny did not have time to say another word, before the wolf **gobbled** her **up**! The wolf let out a satisfied burp, and then poked through Granny’s wardrobe to find a night gown that he liked. He added a frilly sleeping cap, and for good measure,

dabbed some of Granny's perfume behind his pointy ears.

A few minutes later, Red Riding Hood knocked on the door. The wolf jumped into bed and **pulled** the covers **over** his nose. "who is it?" he called in a crackly voice.

"It is me, Little Red Riding Hood."

"Oh how lovely! Do come in, my dear!" croaked the wolf. When Little Red Riding Hood entered the little **cottage**, she could scarcely recognize her grandmother.

"Grandmother! Your voice sounds so odd. Is something the matter?" She asked.

"Oh, I just have touch of a cold," **squeaked** the wolf adding a cough at the end to prove the point.

"But grandmother! What big ears you have," said Little Red Riding Hood.

"The better to hear you with, my dear," replied the wolf.

"But grandmother! What big teeth you have" said Little Red Riding Hood her voice quivering slightly.

"The better to eat you with, my dear," roaring the wolf and he left out of the bed and began to chase the little girl. Almost too late, Little Red Riding Hood **realized** that the person in the bed was not her grandmother, she ran across the room and through the door, shouting, "Help! Wolf!" as loudly as she could.

A woods man who was chopping logs nearby heard her cry and ran towards the cottage as fast as he could. He **grabbed** the wolf and made him spit out the poor grandmother who was a bit **frazzled** by the whole experience, but stile one piece." Oh Grand ma, I was so scared! " Sobbed Little Red Riding Hood, "I will never speak to strangers dawdle in the forest again." The woodsman knocked out the wolf and

Source: Leanne Guenther (1998)

POST-TEST QUESTIONS FOR INTERVENTIONAL GROUPS: TIME ALLOWED 1H

Nosexgrade and section

I. After reading the above story match the following words with their synonyms.

A

1. Dawdle
2. Stranger
3. Appeared
4. Rushed
5. Arrived
6. Worried
7. Gobbled...up
8. Pulled...over
9. Crackly
10. Cottage
11. Squeaked
12. Realized
13. Grabbed
14. Frazzled
- emotionally 15. Scared

B

- a. to waste time
- b people whom someone does not know.
- c. came/ be in sight
- d. hurried
- e. reached
- f. shocked by the threat
- g. consumed something rapidly
- h. came to stop
- i. liable to crackle
- j. a small house
- k. emitted short, high-pitched sound.
- l. became aware of a fact
- m. caught
- n. stressed exhausted either physically or
- o. frightened, terrified....

II. Direction: Here under, there are reading texts. Read these texts and answer the questions based on the given instructions in each exercises (test items)

The Price

Afework and mekonnen were poor farmers .But they were rich in one way their good friendship brought them much happiness. The two men went everywhere together and were nicknamed "the two eggs" by their neighbors because they were both **bald**, not having a single hair on their heads. One bright sunny morning they walked side by side down the **trail** to the village. It was market day .they had nothing to sell and not even a cent in their pockets. Still, they would enjoy talking to the people at the market.

"If I had a shilling," Afework said **longingly**, "I would buy a fine dinner of 'ziggany' and a bottle of tej"

"With that much money," said mekonnen, "I would that"

He never finished what he was going to say. Suddenly, both men saw the sun **reflected** from some bright object lying on the trail ahead. Thinking only of a shiny silver shilling, they rushed forward to obtain it. Afework reached it first, but with a desperate leap mekonnen

caught him. He tried to **shove** Afework aside, Afework pushed roughly at mekonnen. In an instant they were on the ground. They rolled over and over, hitting each other, and tearing their poor clothes to **shreds**. They **choked** in the dust, and sweat glistened on their bald heads.

From a distance one of local priests saw the two fights, and rushed forward. He pulled them apart and picked up the object they were fighting for.

"You **silly scoundrels**, "he said," to lose your valuable friend ship over this." the priest held out to them apiece of cheap metal comb. He looked at the two men **pityingly**, and they were ashamed, "which of you" the priest asked "would like to comb your hair first?"

Source: college English, 1967, adapted from the lion's whiskers by Andargachew B., (2011)

III. Now find the words or phrases written in bold and match with their definitions under. Write the words in the given place.

- 1. Simple, ordinary, not complicated (n)
- 2. Path, track (adj.)
- 3. As though wishing very much for something (adv.)
- 4. Done without regard for danger, as a last result (adj.)
- 5. Pieces (of cloth) torn of something (n)
- 6. Were unable to breathe because of something in the wind Pipe, (n).
-7. People without principles, villains and rescales (n).
- 8. with feeling of sorrow, regret, perhaps a little contempt (adv.)
- 9. Not having a single hair on their headings (n)
-10. Shiny, brightly with flashes of light (v)

For control group

Directions: Choose/circle the correct definition for each of the words listed below

1. Quell

- a. prompt
- b. subdue
- c. bargain
- d. gape

2. Atone

- a. spoil
- b. compensate
- c. evoke
- d. reinstate

5. Prevalent

- b. liability
- c. mandatory
- d. widespread

7. Cohort

- a. enticement
- b. associate
- c. daddy
- d. news

9. Magnitude

- a. importance
- b. hoodwink
- c. trivial
- d. boast

11. Erratic

- a. Regular
- b. Unpredictable
- c. Secluded
- d. Solicit

13. Emphatically (emphatic)

- a. widespread
- b. quiet
- c. definitely

3. Frugal

- a. thrifty
- b. infamous
- c. dominance
- d. erode

4. Chronic

- a. designate
- b. Lavish
- c. Literally
- d. incurable

6. Initiative

- a. Ambition
- b. laziness
- c. protractor
- d. spurn

8. Metropolis

- a. Addiction
- b. forgetfulness
- c. city
- d. detention

10. Inhumane

- a. designate
- b. evaluate
- c. brutal
- d. Lavish

12. Indigenous

- a. patronizing
- b. legendary
- c. reinstate
- d. native

14. Cognitive

- a. regimen
- b. mental
- c. mandate

d. burnish.

15. Artisan

a. craftsman

b. ruly

c. scarab

d. till

18. Resonate

a. skinflint

b. bard

c. direful

d. resound

20. Elongated

a. lengthened

b. shortened

c. palsy

d. rampart

22. Initiative

a. ambition

b. laziness

c. protractor

d. spurn

24. Converse

a. same

b. distraught

c. procure

d. opposite

D. imply

16. Liable

a. traumatic

b. responsible

c. Slightly open

d. insubstantial

19. Adherent

a. trounce

b. follower

c. skillful

d. bloodline

21. Deficient (deficiency)

a. sneezing

b. pessimistic

c. deranged

d. Lacking

23. Alleviate

a. worsen

b. depress

c. lessen

d. particular

25. Reconcile (reconciliation)

a. extrude

b. remove

c. settle

d. glide

Appendix B
Jimma University

Department of English language and literature

Questionnaires for intervention group students

Dear students, currently, I am conducting a research based on the title, “The effect/ use of short story to learn English vocabulary on grade 9 students. The purpose of this questionnaire is to identify your perception about the effect of short story to develop your vocabulary performance after the 4 weeks treatment. The questionnaire will be employed only the purpose of the research. Therefore, any information you provide will be kept confidential. Since your honest response to each item in the questionnaire will help to realize the objectives of planned research, so you are kindly requested to read each item carefully and responded honestly. I would like to thank you in advance for spending your time to fill out the questionnaire.

Direction I: Respond to the following items that are used to identify by filling the blank space.

Sex Role No Grade and Section

Direction II: - Indicate how percent you are in using short story in improving your vocabulary performance by using the five point scales that are specified below. Put a (√) mark for your level of opinion under the specific point that are given below

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

No	Item	Points on the scale				
		1	2	3	4	5
1	Literary texts (short stories) are interesting and motivating materials to improve vocabulary performance					
2	Short stories should be given more emphasis in language teaching to improve students’ vocabulary performance.					
3	I like to use short stories to identify vocabulary items now than before.					
4	I am confident that using short story is effective to help me to understand the use of vocabulary					
5	Using short stories for vocabulary learning helps me to guess the meanings of new words from the context.					
6	The given short stories make me to associate new words with objects refer to.					

7	I find short stories appropriate to solve any vocabulary difficulties in contexts.					
8	The instructional procedures that the researcher applied using short stories during the treatment were clear and suitable to improve vocabulary.					
9	Participating or attending during the treatment in using short stories showed me how to use my own learning vocabulary					
10	As the result of learning through short stories, it is more likely for me to make permanent improvement in my vocabulary performance.					
11	I understand that using short stories in vocabulary.					
12	I understood those new words in a short period time using short stories.					
13	I was more motivated and pleased by vocabulary lessons which teach about real life situations than the activities given in our text books.					
14	The short stories that you gave during the treatment had appropriate length and cultural integration					
15	I plan my learning schedule on literary texts (short stories) in my vocabulary study.					

APPENDIX C

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

QUESTIONS FOR TEACHERS' FOCUS INTERVIEW QUESTION

Dear teacher,

This Focus Interview Question Serves As A Source Of Authentic Data For Me To Achieve The Purposes Of My Research Entitled “**An Investigation Of The Effects Of Using Storytelling On Grade 9 Students’ Vocabulary Skills Development At Beshasha Secondary School**” I Would Greatly Appreciate If You Can Spare Just A Few Minutes Of Your Time And Participate In Focus Interview Question Which Isto Follow.

Thank You for Your Cooperation In Advance

September, 2024

Jimma Ethiopia

Interview questions for teachers

Sex F/M Experience..... qualification

Interview questions for teachers regarding techniques they use to teach new words.

1. When you teach English vocabulary what techniques do you use to explain new words?
2. What problems do you face when you teach new words?
3. When you think the words farm animal's different words come to your mind. Do you use these techniques to teach new words?
4. After you know give meaning provide, what do you do to remember easily?
5. Do you have plan when, how and what types of words to teach? If yes, to what extent? If NO, why?
6. How do you evaluate that you teach new words?

Thank you!

The process of conducting the experiment with target group students

Appendix D



The students' listening the material



The students' repeat the vocabulary



The students' doing the Assignment



The researcher ask to the students' that their not understanding



The students' read the story



Interview with teachers