

CHAPTER 5
CONCLUSION

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Nowadays, English language has become a very important subjects at all schools. One of the reasons is because English is used in the world wide. As stated, this language is used in over 75 countries in the world. Due to this reason, some schools introduce English language to the students beginning at a very young age (kindergarten level). Moreover, lately there are a lot of playgroups using English as the part communications. Dealing with English, everybody should be aware that English is closely related with the vocabulary. Even some people argue that vocabulary is the heart of a language.

Vocabulary is one of the components of all the language skills, including in reading. When we are reading books, newspapers, memos and many others, what we are reading is of course the vocabulary. Therefore, by mastering vocabulary, it will be easy for everybody to grasp the meaning of the written materials. However, for students of foreign language, mastering all of the thousands of vocabulary is indeed very difficult to achieve. It is true that they have already been exposed to vocabulary since they were in elementary school or even kindergarten school but still they find understanding vocabulary is difficult.

In the past, students were exposed traditionally to vocabulary by giving them a set of list to be memorized. It was quite effective, until recently, many researchers find out that there is another way of learning vocabulary, and it is known as “learning from context.” The term “learning from the context” gives an obvious clue that the students were no longer being exposed through memorizing. By learning from the context, the

students are exposed to a lot of reading and let the students learning it through the context given. In other word, the learners do not have to acquire thousands of vocabulary before being able to read. The one that they need is mastering some vocabulary first and increase their vocabulary understanding by reading and reading.

Just like Krashen's statement that all kinds of reading can improve vocabulary growth. The statement wants to show that if you want to improve your vocabulary, one thing you should do is reading. However, if the passages being used are not fit to the level (too easy or too difficult), it will not improve the vocabulary significantly. Many other studies also state that this kind of learning is very effective because it will give comfort and challenge to the readers.

In order to prove those statements, I am interested to know whether learning through context is effective especially in improving vocabulary. In this research, I am using short stories as the basis of the study. The use of short stories in this research is because I would like to know whether reading short stories which are mostly used for enjoyment can improve students in mastering vocabulary.

Short story is considered into one of the literary works. Therefore, mostly, short stories are used for enjoyment. However, looking at the first word "short", it is obvious that the story is short (consisting of few pages) so it is effective as educational tools. In this research, I used three short stories which were written by the same author, Sir Arthur Conan Doyle. The three short stories are *A Scandal in Bohemia*, *His Last Bow* and *Mystery of Sasassa Valley*. The three short stories were chosen after being analyzed so it will not be too easy or to difficult for the subjects.

The subjects in this research are 16 Prisma Profesional students from four different majors (School of Accounting, School of Business Management, School of Computing, and School of Hotel and Tourism). The students who were chosen are the ones who passed the 1000 – word level test but failed in the 2000 – word level test.

Based on the result, it is obvious that reading short stories can help students in understanding vocabulary. There is a significant difference on the mean showing that there is an improvement on students' vocabulary mastery for the 2000 – word level. Moreover, it can also be clearly seen from the chart. It is true when they were reading, for the first time, they encountered with some difficulties, but by the help of others vocabulary that they knew, and they could examine the context and guess the meaning of the vocabulary they did not understand.

Therefore, the statements of Krashen (1993) and Nuttal (1996) that reading is one of the best ways to improve vocabulary mastery is agreeable. Moreover, based on the study of Elley (1991), Hafiz and Tudor (1989) and Krashen (1993), if the reading is extensive reading or free reading (without instructions), the result will be more effective.

Short stories are very good tool for education, especially related to reading skill. The improvement of students' vocabulary mastery in this study shows how effective the short stories are. By giving the students words which are connected, students can understand the meaning of vocabulary easier compare to giving them a set of lexical sets. Not only is understanding through context, such as short stories, turns out to be easier, but it is also fun. The fun feeling will encourage the students to read more and more. In this study, for example, the students found the stories very intriguing and unpredictable. Due to this reason, they found reading is very interesting and eager to read the stories.

Therefore, it can be concluded that reading short stories can be one effective way to improve students' vocabulary proficiency. In other word, short story is not only a reading passage that people read for enjoyment, but it is also a very good tool to be used in education, especially in improving students' vocabulary.

However, this research is far from perfect due to many weaknesses. Therefore, I hope that many other will be encouraged to continue and develop this research with a more rigorous design and carefully drawn sample. Moreover, I also hope that teachers may be able to see short stories in a different angle, not merely as enjoyment but as educational tool also. By knowing the benefits that short stories offered, it is hoped that teachers may be able to improve students' vocabulary and interest through short stories.

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