

The effect of using short stories in improving the English Foreign Language learners' vocabulary A case study

(The students of the Faculty of Arts and Humanities, Majoring in English, Semester Four 2020 – 2023 AD)

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Abstract:

The aim of conducting this research is to investigate the effect of using short stories in improving the EFL learners' vocabulary. The study has adopted the descriptive analytical approach. The sample has been 50 questionnaire papers for the students and analysis done using the SPSS program. The research come out with some findings, the most important one is: short stories are considered one of the most important strategies that effect learners to learn vocabulary. Based on the findings, the research recommends the following: learners should read short stories to learn different types of vocabulary. Learners should focus on the short stories in order to build their vocabulary.

Key words: Effect, Short Stories, Improving, Foreign, vocabulary

أثر استخدام القصص القصيرة في تحسين مفردات متعلمي اللغة الانجليزية كلغة اجنبية
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المستخلص :

هدفت هذه الدراسة لمعرفة تأثير استخدام القصص القصيرة في تحسين مفردات متعلمي اللغة الانجليزية كلغة اجنبية، وقد اعتمدت الدراسة المنهج التحليلي الوصفي، حيث تم جمع 50 ورقة استبانة للطلاب وتم التحليل باستخدام برنامج SPSS. توصل البحث الى بعض النتائج، اهمها، تعتبر القصص القصيرة من اهم الاستراتيجيات التي تؤثر على الدارسين لتعلم المفردات، وبناء على النتائج توصي الدراسة بما يلي، يجب على الدارسين قراءة القصص القصيرة لتعلم انواع مختلفة من المفردات. ويجب ايضا على الدارسين التركيز على القصص القصيرة من اجل بناء مفرداتهم.

الكلمات المفتاحية : اثر - قصص قصيرة - تحسين - اجنبية - مفردات

1- Background :

Vocabulary is one of the essential components in studying English. Without a proportional amount of vocabulary, anyone will get trouble in speaking. Reading listing and writing. In other words, the first that to be master for language vocabulary it is means that learning vocabulary is very important, especially for university learners. They must master English vocabulary and grammatical rules to make it possible to communicate with other people.

Sykes (1976) define, vocabulary as a list arranged alphabetically with the definition or translation of the principal word used in a language usually in a particular book.

Meanwhile (1995) says vocabulary as a list of words with their meanings especially one that accompanies a textbook in a forging language. Vocabulary also plays an important role in the major language skills, listening, speaking, reading and writing. Master over required knowledge of vocabulary can make a forging 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 need special attention both from teachers and learners.

Vocabulary is an inseparable part of any language learning process. It would be impossible to learn a language without vocabulary. Harmer states, that if language structure make up the skeleton of language, then it is vocabulary that provides the vital organs and the fresh.

P.wilkins, (200) said, without grammar very little can be conveyed, without vocabulary nothings can be conveyed. Realizing how important the vocabulary and how difficult the learners to build up, the teacher of English should find out the solution by creating an effective technique in teaching English vocabulary.

There are so many techniques for teaching vocabulary easier

and fun. One of them is by using short stories. According to Edgar all short stories as, no longer than 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 short story can be the best method for learners' vocabulary achievement.

Besides short stories are very useful in the trial to improve learner's vocabularies, the idea short stories is the most suitable technique to use in language teaching.

2- Statement of the Study:

1. Vocabulary acquisition of such high importance, it refer to the central phenomenon that a learner encounter during the process of language learning (swan & walter, 1984) it is inevitable fact that vocabulary plays a vital role in forging language teaching and learning.
2. Vocabulary knowledge or level is one of the factors determining one's in a forging language. EFL learners face serious problems in vocabulary acquisition. One of the main problem is the unfamiliarity of these learners with different vocabulary learning strategies, one of the strategies building vocabulary through short stories.
3. Short story has a little attention in English classroom, for instance teachers try to avoid teaching short stories in the classroom as they think they have to teach grammar and reading passages.

3- The Objectives of the Study:

Based on the problems of the study, the main objectives as follows:

- 1-To build learners' vocabulary through short stories.
- 2 To know the application of short stories in teaching vocabulary.
- 3- To know the effect of short stories on learners' vocabulary.
- 4-To motivate learners to read short stories.

4- Literature review:

Vocabulary instruction forms a very important aspect of any foreign language teaching and learning. This is because the knowledge of vocabulary determines and decides the level of a foreign language learner. The knowledge of vocabulary also plays a very crucial 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 both from teachers and learners. Therefore, a deliberate and structured approach needs to be taken for enriching vocabulary of EFL learners. This implies the appropriate methodology, material and strategy by EFL teachers. However, the success of any methodology, material and strategy is determined by the results these all produce while achieving the stated aims and objectives. As the general aim of any foreign language teaching and learning is to develop competence of a foreign language learners to make him/her competent in establishing successful communication and independent and autonomous learners, the present paper investigates the role of the use of short-stories in developing vocabulary of EFL learners so as develop their competence as well as in making them autonomous learners.

1-A Short Story:

The use of literature had been known since the nineteenth century. It was mostly used as material when English language was taught by using grammar translation Method the goal of foreign language in the time is to learn language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. Based on the statement above, it can be concluded that literature had been used long time ago in foreign language teaching .even was

a popular material to learn language in the time. Moreover the use of literature can give many advantage, especially for learners' mental discipline and intellectual development.

One of the literature is short story. According to Macmillan, Short story is a brief work of prose narrative it means that short story is a short prose narrative that usually can be read in the short time. In other word, the reader does not need much time to comprehend what the short story tells about. Meanwhile, Lazar said that "short story is a work of fiction. It tells one event in a very concentrated way, describes something at moment of crisis, introduces people who are told do not really exist, has plot and characters who are somehow connected with each other. From the definition above, it is clear that short story is a simple literary text which can be considered to be used as material in learning language because of it is distinctive feature. Considering the statement above, short story is defined as a short fictional narrative in prose that can be read in short time. Besides that, it also has some distinctive feature that will make the reader be more enjoy in reading it than other. A short story is one that is meant to be read in one setting. Typically, a short story ranges from 2000 to 7500 words in length. Short story is less complex than novels, often focusing on a single incident. They have small number of characters. The short story, concise form of prose fiction, has received less attention from literary scholar than the novel and also has antique characterized. In conclusion, short story is a brief prose fiction that includes all intrinsic elements such as character, plot, setting, theme and point of view that can be read in one single setting. Short story is classified into two major classification, short story based on the number of word (short – story & long short story).

2-The elements of short stories:

As the same as other fiction works, short story also has it is own element. But some experts have different opinion about how many the shorty story's element are.

Gordan and Kuehner said that short story has six elements and other they said that there are seven elements of the short story. The difference include, irony and symbol. According to Diyanmi the irony and symbol are element that will help reader to compress a great deal of meaning into brief space and understand the works. However, the two bolos still have same explanation when they elaborate the other elements such as plot, setting, characters, point of view and ton.

3-setting:

Setting is the time and location in which a story takes place. Short story have some part there are:

- 1.Place, the place where is the action of the story taking
2. Time, when is the story taking (historical, period, time of day, year etc.)
3. Weather conditions, condition when is the story taking, is it rainy, sunny, stormy, etc.
- 4.Social condition, the daily life of the characters like des the story contain local color (writing that focuses on the speech, dress, mannerisms, customs, of a particular place.
- 5.Mood or atmosphere, the feeling is created at the beginning of the shorty story is bright and cheerful of dark and frightening.

4- plot :

Plot is the author's arrangement of the events in narrative to get a desired effect, it is a series of action that are usually organized in chronologically order. There are two aspect that construct a plot, causality and conflict, causality is need to substitute of two or more events. A conflict is an internal conflict or external fight between the main characters and opposite characters. When a story includes internal conflict, it means that the main character is in conflict with himself or herself. If contrast, an external conflict. It contrast, an external conflict happen between the main character and another character, society or natural forces.

Furthermore, the plot structure is divided into six event: exposition, imitating, incident, rising action, climax, failing action, and resolution.

In longer forms of fiction , stories , tend to contain some core elements of the dramatic structure , but a shorty story will focus on only one incident has single plot, limited number of characters and covers a short period time , the dramatic structure are:

1. Exposition (the introduction of setting, situation, and main characters). An initial incident sets the story in motion.
2. Complication (the event that introduce the conflict): complication arise, often due to mistakes made by the protagonist. The protagonist faces some sort of crisis that causes them to change in some way.
3. Rising action crisis (the decisive moment for the protagonist and his commitment to a course of action). Based on the change they must settle the key conflict of the story in the climax.
4. Climax (the point highest interest in terms of the conflict and point with most action.
5. Resolution (the point when the conflict is resolved) and moral. Short stories may not follow this pattern, for example, modern short stories only occasionally have an exposition. More typically, though, is an abrupt beginning, with the shorty starting in the middle of the action. As with longer stories, plot of the stories also have a climax, crisis or turning point. However, the ending of many stories are abrupt and open and may or may not have a moral or practical lesson.
6. Conflict, is the central issues and makes the story move. Short stories have one conflict, while novel have many. Literary conflict includes internal conflict, also called man versus self-conflict, and external conflict which man versus man, man versus nature, man versus society and man versus fate. The way conflict is used and how the conflict are resolved are all determined by the type of story being told.

5- characters:

Characters is a person created for work of action. It may autobiographical several of the author, the people that author knows, the people that may the author has observed or overheard. The characters divided into two major and minor characters. The major characters are protagonist and antagonist characters.

Meanwhile, the minor characters are confidant or confidant, foil as stereotyped character, and piece of furniture character. These are the characters that support to develop plot of the story, another way to classify the characters is the terms of active and static characters, the active characters are one who changes because of what happen in the story. Then, the static characters have same at the beginning until the end of the story.

Short story is the mental, emotional and social qualities to distinguish one entity from another (people, animals, spirits, automatons, pieces of the furniture, and the other animated object.

6- Theme:

Theme is an author's insight or general observation about human nature or the human condition that is delivered by character, plot, characters, and setting

Is the main idea that weaves the story together, the why, the underlying ideas of what happens in the piece of literature, often a statement about society or human nature.

7- Point of view:

Point of view is where the author places her/ him in the story .there are two main point of view : first point of view (first person depend on pronoun I) .and third person (he , she , they) . The first person of view is the author creates a person or make through which she /he tells the story. The first person of view may be a character in the story, the observer of events. The third person of view is divided into two part: omniscient and limited omniscient. The omniscient means the author knows the thoughts of all characters in the story.

Meanwhile, the limited omniscient means the author just knows and focuses on a character in the story. Furthermore, tone in writing is the author's attitude toward the characters, the topic or the readers. It is similar like tone in speech. It is achieved by describing details of setting and character, dialogue, and narrator's direct comment.

8-Style:

Style is an author's characteristic way to say things in the story .it is divided into three components: diction, imagery, and symbols, and syntax. The first component is diction the author's choice on using words. It can be chosen as general or specific formal or informal, abstract or concrete common, jargon, and etc. the second component is imagery and symbol. Imagery is a term of senses. It involves sight, tastes, smell, touch, and hearing. It also associates with figure of speech like smile, metaphor, personification, hyperbole, and others. Then, a symbol is concrete anything like an object, a place, a characters and action. The last component is syntax or sentences structure it is the individual's pattern or arrangement of words and phrases.

Based on the description above, it can be concluded that short story has six basic elements. They are plot, setting, character, point of view, theme, and style. It relates each other to make comprehend overall the story.

9- Preview Studies:

Some researchers conducted their research on the use of various techniques in teaching vocabulary:

Milasari (2016), "Developing Students' Vocabulary through Reading Short Story

Short Story at the Eight Grade of SMP PMDS Putra", found that using reading short stories is effective in developing students' vocabulary at the eight-grade of SMP PMDS Putra Palopo. It was proven by there was a significant difference between the students"

mean score of pretest and posttest. In the pretest, the students' mean score is 77.3480 and the students' score in the posttest is 96.8720. The students' answers in the text that reading short stories improve students' "vocabulary make students easy to memorize and in learning makes students get fun and enjoy. This research used purposive sampling. The number sample is 25 students. This research used experimental methods with pre-test and post-test design. The pre-test is given to know ability of the students' vocabulary and the posttest given to know the students' improvement in students' vocabulary after given the treatment.

Yuliana (2016) "improving students reading skills through the short story at the eleventh year of SMA PMDS Putra Palopo", found that this research shows that there is a significant improvement in students' reading skills through the short story at the eleventh year of SMA PMDS Putra Palopo. The results of 7 „Milasari“, Developing Students' Vocabulary through Reading Short Story at the Eight Grade of SMA PMDS Palopo, 2016.6 the data analysis show that test (7.098) was higher than test (2.093). It indicated that a short story is effective to improve students' reading skills in the eleventh year of SMA PMDS Putra Palopo. In this research, the population students of the eleventh year of SMA PMDS Putra Palopo. The sample was taken by purposive sampling. The number of sampling is 20 students. This research used the pre-experimental method with pretest and posttest design. The pre-test is given to know the students' improvement in reading skills after treatment.

Alamsyah Pratama (2011) "improving students writing skills through the short story at the third-year students of English department of STAIN Palopo", found that the result of the researcher hypothesis is acceptable because test bigger than table, the count = $14.471446 > 2.09$ with $df = 19$. The research shows that there is a significant improvement of students' writing skills through the short story in English and by using questionnaires the researcher

found that most of the students gave a positive response to the method applied by the researcher. In this research, the research is focused on the third-year students of STAIN Palopo 2011/2012 academic year, the number of the students are 158 students. There searcher took 20 students as the sample based on the concept of the ideal class through purposive sampling.

10 - Methodology:

In this chapter, the researcher reviews the methodology, which were adopted in the study. The samples used and the methods of data collection along with procedure followed is discussed as well. The researcher reviews also the validity and reliability of data collection and analysis.

To fulfill the main aims, the study has adopted the descriptive analytical method where primary data have been collected from students' questionnaire .the researcher adopted such method in quest to obtain overall result and finding of the problem being tackled.

1- Study sample:

The researcher has chosen (50) students who study at Read Sea university and Port Sudan Alahlia College .the researcher has delivered the questionnaire papers to the (50) students regardless of their age variation.

2-Tools and Instruments:

The tool used in this study is a questionnaire designed for students which consists of (20) statements, each of the study hypotheses represent a number of statements in the questionnaire.

3-The questionnaire:

The questionnaire was done to obtain results about view of students towards the (title of the research). The questionnaire paper consists of (20) items with (Likart Scale) (strongly agree, agree, neutral, disagree, strongly –disagree). The first five statements cover the claim of the first hypothesis, the second five state-

ments cover the claim of the second hypothesis, the third five statements cover the claim of the third hypothesis, and the last five statements cover the claim of the last hypothesis of the study.

4-Procedures:

The researcher has delivered the questionnaire papers to the sample of the study and asked them to –give their response about the statements. For paving the way for students to give their response frankly, the researcher advised the participants to take the questionnaire in an empty classroom without giving their names. The data have been collected then and analysis was done through statistical package for the social sciences (SPSS) program.

5-Validity and Reliability:

The researcher has consulted experts in the design of the questionnaire paper. Some modifications were made and the final version of the paper was printed. The reliability analysis was done through SPSS program and the result was (strongly agree) which indicates the reliability of the questionnaire

11- Discussion of the Result study:

In this chapter, the researcher analyzed the Questionnaire to obtained data, using Statistical Package for the Social Sciences (SPSS). Each table is accompanied by brief comments. Descriptive analysis is done to each of the four hypotheses along with Likart value test analysis.

Table (1) showing the scores of the Likart Scale:

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
One degrees	Two degrees	Three degrees	Four degrees	Five degrees

Table (2) showing the arithmetic:

Degree	Percentage
Strongly agree	From 1 to 1.79
Agree	From 1.8 to 2.59
Neutral	From 2.6 to 3.39
Disagree	From 3.4 to 4.19
Strongly disagree	From 4.2 to 5

Explanation of the five – points :

Likart Scale, Since the variable that expresses the choices (Strongly agree, Agree, Neutral ,Disagree, strongly disagree) is an ordinal scale , and the numbers entered in the program change from the weights , which are , Strongly agree From 1 to 1.79 , Agree From 1.8 to 2.59 , Neutral From 2.6 to 3.39 , Disagree From 3.4 to 4.19,

Strongly disagree From 4.2 to 5.

Table (3) Frequencies and percentages of the first Hypothesis

Statements	Frequency Percentage	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Arithmetic mean	Standard deviation	Result
Short stories are necessary in enriching the learners' vocabulary.	Frequency	34	13	2	1	0	1.4	.67	Strongly agree
	Percentage	68%	26%	4%	2%	0%			
Short stories increase learners' linguistics knowledge.	Frequency	29	12	5	4	0	1.6	.95	Strongly agree
	Percentage	58%	24%	10%	8%	0%			
The use of the short stories in teaching vocabulary would create enjoyable environment.	Frequency	39	9	2	0	0	1.2	.52	Strongly agree
	Percentage	78%	18%	4%	0%	0%			
Vocabulary acquisition through short stories enhance to speak fluent.	Frequency	33	14	2	1	0	1.3	.63	Strongly agree
	Percentage	66%	28%	4%	2%	0%			

Statements	Frequency Percentage	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Arithmetic mean	Standard deviation	Result
Short stories help in guessing the meaning of the difficult words from context.	Frequency	32	13	2	1	2	1.5	.97	Strongly agree
	Percentage	64%	26%	4%	2%	4%			
Axis result	Frequency	167	61	13	7	2	1.4	.48	Strongly agree
		66.8	24.4	5.2	2.8	.8			

The above table shows the frequencies and the percentages of the first hypothesis statements. As it seen in the table, the first statement “Short stories are necessary in enriching the learners’ vocabulary”, (34) from the whole number constitutes heights percentage (68%), while (13) are agree and the percentage is (26%) whereas (2)are neutral with the percentage (4%) only one participant is strongly disagree. With the weakness percentage, if we contrast it with other percentages.

In the second statement, “Short stories increase learners’ linguistics knowledge”. The result explains that (29) of the participants response with strongly agree and the percentage (58%), while (12) agreed with percentage (24%) whereas (5) are uncertain, while only 4 are disagree with percentage (8%).

Looking at the third statement. “The use of the short stories in teaching vocabulary would create enjoyable environment”. (39) From the whole number of participants are strongly agree with statement and the percentage is (78%), whereas (9) agree with the percentage (18%) while (2) of the participants are not sure.

The fourth statement “Vocabulary acquisition through short stories enhance to speak fluent”, the result shows that (33) of the majority of participants are strongly agreed with the percentage (66%), while (14) from the whole number are agreed with the percentage (28%), apparently (2) uncertain with the percentage (4%), and (1) is disagreed with percentage (2%).

The last statement of the first hypothesis “Short stories help in guessing the meaning of the difficult words from context”, shows (32) of the participants strongly agree with the statement, with the percentage (64%), (13) agree with the percentage (26%) while (2) remain neutral and also one disagree with the percentage (2%) and (2) strongly disagree with the percentage (4%) respectively.

In addition, the above table disclose the Arithmetic mean, Standard deviation and the result of the statements. The arithmetic mean of the first statement is 1.4 and the standard deviation .67 and the result is strongly agree according to the (Likert) table shown above. The second statement, Arithmetic mean is 1.6 and the standard deviation .95 and the result is strongly agree according to the (Likert) table shown above. Third statement, Arithmetic mean 1.2, standard deviation .52 and the result strongly agree according to the (Likert) table shown above. The fourth statement Arithmetic mean is 1.3 and the standard deviation is .63 and the result strongly agree according to the (Likert) table shown above. Moreover, the fifth statement, Arithmetic mean is 1.5, the standard deviation is .48, and the result strongly agree according to the (Likert) table shown above.

The result of the first axis is strongly agree, according to the result of the arithmetic mean, which is 1.4 and the standard deviation is .48.

The frequency rate in the result of the first axis is 167 and the percentage is 66.8, while the frequency in agree is 61 and the ratio

24.4 and the frequency of the neutral is 13 and the percentage is 5.2 and the frequency of n disagree is 7 and the percentage 2.8 and the frequency of strongly disagree is 2 and percentage is .8. According to Likert's five – point analysis, the result of the first axis (Strongly agree).

Table (4)Frequencies and percentages of the second Hypothesis

Statements	Frequency Percentage	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Arithmetic mean	Standard deviation	Result
Learners face problems when reading short stories with more words of specific filed.	Frequency	31	14	5	0	0	1.4	.61	Strongly agree
	Percentage	62%	28%	10%	0%	0%			
Short stories have an impact on learners' vocabulary improvement	Frequency	35	12	2	0	1	1.3	.72	Strongly agree
	Percentage	70%	24%	4%	0%	2%			
Short stories help in learning and understanding idiomatic expression as well as most required structure in English.	Frequency	30	14	6	0	0	1.5	.71	Strongly agree
	Percentage	60%	28%	12%	0%	0%			

Statements	Frequency Percentage	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Arithmetic mean	Standard deviation	Result
Short stories are one of the most important sources of linguistic performance	Frequency	31	15	2	2	0	1.5	.76	Strongly agree
	Percentage	62%	30%	4%	4%	0%			
By studying short stories, learners can learn synonyms and antonym.	Frequency	22	24	3	1	0	1.6	.6	Strongly agree
	Percentage	44%	48%	6%	2%	0%			
Axis result	Frequency	149	79	18	2	1	1.4	.48	Strongly agree
	Percentage	59.6	31.6	7.2	.8	.4			

Based on the analysis of the above table, which refer to the frequencies, and the percentages of the second hypothesis statements. As it is seen in the table,” Learners face problems when reading short stories with more words of specific filed”, (31) of the participants are strongly agree, while (14) of them agree and (5) are neutral, the percentage (62%), (28%) and (10 %).

In the second statement, “Short stories have an impact on learners’ vocabulary improvement”, (35) of the participants response with strongly agree and the percentage (70%), while 12) from the total number agree with percentage (24%) whereas (2)

are uncertain with percentage (4%) while only one strongly disagree.

In the third statement. "Short stories help in learning and understanding idiomatic expression as well as most required structure in English", the result can be different related as follow (30) of the participants strongly agree with statement and the percentage is (60%), whereas (14) agree with the percentage (24%) while (6) are uncertain.

The fourth statement "Short stories are one of the most important sources of linguistic performance", the result slated that (31) of the participant strongly agree with the percentage (62%), whereas (15) from the participants are agree with the percentage (30%), while (2) of them are uncertain with the percentage (4%), the researcher has reached (2) disagree with percentage (4%).

The last statement of the first hypothesis "By studying short stories, learners can learn synonyms and antonym , the analysis showed the fact that most of participants (22) are strongly agree, with the percentage (44%),but through the analysis the researcher find that (24) agree with the percentage (48%) while (3) uncertain and also one disagree with the percentage (2%) respectively.

Also the above table states the Arithmetic mean, Standard deviation and the result of the statements. The arithmetic mean of the first statement is 1.6and the standard deviation .61 and the result is strongly agree according to the (Likert) table shown above. The second statement, Arithmetic mean is 1.3 and the standard deviation is .72 and the result is strongly agree according to the (Likert) table shown above. Third statement, Arithmetic mean is 1.5, standard deviation is 71 and the result strongly agree according to the (Likert) table shown above .the fourth statement Arithmetic mean is standard deviation is 1.5 and the standard deviation is .76 and the result strongly agree according to the (Likert) table shown above . Moreove, the fifth statement, Arithmetic mean is

1.6, the standard deviation is .6, and the result strongly agree according to the (Likert) table shown above. The result of the second axis is strongly agree, according to the result of the arithmetic mean, which is 1.4 and the standard deviation is .48. The frequency rate in the result of the first axis is 149 and the percentage is 59.6, while the frequency in agree is 79 and the ratio 31.6 and the frequency of the neutral is 18 and the percentage is 7.2 and the frequency of n disagree is 2 and the percentage .8 and the frequency of strongly disagree is 1 and percentage is .4.1 According to Likert's five – pointss56ty analysis, the result of the first axis (Strongly agree)

Table (5) Frequencies and percentage of the third Hypothesis

Statements	Frequency Percentage	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Arithmetic mean	Standard deviation	Result
Reading short stories in English help to increase learners' vocabulary and grammatical structure.	Frequency	18	29	3	0	0	1.7	.58	Strongly agree
	Percentage	36%	58%	6%	0%	0%			
Short stories enrich learners' semantic knowledge.	Frequency	23	22	4	0	1	1.6	.79	Strongly agree
	Percentage	46%	44%	8%	0%	2%			

Statements	Frequency Percentage	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Arithmetic mean	Standard deviation	Result
Short stories help learners in gaining more vocabulary through new words used in different contexts.	Frequency	23	22	4	0	1	1.6	.79	Strongly agree
	Percentage	46%	44%	8%	0%	2%			
Short stories motivate learners to learn and acquire new words	Frequency	35	14	1	0	0	1.2	.45	Strongly agree
	Percentage	70%	28%	2%	0%	0%			
Learning by using short stories is most effective method to improve learners' English vocabulary	Frequency	22	24	3	1	0	1.6	.68	Strongly agree
	Percentage	44	48	6	2	0			
Axis result	Frequency	121	111	14	1	2	1.6	.43	Strongly agree
	Percentage	48.4	44.4	5.6	.4	.8			

The obtained result shows in the above table the frequencies and the percentages of the third hypothesis statements. As it is seen in the table, "Reading short stories in English help to increase learners' vocabulary and grammatical structure", (18) of

the participants are strongly agree, while most of them (29) agree and (3) uncertain , the percentage respectively (36%), (58%), (6 %).

In the second statement, “Short stories enrich learners’ semantic knowledge”, (23) of the participant response with strongly agree and the percentage (46%), (22) agree with percentage (44%) and (4) natural with percentage (8%) while only one strongly disagree with percentage (2%).

Looking at the third statement, “ Short stories help learners in gaining more vocabulary through new words used in different context”, (23) Of the participant strongly agree with statement and the percentage is (46%), (22) agree with the percentage (44%) while (4) remain neutral with percentage (8%), and (1) strongly disagree .

The fourth statement “Short stories motivate learns to learn and acquire new words”, most of participants (35) are strongly agree with the percentage (70%), while (14) agree with the percentage (28%), and (1) neutral with the percentage (2%).

The last statement of the first hypothesis “, Learning by using short stories is most effective method to improve learners’ English vocabulary s”, the result indicate that (22) of the participants strongly agree with the statement, with the percentage (44%), most of them which represent (24) agree with the percentage (48%) while (3) remain neutral and at last one disagree with the percentage (2%) respectively.

The above table states that the percentage of respondents who strongly agree with the first statement is 36%, agree whereas 58%, uncertain, 6%. And the result of the other percentages is zero. While the ratio of the second statement refer to the percentage of strongly agree 46 % and agree 44 %, natural, 8%explain that disagree 0%, while strongly disagree 2%. And the ratio of the third statement strongly agree 70% agree and 28% and the other per-

percentages is zero and the ratio of the fourth statement strongly agree 70 % agree 28 % .while the percentage of the fifth statement , strongly agree 44% agree 48% uncertain 6% disagree 2%.

Also the above table explains that the Arithmetic mean, Standard deviation and the result of the statements. The arithmetic mean of the first statement is 1.7 and the standard deviation .58 and the result is strongly agree according to the (Likert) table shown above. The second statement, Arithmetic mean is 1.6 and the standard deviation .79 and the result is strongly agree according to the (Likert) table shown above. Third statement, Arithmetic mean 1.6 standard deviation .79 and the result strongly agree according to the (Likert) table shown above .the fourth statement Arithmetic mean is standard deviation 1.2 and the standard deviation is .45 and the result strongly agree according to the (Likert) table shown above . And the fifth statement, Arithmetic mean is 1.6 and the standard deviation is. And the result strongly agree according to the (Likert) table shown above.43

The final result of the first axis is strongly agree, according to the result of the arithmetic mean, which is 1.6 and the standard deviation .43. The frequency rate in the result of the first axis is 121 and the percentage is 48.6, while the frequency in agree is 111 and the ratio 44.4 and the frequency of the neutral is 14 and the percentage is 5.6 and the frequency of n disagree is 1 and the percentage .4 and the frequency of strongly disagree is 2 and percentage is .8.

According to Likert's five – point analysis, the result of the first axis (Strongly agree)

Table (6) Frequencies and percentage of the fourth Hypothesis

Statements	Frequency Percentage	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Arithmetic mean	Standard deviation	Result
The acquisition of vocabulary through the short stories is an effective strategy that all learners can use beside, it is an enjoyable material.	Frequency	20	27	0	2	1	1.7	.82	Strongly agree
	Percentage	40	54	0	4	2			
Reading short stories are considered a rich source of the vocabulary.	Frequency	22	24	4	0	0	1.6	.63	Strongly agree
	Percentage	44	48	8	0	0			
Short stories make learners' motivated.	Frequency	23	25	2	0	0	1.5	.54	Strongly agree
	Percentage	46	50	4	0	0			
Reading short stories motivate learners to enrich their vocabulary.	Frequency	19	27	4	0	0	1.6	.59	Strongly agree
	Percentage	38	54	8	0	0			
The difficulty of pronunciation, spelling, length, and word in use can be solved by teaching vocabulary through short stories.	Frequency	34	14	1	1	0	1.3	.52	
	Percentage	68	28	2	2	0			
Axis result	Frequency	118	117	11	3	1	1.5	.47	Strongly agree
	Percentage	47.2	46.8	4.4	1.2	.4			

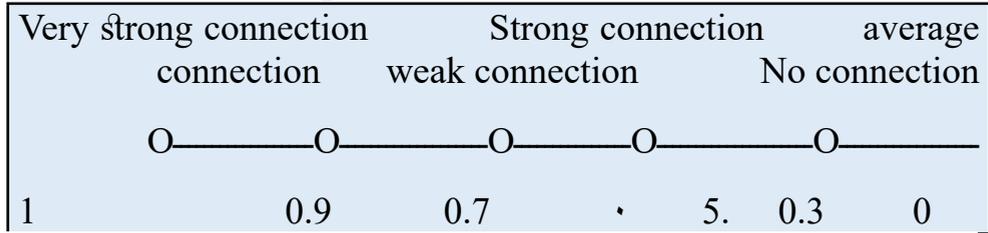
The above table demonstrates that the percentage of respondents who strongly agree with the first statement is 40% agree 54%, disagree 4 % and strongly disagree 2%. While the ratio of the second statement strongly agree 44% agree 48%, uncertain 8 %. And the ratio of the third statement strongly agree 46% agree 50 % neutral 4%. and the ratio of the fourth statement strongly agree 38% agree 54 % neutral 8% disagree 0% strongly disagree 0% .while the percentage of the fifth statement , strongly agree 68% agree 28% neutral 2% disagree 2% .

In addition, from the above table explains the Arithmetic mean, Standard deviation and the result of the statements. The arithmetic mean of the first statement is 1.7 and the standard deviation .82 and the result is strongly agree according to the (Likert) table shown above. The second statement, Arithmetic mean is 1.6 and the standard deviation .63 and the result is strongly agree according to the (Likert) table shown above. Third statement, Arithmetic mean 1.5, standard deviation 54 and the result strongly agree according to the (Likert) table shown above .the fourth statement Arithmetic mean is standard deviation 1.6 and the standard deviation is .59 and the result strongly agree according to the (Likert) table shown above . And the fifth statement, Arithmetic mean is 1.3 and the standard deviation is .52 and the result strongly agree according to the (Likert) table shown above.

The result of the first axis was strongly agree, according to the result of the arithmetic mean, which was 1.5 and the standard deviation .47. The frequency rate in the result of the first axis was 118 and the percentage was 47.2, while the frequency in agree was 117 and the ratio 46.8 and the frequency of the neutral was 11 and the percentage was 4.4 and the frequency of n disagree was 3 and the percentage 1.2 and the frequency of strongly disagree was 1 and percentage was .4.

According to Likert’s five – points analysis, the result of the first axis (Strongly agree)

Table(7)shows the percentage of correlation



Correlations

		r1	r2	r4	r3
r1	Pearson Correlation	1	.742**	.511**	.588**
	Sig. (2-tailed)		.000	.000	.000
	N	50	50	50	50
r2	Pearson Correlation	.742**	1	.608**	.704**
	Sig. (2-tailed)	.000		.000	.000
	N	50	50	50	50
r4	Pearson Correlation	.511**	.608**	1	.696**
	Sig. (2-tailed)	.000	.000		.000
	N	50	50	50	50
r3	Pearson Correlation	.588**	.704**	.696**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	50	50	50	50

** Correlation is significant at the 0.01 level (2-tailed).

Table (8) The percentage of correlation

	M1	M2	M3	M4
M1	1	.742	.588	.511
M2	-	1	.704	.608
M3	-	-	1	.696
M4	-	-	-	1

The two previous tables show the correlation between the axes in term of strength, according to the percentage that were mentioned in a previous table. Which showed the variation in correlation with specific degrees.

It was found that the relationship of the first with itself is a very strong relationship at the percentage of 1, and the relationship of the first axis with the second axis is strong at the percentage of .742 the relationship of the first axis with the third axis is average, at the percentage of 588, and the relationship of the first axis fourth axis is average at the percentage of 511.

The relationship of the second axis with itself is strong relationship at the percentage of .742, and the relationship of the second axis with the first axis is a very strong at the percentage of 1 the relationship of the second axis with the third axis is a strong, at the percentage of 704, and the relationship of the second axis with the fourth axis is average at the percentage of .608.

The relationship of the third axis with itself is average relationship at the percentage of .588, and the relationship of the third axis with the first axis is a very strong percentage of 1 the relationship of the third axis with the third axis is average, at the percentage of 588, and the relationship of the third axis with the fourth axis is average at the percentage of .511.

The relationship of the fourth axis with itself is average relationship at the percentage of .511, and the relationship of the fourth axis with the first axis is average at the percentage of .511 the relationship of the fourth axis with the third axis is average, at the percentage of .588, and the relationship of the fourth axis with the fourth axis is average at the percentage of .511.

conclusion:

This chapter provides Conclusion, Findings and Recommendations

The main aim of this study was investigate (The effect of using short stories in improving the learners' vocabulary). To achieve the desired goal of the study, descriptive approach were use with questionnaire paper as tool for data collection. The research has been divided into five chapters the first chapter is an introduction to the research methodology and framework. In the second chap-

ter, the researcher reviews the topic of the research in literature review. The third chapter is methodology of the research, while the fourth chapter is data analysis where the researcher discussed the obtained result. The fifth chapter concludes the research with findings and some recommendations.

Findings:-

Based on the analysis of the respondents' answers and testing hypotheses, the researcher obtains:

1. The use of the Short stories increase learners' vocabulary.
2. Short stories are considered one of the most important sources that contribute to build learners' vocabulary
3. Short stories are considered one of the most important strategies that effect learners to learn vocabulary.
4. Reading short stories motivate learners to enrich their vocabulary

Recommendations:-

1. Based on the above results and findings the researcher recommends the learners, the importance of the Short stories, which are necessary in enriching the learners' vocabulary.
2. Learners should focus on short stories in order to build their vocabulary.
3. Depend on the importance of short stories in building learners' vocabulary, it is necessary to use short stories as a strategy in building vocabulary.
4. Learners should read short stories to learn different types of vocabulary, which it motivate them.

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