

**Short Story as a Strategy of Developing Vocabulary: Exploring Perceptions and
Challenges**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Pradeep Prasad Upadhyaya**

**Faculty of Education
Tribhuvan University,
Kirtipur, Kathmandu, Nepal
2023**

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Dedication

Dedicated to

*My parents and all the respected teachers who devoted their entire life to make me
who I am today.*

Declaration

I hereby declare that to the best of my knowledge this research is original; no part of it was earlier submitted for the candidature of research to any university.

Date:

.....

Pradeep Prasad Upadhyaya

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Abstract

This study entitled **Short Story as a Strategy of Developing Vocabulary: Exploring Perceptions and Challenges** intended to explore the students' perceptions towards the use of short story in the development of vocabulary and examine the challenges of using short story while learning English vocabulary at secondary level. I used quantitative research method adopting survey research design to carry out this study. Forty secondary level students of Dhulung Dudhakoshi Rural Municipality of solukhumbu district were selected through random lottery sampling.

In this study, questionnaire both open-ended and close-ended was used as research tool. The data collected through Questionnaires were analyzed descriptively and thematically. From the analysis of data and interpretations of the results, it was found that majority of the students agreed with short story enhances vocabulary power of students related to culture, enable learners to speak fluently with vast treasure of words, also helps to learn idioms and phrasal verbs and helps teachers to teach English language effectively and interestingly. Moreover, short story teaching is taken as a tool for developing vocabulary, spelling and pronunciation skill of the students and as vocabulary is backbone for the development of language skills and aspects. Similarly, teaching short story facilitates students and creates funny environment for learning which never makes students feel bore. Similarly, there are some challenges for teaching vocabulary such as some of the students are not interested for using dictionary while reading short story, sometime teachers teach short story without materials, few students feel that reading short story is boring task, and some students are interested on watching movie, listening song instead of reading short story.

The study consists of five chapters. The first chapter deals with background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and the operational definitions of key terms. The second chapter deals with the review of the theoretical and empirical literature, implications of the review for the study and conceptual framework of the study. Likewise, the third chapter deals with the methodology adopted for the study which includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures and data analysis and interpretation procedure of the collected data. Similarly, the fifth chapter presents the findings based on the analysis and interpretations in policy related, practice related and further research related level.

Table of Contents

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
Chapter 1: Introduction	1-5
Background of the Study	1
Statement of Problem	2
Rationale of the Study	4
Objectives of the Study	4
Research Questions	4
Delimitations of the Study	5
Operational Definitions of the Key Terms	5
Chapter 2: Review of Related Literature	6-17
Review of Related Theoretical Literature	6
Concept of Vocabulary	6
Teaching Learning Vocabulary	6
Importance of Vocabulary	7
Short Story	8
Types of Short Story	8
Characteristics of Short Story	9
The Use of Short Stories to Teach Vocabulary	10
Short Story and Vocabulary Development	11
The Advantages of using Short Story	12
Review of Empirical Literature	13
Implications of the Review for the Study	15
Conceptual Framework	17
Chapter 3: Methods and Procedures of the Study	18-20
Design of the Study	18

Populations and Sampling Procedures	19
Research Tools	19
Sources of Data	19
Primary Data	19
Secondary Data	19
Data Collection Procedures	20
Data Analysis and Interpretation Procedures	20
Ethical consideration	20
Chapter 4: Analysis of Data and Interpretation of Results	21-33
Data Obtained Through Close ended Questioners	21
Data obtained Through Open ended Questioners	30
Chapter 5: Conclusion and Recommendations	34-37
Findings	34
Quantitative Part of Study	34
Qualitative Part of Study	35
Challenges	35
Conclusion	36
Recommendation	36
Policy Related	37
Practice Related	37
Further Research Related	37
References	
Appendices	

Chapter 1

Introduction

This is the introductory chapter of the study entitled **Short Story as a Strategy of developing Vocabulary: Exploring Perceptions and Challenges**, consists of background of study, statement of problems, objectives, research questions, significance of the study, delimitation of study and operational definitions of the key terms.

Background of the Study

English has global impact on different sectors, and increasing significance throughout the world in general and Nepal in particular. English is an international language across the world. English aids to communicate with one to other people from different countries. The final objective of teaching and learning process is the students are expected to get mastery over four skills and aspects of language. English has been taught since the kindergarten level up to the university, in Nepal, but in fact, there are many people especially in Nepal cannot comprehend English well because they have not background about the English language yet.

Vocabulary is one of the important aspects of language for teaching English. This statement is carried by Hatch and Brown (1995:1). They say, “Vocabulary is the foundation to build languages, which plays a fundamental role in communication”. It describes that by mastering vocabulary; people can express their ideas and understand the other basic competences well. Students of Elementary School study basic English. They study about simple words or things in their surroundings, it is aimed that students are able to understand simple English used in daily context. However, it is difficult to master the other competences without understanding the vocabulary, because vocabulary is the basic competence that must be enriched by students in order to get other competencies like reading, writing, listening, and speaking.

The great achievement in science and rapid technological development have made education in many countries, including Nepal cognizant of the need to prepare and equip students from the early stage with the necessary knowledge, skills, and

values to live in the world that is becoming increasingly scientific and technological. In this case, a good achievement of English as language for science is an aching need.

The students believe that the mastery of the target language will be instrument in getting a better job, position or status. Nowadays many methods or strategies have been presented in teaching English, especially vocabulary such as teaching vocabulary by using picture, teaching vocabulary by using song, and it is very important to learn about vocabulary because no one can speak without vocabulary. Vocabulary does not just help us in speaking but also in thinking because thinking is a process of linking one word to another word in order to make a concept in our mind. "If language structures make up the skeleton of language then it is vocabulary that provides the vital organs and flesh (Harmer, 1991, p.153). That is to say that vocabulary must be very important.

Mastering vocabulary by memorizing is popular for the tenth grade students of senior high school. Most of them have problems to recall the information when they want to use it. So, they will lose the vocabulary soon after memorizing it. Teaching vocabulary by using story system can help the students in mastering vocabularies. It could be a good strategy in teaching vocabulary. By this strategy, they can recall the information easier: rather than just memorizing it. In memorizing vocabulary, we just keep it in our short-term memory (STM), so we will lose the vocabulary soon after memorizing it. That is why, it is needed to code the information in STM to long-term memory (LTM), to make it long lasting.

Story is fruitful tool to recall information if we know the context sometimes we fail in recalling the information, but we still remember the situation or the context. The situation or context helps us in recalling back the information, moreover if we form or create the context by ourselves, such as, in learning vocabulary by using context that we made. Of course, situation or context helps learners in recalling the vocabulary because we really recognize the context. Moreover, if the context is used based on our own experience, we can develop our vocabulary power.

Statement of Problem

English is one of the most fearful classes for many students due to psychological perception of English as a difficult reference. English learners do not

perceive English as a tool which can make life easier (Sekmez,2017) or even those who realize the important role of English are overshadowed with an anxiety of English performance. When students use English in their daily life, they always feel hesitation due to lack of vocabulary, grammar and pronunciation knowledge with fear of making a mistake. If learners can be aware of importance and ease of language learning in the technological age, they can change their perception to their advantage. So, the first problem for developing vocabulary how to select effective strategy in learn English language. In the same way students are not concentrate when learning vocabulary so, how to concentrate students through short story. Moreover another challenge is that students learn language by memorizing vocabulary, grammar rules, which build up their fear while learning English language. Using storytelling is a creative method, but classical methods adhere to textbooks most of the time, and standardized tests are used in students' evaluation in schools. Hence, teachers have difficulty in evaluating their students' learning process in alternative mediums, which can be more creative due to mandated procedures. Inadequate vocabulary resources curricula force teachers to teach vocabulary in isolation. Short story can be an alternative source for developing and practicing vocabulary. However, there are contradictory opinions about the use of literature like short story, novel, and drama for teaching English. According to Lazar (1994:.,pp115-124), the use of literature is unnecessary in language teaching and a grammar based teaching should be maintained for many teachers. Teachers do not always prefer to include literature in their lesson, because it is time consuming and risky in comparison to previously tried practices in the classroom. Teachers need to explain the digital short stories and multimedia texts to learn in order to increase student awareness in using vocabulary. The usage of multimedia texts in classroom promotes learners learning in becoming familiar with vocabulary and language structures (Ahmadi, 2018:.,pp115-125). Teachers ought to spend more time, and effort to teach a topic from digital platforms and increase student familiarity with digital language learning opportunities.

Significance of the Study

This research work is worthy enough for the field of teaching learning. It also helps secondary English teachers to know their comprehension ability and realize the need for further improvement. It is equally important for the researchers who wish to undertake researches on different aspects of language teaching. The finding of the study will also be significant to all those who are directly or indirectly involved in teaching and learning English as a foreign language specifically in the context of Nepal. English language learning is more focused on language skills than language aspects. As a result, English language learning is being more complicated and challenging. Due to less attention on language aspects, the learners have been facing critical problem in using language in different areas. This scenario came to felt that essence of study on the field of language learning. So, I became curious and enthusiastic on why language aspects are not more focused in secondary schools? Why the language teachers are not serious on use of literary genre like short story in the classroom? I studied on Short Story as a Strategy of developing Vocabulary: Exploring Perceptions and Challenges.

Objectives of the Study

This study had the following objectives.

- i. To explore the students' perceptions towards the use of short story in the development of vocabulary
- ii. To examine the challenges of using short story in Learning of vocabulary at secondary Level
- iii. To suggest some pedagogical implications.

Research Questions

The following were the research questions of the study:

- i. How do students perceive short story for the development of vocabulary?
- ii. What are the difficulties in the use of short story for developing the vocabulary?
- iii. How can the short story be used for the development of vocabulary?

Delimitations of the Study

This study had following delimitations:

- i. The study limited to forty students of secondary level.
- ii. The study limited to the four community schools in Solokhumbu district.
- iii. The data collected through questionnaire.
- iv. The study limited to the only one aspect of language teaching that is vocabulary.
- v. This study limited to survey research design.

Operational Definitions of the Key Terms

Community school. It refers to the schools financially supported by the government of Nepal.

English language. Here, English language refers to a global language, which is mostly used as a medium of instruction in school teaching learning activities.

Short story. A piece of fiction, usually under 10,000 words.

Vocabulary. It refers to the stock of words used by or known to a particular people or group of persons.

Chapter 2

Review of Related Literature

This chapter deals with the review of related theoretical literature, review of related empirical literature, conceptual framework and implications of the review for the study.

Review of Related Theoretical Literature

Concept of Vocabulary. According to Hornby (1959, p.152), vocabulary is the total number of words that make up a language, Body words know to person or use in a book, subject, List of words with their meaning, especially are which accompanies a text book: in a foreign language. Likewise, Dictionary of Good (1959, p.143), says “vocabulary is the content and function words of language, which are learned so thoroughly that they become a part of a child’s understanding, speaking, and writing vocabulary and the words having meaning when heard or seen even though produced by individual himself to communicate with others.” Similarly, Suardi (2000, p.7) says that vocabulary is: a list of words, sometimes phrases, usually arranged in alphabetical order and defined, dictionary, glossary or lexicon, all the words of language, words used by a person, class, profession, etc.

In the same way, Huddleston(1998, pp. 1-2) says the vocabulary is: The content and function of a language which are earned so thoroughly, that they become a part of the children’s understanding, speaking, and later reading or writing, word having meaning when heard or seen even though the individual produce it when communicating with others. According to Good (1959:631) vocabulary is: The content and function of words of language, which are learned so thoroughly that they become a part of speaking, and later reading and writing vocabulary and the words having meaning when heard or seen even though not produced by individual itself.

Based on some definition above the writer concluded that vocabulary is a total number of words which used to communicate in all side of human relation or vocabulary is the word which meaning and function words of language.

Teaching Learning Vocabulary. Repurpose of learning vocabulary is to make the students understand the meaning of the words. Finnochiaro (1974) suggested that

teaching and learning vocabulary is an activity where the teacher and the students reintroduce some vocabulary items with all the structure and in the entire situation in which they can logically be used. Learning vocabulary means process of gaining knowledge of vocabulary. In the first step, the learner will get invocation about vocabulary. Such as: how to spell, to pronounce, to use it in appropriate sentences as well as the meaning.

The second is the manner in which the students acquired and articulated the words. The way a word or a language is typically pronounced, or how someone utters a word, is referred to as pronunciation. When 27 is referred to as having "correct pronunciation," it refers to both within a specific dialect, according to Finnochiaro (1974). If the pronunciation is pleasant and easy to understand, it is good. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: The area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class and their education. Nation (1990) explained that when someone wants to teach a word, he/she has to teach three things the shape or form of the word, the meaning of the word, the form and the meaning of the word together. The teacher provides an Indonesian synonym while explaining the meaning. Students find it challenging to comprehend word meanings. Therefore, it is done to make it simpler for them to remember the terms' meanings.

Importance of Vocabulary. The foundational element for aiding pupils in understanding language is vocabulary. They learn the language skill easily if they have enough vocabulary. In any foreign language, learning vocabulary is one that is emphasized. Students have to develop their vocabulary. Developing a good vocabulary helps them to improve their ability in learning vocabulary. There are many words in the English textbook that must be learned. Nobody can speak or understand the language without it. It means that when someone does not master something, they cannot create a word or a statement well. When kids can learn the English language, there are various benefits. Diana Bonet (1991) listed the following benefits: a. Students' vocabulary in reading, writing, speaking, and listening will improve. b. Students will think more clearly. Thoughts are limited by vocabulary. c. Students will experience personal growth and greater confidence. d. Students will understand other

people idea and explanation easily.e. Students will gain important survival tools for the new millennium. f. Student's friend will believe you are becoming really intelligent. These benefits highlight the impact that vocabulary has on how pupils acquire language and their capacity to develop interpersonal relationships. Furthermore, vocabulary knowledge is more important than grammar. Like Thornburry (2002) who said, "Without vocabulary nothing can be conveyed, very little can be conveyed without grammar."In other words, if someone has a large vocabulary, they could be able to converse and understand a language even if their grammar is poor. It can serve as a foundation for language mastery. Grammar is a system, whereas vocabulary is primarily a collection of words. The easier it is for us to master a language, the more words we know. It demonstrates the impact of vocabulary on language learning..

Short Story. Short stories are a work of fiction usually written in prose and narrative format and are shorter in length than a novel. According to Wright (2002), "stories", in a very broad sense, "range from full stories in a book to snippets of behavior", and include "any descriptions of dramatic events in fact or fiction: traditional stories, local legends, contemporary fiction, the news, personal anecdotes, stories made by students...offered through...personal storytelling, television, theatre, cinema, newspapers, public events" Journal of English Teaching, Volume 5 (3), October 2019 159 (p. 1). A short narrative often concentrates on one main theme, one plot, and one major character with a few supporting lesser characters because it is quite brief.

Types of Short Story

Fable. It is usually a short and fairly a simple story that exemplifies an abstract moral theme or principle of human behavior. The characters in fable are often animals, and they exhibit frailties. In other words, animals talk and act like the human types they represent.

Parable. A short tale that uses commonplace occurrences to describe a predicament related to religion or ethnicity. A parable is a very brief story about people that emphasizes a hidden connection or analogy with a larger lesson the

narrator is attempting to teach his listeners. One of Jesus' preferred teaching methods was the tale.

Myth. A myth is a story which is not true and involves supernatural beings or any rare super human beings. It is always concerned with creation. It explains how something came to exist. It explains the origin of life, religious beliefs, and the forces of nature as some kind of supernatural occurrence that recounts the deeds of traditional superheroes.

Folk Tale. Folktale is a short narrative in prose of unknown authorship which has transmitted orally. Folktales are found among people everywhere in the world. They include legends, fables, shaggy dog stories, ghost stories, stories of giants and saints and spirits, husband and wife tales, masters and man tales.

Fairy Tales. A tale including fairies or other fantastical or magical creatures. It is a piece of oral literature that is in the category of folk literature. A fairy tale is typically a prose story about the triumphs and failures of a hero or heroine who has engaged in various adventures that are more or less supernatural in nature.

Characteristics of Short Story. Short story refers to a work of fiction that is usually within prose in a narrative format. It tends to be less complex than novels. Usually, “a short story focuses on only one incident, has a single plot, a single setting, a small number of characters, and covers a short period” (Nazara, 2019 p. 158). There are two ways that usually used in story. There are showing or telling. Showing means describing the character by action in story however, the telling means that the author would tell or explain something. The beginning can be designed either with an introduction or with exposition or the reader will be thrown directly into the action of the story (Lepaludier, 2011). The traditional elements of short stories based on Fatma (2012 p.12) : exposition, complication, climax, and resolution. But modern American short fiction composed of six important elements, namely plot, characterization, point of view, setting, theme, and style. The short story deals with important elements that build the story itself. All of these elements take their role to make the story sensible.

Plot. The plot is a sequence of events with a beginning, middle, and an end.

Characterization. How a writer convinces the reader the type of specific character. Usually, tell through physical description: the author will tell the reader what color hair, eyes, skin, etc. In short story, the writers can employ two methods: direct and indirect characterization. Direct characterization: the writer tells the reader about the characters personality using the narrator of the story. Indirect characterization: the writer tells the reader what the characters personality through the thoughts, feeling, and actions of the character.

Point of view. In short story, point of view is employed in a specialized sense, referring to the question of who narrates the story. Every story has a narrator, a character that provides the reader with information and insight into characters and incidents. According to (Shilpa, 2015), a short story always has a point of view, which means – who is seeing the events of the story. It could be either an: First-person narrator; here the narrator is the character of the story or, Second person narrator; here, readers are the character of the story and Third-person narrator; this is the most common point of view used in stories.

Setting. The time and place of story, the details of the description are given to the reader directly by the narrator.

Theme. In every artwork, the theme is implicit message that the writer would like to get across.

Style. How the story is written or presented by the authors. Diverse authors typically use diverse word choices and sentence structures. The tone of the story is another crucial component of the contemporary American short story. The reader can infer the author's feelings about events inferentially from this. The four main types of tones are sad, ironic, satiric, and romantic. The story's tone instructs the reader on how to read it.

The Use of Short Stories to Teach Vocabulary. In English Language Classes Literature is a valuable data source for vocabulary learning and language development. Yet, it is particularly important to choose the right kind of short stories for the intended pedagogical results. Stories should be in line with students' proficiency level or slightly above their language abilities for them to benefit most from the chosen story. Simple elements can be taught at beginner and intermediate

levels, such as character, setting and plot. More complex elements, such as conflict, climax, resolution, etc., can be introduced at more advanced levels (Erkaya, Rocha 2005:38-49). According to Gajdusek (1988, p227-257), pre-reading activities, factual in-class work, analysis and extending activities are very effective ways to introduce a literature text in the classroom. In the pre-reading activities, there is the opportunity to learn about the background of the story and target vocabulary. Furthermore, content should be appropriate to the level of students.

Hill (1994, P.p349-358) point out that the materials should be picked up according to abilities of students, the linguistic and stylistic level of the text, and an amount of background information for initiating true appreciation for learners. Learners will abstain from language learning when they are bored. For this reason, the right materials should be selected that do not bother students and allow correct evaluation of their understanding. According to Heathen (1988) grammar, spelling, and vocabulary are critical elements of language learning, and it is possible to combine these elements through the use of literature. We can use short stories for young learners and adults similarly. Digital short stories can be utilized for all language levels. Stories should also be thematically in harmony with student interests. Story length is another vital consideration because if stories are concise, students are able to finish in a short time and can feel a sense of accomplishment upon finishing the reading task.

Another important consideration is choosing a proper story for language teaching purposes, in relation to the existence of particular words, phrases and structural recognition. Provided that selected texts include the target words and concepts, it will support the pedagogical development of students.

Short Story and Vocabulary Development. Vocabulary is the cornerstone while teaching language. When vocabulary knowledge is on a firm footing, the language learning process can proceed quickly. Lao and Kashan (2000 p, 16-32) showed how useful literary texts are while teaching vocabulary and reading during their research in a university in Hong-Kong. With this in mind, word knowledge can be classified in two categories as active and passive vocabulary knowledge. With passive vocabulary students can recognize particular words but cannot use these

words in their language communication. In active vocabulary knowledge, students know and use the words communicatively in their language practices.

Similarly, Hatch and Brown (1995) made a distinction between receptive vocabulary and productive vocabulary. Receptive vocabulary knowledge means that learners understand a word when they see or read it in a context; however, productive knowledge means that they can use the word in a context, while speaking or writing. Generally, learners gain word knowledge receptively. Then, they can transfer their knowledge productively either incidentally or intentionally. Vocabulary teaching is more complicated than teaching other language skills, because learners memorize words in the form of a list. Vocabulary acquisition is a challenge for learners, because they need to make a connection between their new acquired words through their own language system. Also, memorization of vocabulary causes students to lose their motivation. Learners are prejudiced against learning new words because they try to learn by memorizing them and then they tend to forget easily. According to Nation (1990.p 326-328), words are learned in a process when learners use them regularly. Lubliner and Smetana (2005.p 163-200) stated that learners gain permanent vocabulary knowledge when they meet these words in texts more than once. Learners should know how to use words in a sentence and make inferences about the meaning of words from the sentence.

With this in mind, Hi mano lu (2005.p 1-14) showed the use of short stories was an alternative solution to tedious vocabulary learning. Carter and Long (1991) emphasized the importance of using stories because short stories provide learners with valuable knowledge about other cultures, ideologies, and societies making words memorable in the minds of learners. Thus, vocabulary learning becomes more enjoyable and more permanent this way.

The Advantages of using Short Story in learning vocabulary. In learning modern type of prose is short story. (Sulfikar, 2012.p 3) Short story as literary work is a fascinating thing for people to read, short story has the function of entertaining and enriching mental experience. The researcher provides the advantages of using short story in learning English language in the class. Al-Dersi (2013), states that there are some benefits of using story in learning such as short story makes learning English as an enjoyable and attractive process for learners, stimulates learners' curiosity about

the target culture and language, it encourages language acquisition and learners' language awareness. Short story provides many vocabularies and increase people's critical thinking such as, makes the readers guess what would happen next. In short, short story technique has many advantages, such as increasing vocabulary and enjoyable.

Review of Empirical Literature

There are many researches which have been carried out on the use of short story to develop vocabulary of the EFL learner. The topic selected for this study has already been touched by some researchers which are as follows:

A research titled "The effectiveness of teaching vocabulary through real objects" was conducted by Acharya in 2008. His goal was to evaluate the efficacy of vocabulary instruction using actual objects. The study demonstrated that teaching vocabulary using real objects had generally better results.

Winti Ananthia (2008) also has done a research on storytelling in teaching vocabulary. The result of her study indicated that storytelling gave an improvement for students in learning a foreign language. Dewi's finding (2010) in scope of learning vocabulary through story she found that, students of SMP Ta'mirul Islam Surakarta had difficulties in pronounce the word. In order to make an improvement of vocabulary, the researcher applied short story in teaching vocabulary and the result was short story can improve students' vocabulary and the students can easily pronounce the words.

Kandel (2009) made an effort to identify the vocabulary teaching tactics used at the pre-primary level in her thesis, "A study on the strategies used in teaching vocabulary at pre-primary level." Her primary source for data was pre-primary school teachers. The study's major goals were to identify and examine the vocabulary teaching and learning tactics utilized by pre-primary teachers. She observed classes while vocabulary was taught as part of her research. Only 20 teachers from 10 private schools in the Chitwan district were included in the study. The findings of the research was somehow effective and only a few teacher used most of the techniques properly in the real classroom.

Gurung (2011) has also carried out the thesis on “Effectiveness of Short Story in Enhancing vocabulary”. She did action research and took 40 students studying in grade 9 from Kathmandu valley as the sample. The pre-test result showed that students scored only 578 (28.9%) marks in the pre-test whereas the progress tests showed that students achieved 657 (32.85%) marks; 736 (36.8) marks and 830 (41.5%) marks in the first, second, and third progress test respectively. Finally, the students scored highest marks in the post-test i.e., 1106 (55.3%) marks. The post-test result proved that the teaching vocabulary through short stories is effective to make students competent in vocabulary.

The research “Benefits of Using Short Stories in the EFL classroom” carried out by Erkaya (2011) found that short stories are effective when teaching culture to EFL students. Short stories transmit the culture of the people about whom the stories were written. Students gain knowledge of people's customs and traditions, as well as the past and present, through studying the culture. Culture teaches students to understand and respect people's differences.

Al-Dersi (2013) outlined a number of benefits of using short stories to learn a language. First off, reading a short narrative to students makes studying English interesting and fun. A short story also piques learners' interest in the culture and language of the target country. Third, the story promotes language awareness and language learning among the audience. Fourth, a short tale introduces new terms with their actual usage in a variety of contexts, allowing learners to comprehend the meaning and usage of the new words. Fifth, the short tale leaves the readers guessing as to what will happen next, engaging them in the process and assisting them in deciphering the meaning of unfamiliar terms through context. Sixth, a brief story provides EFL instructors with opportunities to incorporate

Mosha (2014) found that, the teacher did not find a good strategy in teaching learning in rural area, and the majority of students’ perception they did not like their classroom means that classroom environment was not conducive to influence teaching and learning. In fact that, not only strategy in teaching but also learning atmosphere is essential to attract students’ interest in learning vocabulary. In this study the researcher investigated the improvement of using short story by using experimental research in rural area. Although many studies have been carried out to

investigate the use of short stories to develop students' vocabulary, studies focusing on students' rural area are still rare.

Thesis on "Improving Students Vocabulary Mastery Through Story Completion Technique in Speaking Activity" by AriscaErlin et al. (2015). The researcher used Story Completion to carry out their study. This research used quantitative approach and was conducted 30 students in class VIII A. The research administered vocabulary test in collecting the data. The result of the data analysis showed that there was a significant improvement in students' vocabulary achievement after they were taught by using Story Completion. Story Completion can improve students' Vocabulary Mastery.

According to Nezhad et al (2015), there are various techniques that help language learners acquiring new vocabulary implicitly such as finding synonym, memorization, mnemonics and guessing word meaning. Finding synonyms which have a related meanings to an unfamiliar word is one of the most effective ways of vocabulary learning.

Parvareshbar and Ghoorchai (2016) carried out an experimental study to explore the influence of short stories on vocabulary development of Iranian intermediate English foreign language learners which were placed in the experimental and control groups. Results showed no significant differences between the two groups.

The above reviews show that the role of story and other form of literature in building vocabularies. More specifically, short stories get much penetration to the students to memorize better way because of its attention hooking. In my study, Students perception developing vocabulary through short story will try to find the way students develop in building vocabulary through various techniques.

Implications of the Review for the Study

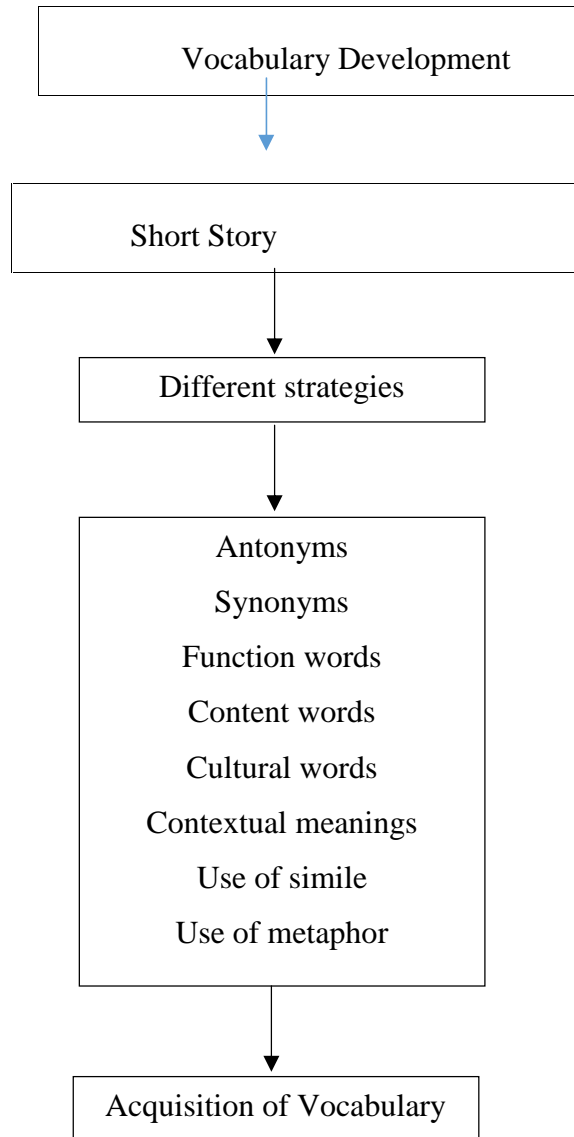
I have tried to review the previous research thesis, ELT journals, articles and books which are related to my study. First, I came to select this area after going through these different studies on developing vocabulary through short story. They became supporting sources for me to select this topic. Similarly, I reviewed some of

the previous empirical research carried out in the Department of English education. After reviewing these studies, I have gathered ideas and knowledge regarding how I should proceed ahead. Firstly, the research studies carried out by Joshi work (2008) the researcher get the good idea in setting research objectives and questions. Likewise, Erkaya (2011) helped me to get ideas about effectiveness of short story to develop vocabulary for learning English language. Similarly, Gurung (2011) proved that teaching vocabulary through short story is effective to make students competent in vocabulary. Islami (2019) provided me detail input and also provided insights and information about language aspects mainly vocabulary, which ultimately helped me to explore the theoretical concept on my study and helped me know about English students' perception about using short story to develop and enhance the student's vocabulary. Likewise, Muflihah and Surabaya, U. (2008) helped me to develop methodology. And finally, Bhattarai (2005) helped me in data collection tools, select populations and sampling procedures.

Even though, all these reviewed study are related to develop the vocabulary for learning English language but none of these study attempts short story as a strategy for developing vocabulary. Most of these studies only focus on teacher's perception but not students so, this study tries how the short story plays vital role to build up vocabulary in learning English language.

Conceptual Framework

According to Kumar (2010), “The conceptual framework stems from the theoretical framework and concentrates usually on one section of the theoretical framework which becomes the basis of the study. This study “developing vocabulary through short story” will be based on following conceptual framework.



Chapter 3

Methods and Procedures of the Study

This section consists of design of the study, population and sampling procedures, research tools and techniques, sources of data, data collection procedures, data analysis and interpretation.

Design of the Study

Research refers to a systematic investigation that is designed to answer a question. In other words, research is an art of scientific investigation. It means that the meaning of research is a careful investigation or inquiry. This study is based on survey research design. Survey research design is one of the most commonly used methods of investigation in educational research. It is used to find out *Short Story as a Strategy of developing Vocabulary: Exploring Perceptions and Challenges in learning English*. One of the most crucial fields of measuring in applied social research is survey research. One of the most prevalent forms of quantitative, social science research is the survey. In survey research, I selected a sample of respondents from a population and administered a standardized questionnaire to them. Survey in education addresses the educational problems and generalizes its findings based on representative samples of a specified target population. Thus, sampling will be the procedure of selecting the required number of samples, which represents the whole group. In this research work, I used questionnaires as a main tool in order to find out *Short Story as a Strategy of developing Vocabulary: Exploring Perceptions and Challenges*. The findings of the survey would be generalizable and applicable to the whole group.

Nunan (1992) writes that "the main purpose of survey research is to obtain a snapshot of condition, attitudes, and events at a single point in time" (p. 140). Survey in education addresses the educational problems and generalizes its findings based on representative samples of a specified target population. In survey research, the researcher has collected the data at a single time and it addressed the large group of population. Survey data was collected through questionnaires, observation, interview etc.

Regarding survey research design, Cohen, Manion and Morrison (2010) mention that in survey research, a researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify more standard one against the existing situations.

Similarly, Nunan (2010) says, "Survey are widely used for challenging data in more areas of social; inquiry from politics to sociology, from educational linguists". Since survey research is a method for collecting and analyzing data obtained from large number of respondents representing a specific population collected through highly structured questionnaire or interview schedule and its findings are generalizable and applicable to the whole group, it is necessary to be followed for my research as well because my research also is generalizable and applicable to the whole group.

Populations and Sampling Procedures

The population of this study was forty secondary level students from four different community schools named Janta Sec. School, Janasewasec.school, Jankalyan Sec. School and Himalyan Sec. School from Thulung Dudhkoshi Rural Municipality, Solukhumbu district. The sample population selected through random lottery sampling.

Research Tools

In this research, required data collected through questionnaire. Both open-ended and close- ended items used as the techniques of data collection.

Sources of Data

Both primary and secondary sources used for getting required data.

Primary Data. Primary data were collected from forty secondary level students from Thulung Dudhakosi Ruler Municipality in Solukhumbu District.

Secondary Data. Secondary data had been taken from various articles, books, reports, research studies, dictionaries, internet related to the study area books and theses approved in the Department of English Education and also related websites.

Data Collection Procedures

This research is concerned with students' perceptions of short stories as a strategy to develop vocabulary and challenges in learning the English language. At first, I visited four government-aided Secondary Schools of Thulung Dudhakoshi Rural Municipality in Solukhumbu district. When entering through the topic, if I found some students not wide enough to share their experience, I tried to create a more friendly relationship so that they could share their experience without any hesitation. Firstly, I introduced myself as a researcher and then I carried out my research work having small informal talks with them. Meanwhile, I talked to them and asked them about the experience of using short stories to develop vocabulary and what challenges were faced when learning the English language. I told them the purpose of this study. After getting approval from the participants, I distributed the questionnaires to the students and finally, I collected the questionnaires after four days with their answers and thanked them for their kind help and co-operation.

Data Analysis Procedures

I started the process of my data analysis after collecting raw data from questionnaires. The systematically collected data were analyzed, interrelated, and presented descriptively and correlatively based on questionnaires as a research tool. The data were collected from forty students from four different community schools by distributing questionnaires. This research study found out how the use of short stories as a strategy to develop vocabulary makes short stories more fruitful for learning the English language. Then, the result was interpreted descriptively in order to derive findings of the study.

Ethical Considerations

To uphold my ethical standards, I adopted the ethical considerations. I explained to the responders the goal of the study and that their information would be kept confidential. The responders gave their assurance that there are no actions that would jeopardize their reputation as educators or their own careers. I assured them that the research would be done with precision, trustworthiness, sincerity, and honesty. In addition, I took care to maintain the confidentiality of the data and ensure that it was only collected for research purposes.

Chapter 4

Analysis of Data and Interpretation of Results

In this chapter, I have dealt with the data of research work which were collected during the field visit. The data were collected focusing mainly on Short Story as a Strategy of developing Vocabulary: Exploring Perceptions and Challenges at secondary level students in learning English. The data were obtained through the use of open ended questionnaires and close ended questionnaires.

The purpose of this section is to transcribe code, analyze and interpret the systematically gathered data through appropriate diagrams, tables and charts. Therefore, the result of this research has been interpreted as the following in different tables. This chapter is mainly concerned with the analysis and interpretation of the data collected from the primary sources. The data were collected from the secondary level students from four different community schools of ThulungDudhaoshi Rural Municipality in Solukhumbu. The data were collected using questionnaire. The collected data were analyzed and interpreted by descriptive approach and using statistical tools like frequency count, percentage. The analysis of data and interpretation of results are below.

Enhance vocabulary through short stories

Table 1

S.N.	Short story helps enhance vocabulary.	Frequency	Percentage
a.	Agree	25	62.5
b.	Strongly agree	5	12.5
c.	Disagree	7	17.5
d.	Strongly disagree	3	7.5

The above table shows that 62.5% students agree with that they learn vocabulary through short story. It means they believe that short story helps to develop vocabulary. And only 12.5% students strongly agree on short story as a strategy to develop vocabulary. Similarly, the perception of 17.5% students disagree where 7.5% strongly disagree. It can be concluded that majority of the students agree and they

believe on short story is one of the effective strategy to develop vocabulary for secondary level students.

Cultural words enhance through story

Table 2

S.N.	Cultural words enhance through story.	Frequency	Percentage
a.	Agree	33	82.5
b.	Strongly agree	4	10
c.	Disagree	3	7.5
d.	Strongly disagree	0	0

The above table makes us clear that 82.5% students agree. It means students grow up the vocabulary from the cultural words. Similarly, 10% students are strongly agree. But 7.5% students disagree. They have not believed that there is not any role of cultural words to develop vocabulary. Finally, it can be concluded that majority of the students are agree and they believe on short story is one of the effective strategy and cultural words enhance to develop vocabulary for secondary level students.

Antonyms and synonyms able techniques for developing word power

Table 3

S.N.	Antonyms and synonyms able techniques for developing word power.	Frequency	Percentage
a.	Agree	21	52.5
b.	Strongly agree	18	45
c.	Disagree	1	2.5
d.	Strongly disagree	0	0

On the basis of table3, I found that 52.5% students 'agree' on antonyms and synonyms able techniques for developing word power for learning English. Similarly, 45% students responded 'strongly agree' and 2.5% students responded only 'disagree' on this perception. It seems most of students perception is antonyms and synonyms are the techniques for developing word power. It means most of students believe that short story is one of the interesting strategy to build up vocabulary power at secondary level.

Story helps to learn idioms and simile through story

Table 4

S.N.	Story helps to learn idioms and simile through story.	Frequency	Percentage
a.	Agree	31	77.5
b.	Strongly agree	9	22.5
c.	Disagree	0	0
d.	Strongly disagree	0	0

The above table shows that 77.5% students responded 'agree'. It means they believe that short story helps to learn idioms and simile which develop vocabulary of the students for learning English. And only 22.5% students strongly agree on short story helps to learn idioms and simile for developing vocabulary. Similarly, the perception of 0% students disagree and strongly disagree. It can be concluded that majority of the students are agree and strongly agree where they believe that short story is one of the effective strategy to develop vocabulary for secondary level students.

Vocabulary as a means of speak English fluently

Table 5

S.N.	Vocabulary as a means of speak English fluently.	Frequency	Percentage
a.	Agree	11	27.5
b.	Strongly agree	29	72.5
c.	Disagree	0	0
d.	Strongly disagree	0	0

According to the above table 27.5% responded agree and 72.5% responded as strong agree. It means all the students perception is vocabulary helps them to speak English fluently at secondary level. So we can be concluded short story helps to grow up the vocabulary and it makes students more easier to speak fluently English.

Vocabulary as a backbone of the language

Table 6

S.N.	Vocabulary as a backbone of the language.	Frequency	Percentage
a.	Agree	14	35
b.	Strongly agree	24	60
c.	Disagree	2	5
d.	Strongly disagree	0	0

The above table shows the students perception on vocabulary as a backbone of language. From the table I can said that 35% students agree, 60% students strongly agree and only 5% students disagree respectively. From the table it is concluded totally 95% students think vocabulary is the backbone for learning language.

Do you read or use short story for enhancing words power?

Table 7

S.N.	Do you read or use short story for enhancing words power?	Frequency	Percentage
a.	Yes	35	87.5
b.	No	5	12.5

On the basis of table no.7, 87.5% of students read the short story to enhance words power and 12.5% of students could not use short story to build up words power. For the above table most of the students are interesting to read short story which helps to enhance words power. So, it is concluded that reading short story is one of the fruitful strategy for learning English language at secondary level.

Is short story really helpful for enhancing vocabulary?

Table 8

S.N.	Is short story really helpful for enhancing vocabulary?	Frequency	Percentage
a.	Yes	38	95%
b.	No	2	5%

The above table makes us clear that 95% students said short story really helpful for enhancing vocabulary and only 5% students are opposition of this perception. It means majority of students are interesting and they think that it is helpful to enhancing for learning English at secondary level. So, it is concluded most of students believe that short story is one of the effective strategy to develop vocabulary.

Does your teacher use short story to teach English in classroom?

Table 9

S.N.	Does your teacher use short story to teach English in classroom?	Frequency	Percentage
a.	Yes	32	80%
b.	No	8	20%

The above table makes as clear 80% students responded 'yes' on the teacher can use the short story or not to teach English at secondary level. And only 20% students responded 'no' which means teacher cannot use short story when teaching English. Finally, with the help of above data majority of students said that their teachers use short story to teach English in the secondary classroom.

Vocabulary plays vital role to learn language

Table 10

S.N.	Vocabulary plays vital role to learn language.	Frequency	Percentage
a.	Agree	17	42.5
b.	Strongly agree	23	57.5
c.	Disagree	0	0
d.	Strongly disagree	0	0

From the above table 42.5% students responded on agree and 57.5% students responded on strongly agree. Similarly, no one responded on disagree and strongly disagree. It means all the students think that vocabulary plays vital role to learn English language.

Developing vocabulary is possible through short story

Table 11

S.N.	Developing vocabulary is possible through short story.	Frequency	Percentage
a.	Agree	23	57.5
b.	Strongly agree	10	25
c.	Disagree	7	17.5
d.	Strongly disagree	0	0

The above table shows 57.5% students responded 'agree', 25% students responded 'strongly agree' and 17% students responded 'disagree' on the perception developing vocabulary is possible through short story. Finally, the majority of students have the perception or they believe that through short story it is highly possible for developing vocabulary.

Story helps you to understand the contextual meaning of the words

Table 12

S.N.	Story helps you to understand the contextual meaning of the words.	Frequency	Percentage
a.	Agree	26	65
b.	Strongly agree	12	30
c.	Disagree	2	5
d.	Strongly disagree	0	0

The above table shows students perception on the story helps them to understand the contextual meaning of the words. Among the them 65% students responded agree where 30% students responded strongly agree and only 5% students express their view on disagree. From the help of data, it is concluded the majority of students perception is short story is fruitful to understand the contextual meaning.

Vocabulary develops language skills

Table 13

S.N.	Vocabulary develops language skills.	Frequency	Percentage
a.	Agree	21	52.5
b.	Strongly agree	18	45
c.	Disagree	1	2.5
d.	Strongly disagree	0	0

From the table no. 13, it reveals that the views majority of students is on vocabulary develops the languages skill. Where 52.5% students express their perception on agree. Similarly, 45% students express their perception on strongly agree and only 2.5% of students perception on disagree. Finally, from the above data most of students believe that vocabulary grow up language skill.

Vocabulary encourages you to speak without hesitation

Table 14

S.N.	Vocabulary encourages you to speak without hesitation.	Frequency	Percentage
a.	Agree	22	55
b.	Strongly agree	18	45
c.	Disagree	0	0
d.	Strongly disagree	0	0

The above table shows the students perception on vocabulary encourages them to speak without hesitation. Hesitation is one of the challenges for the English teacher to teach English language at secondary level but when teacher uses short story which helps to build up vocabulary and vocabulary encourages to speak without hesitation. According to the above table 55% of students perception is on agree and 45% of students perception is strongly agree. At the end, I can say all of the students view is vocabulary encourages students to grow up their spoken skill.

Do you improve your pronunciation while learning vocabulary?

Table 15

S.N.	Do you improve your pronunciation while learning vocabulary?	Frequency	Percentage
a.	Yes	38	95
b.	No	2	5

According to the above table 95% of students responded that they improve their pronunciation with help of learning vocabulary from the short story. Where only 2% of students responded 'no'. So, majority of the students improved their pronunciation while learning vocabulary. At the end most of students proved that learning through short story build up vocabulary where vocabulary improves the students pronunciations.

Do you think learning English through short story is fun?

Table 16

S.N.	Do you think learning English through short story is fun?	Frequency	Percentage
a.	Yes	33	82.5
b.	No	7	17.5

The table shows the students thinking on learning English through short story is fun or not. According to the table 82.5% of students say 'yes' and only 17.5% of students say 'no'. With the help above data majority of students think that learning English through short story is fun and it is most helpful for learning English at secondary level students especially class 10. So, it is concluded students are very interesting and the feel fun to learning English through short story.

Do you use dictionary at the time of reading short story?

Table 17

S.N.	Do you use dictionary at the time of reading short story?	Frequency	Percentage
a.	Yes	19	47.5
b.	No	21	52.5

The above table shows the students are used or not at the time of reading short story. According to the table 47.5% students used the dictionary and 52.5% of students cannot use dictionary. With the help of data it is concluded that majority of students have not used dictionary. It means they are not interested to use dictionary at the time of reading short story even though 47.5% are interested and they use dictionary at time of reading.

Learning vocabulary through short story develops communicative skill

Table 18

S.N.	Learning vocabulary through short story develops communicative skill.	Frequency	Percentage
a.	Agree	31	77.5
b.	Strongly agree	5	12.5
c.	Disagree	2	5
d.	Strongly disagree	2	5

The above table shows students perception on learning vocabulary through short story develops communicative skill. According to the table 77.5% students of community school is responded 'agree' and 12.5% students express their perception in 'strongly disagree' where same 2% of students express their perception in disagree and strongly disagree respectively. At the end, the majority of the students think and they are agree and strongly agree on learning vocabulary through short story develops communicative skill of students at secondary level.

Short story is helpful for developing reading skill

Table 19

S.N.	Short story is helpful for developing reading skill.	Frequency	Percentage
a.	Agree	25	62.5
b.	Strongly agree	11	27.5
c.	Disagree	4	10
d.	Strongly disagree	0	0

The above table shows student's perception on learning short story is helpful for developing reading skill. To develop reading skill of students teachers use different strategy among them short story is one effective and interesting strategy for the students of secondary level. According to the above table 62.5% students are agree and 27.5% students are strongly agree on the above perception. Where only 10% of students are against on this perception, it means 10% of students are disagree. Finally, with the help of above data majority of students agree and strongly agree on short story is helpful for developing reading skill in secondary level.

Data Obtained through Open Ended Questioners

In this section, the analysis of the data is taken from the perception of students with the help of open ended questioners. The data was collected in same community school where closed ended questioners data was collected. The major points of the data presentation, analysis and interpretation have been presented under the following topics

Learning vocabulary through short story and ways to develop vocabulary power: Learning English language is a dream of every students in secondary level but in the context of our community school the level of English language is not good. Teacher and students are using different strategies to learning language. For learning language vocabulary is backbone for the students. Here, Short story is one of the strategy to build up vocabulary. There are many strategies and ways to develop vocabulary. Among them I selected one of the interesting strategy and way as a shorty story. We know everyone has been interesting to learn and listen story. From this

students grow up the vocabulary and vocabulary is the pieces of stone which helps to build up house of language. In the case of students how they learn vocabulary through short story and what is the best way to develop vocabulary power most of respondents said,

They said learning vocabulary through short story is very interesting where they recognized difficult word and ask to the teacher and teacher said us. After then they found out the meaning of word and they tried to find out similar word, opposite word, content word, and they tried to understand contextual meaning of the difficult word which helps to remember for long time. They said when they know the vocabulary they make another short story to build up vocabulary. In same way respondents said the best way of developing vocabulary power is short story. They said they are very interesting to learn and listen short story. They never feel boring when learning and listening vocabulary so, they think short story is best way to develop vocabulary power. Very few respondents said watching English movie and listening English songs is the best way because they said they are boring when reading and listening short story.

Strategies for developing vocabulary: Strategies means a plan of action designed to achieve a long term or overall aim where developing vocabulary is an activity where the teacher and the students reintroduce some vocabulary items with all the structure and in the entire situation in which they can logically be used. Learning vocabulary means process of gaining knowledge of vocabulary. Strategies refers different techniques to teach new things. Here, short story, English movies, songs, subtitles, writing new word, use it or lose it etc. Are some strategies for developing vocabulary. Teacher should use different strategies according to the student's desire. Without the help of different strategies developing vocabulary is just like a day dream. So, strategies play the vital role for developing vocabulary. On this theme the most of respondents said,

Reading short story, news, novels, jokes, watching English movies, listening English song, reading subtitles, discussing one topic with friends, speaking English language at school, listening radio program are some strategies for developing vocabulary. Among them most of students uses short story, poem,

novel, watching English movies and songs are common strategies which are more practicing in the community school for developing vocabulary.

Role and necessity of vocabulary for language teaching and learning:

vocabulary is the basic component to learn English language. It plays vital role to do master in the learning language. Without the vocabulary learning language is like just like a try to cross a river without knowing swimming. The necessary of vocabulary for language learning due to those reasons: Students will be better improving their reading, writing, speaking and listening vocabulary, students will think more clearly, thoughts are limited by vocabulary, students experience personal growth and greater confidence, students understand other people idea and explanation easily, students gain important survival tools for the new millennium, student friend think they are getting very smart. Those necessities show us how vocabulary determines on how students learn language and their capability to build communication with others. On the above theme students said,

Most of students said vocabulary power is necessary because they cannot actually speak fluently without knowing vocabulary. They said that they cannot communicative without the vocabulary power. So, they responded without vocabulary language learning is body of human without backbone which is not work properly. In the same way they responded vocabulary power makes our communication skill very well.

In the same way most of respondents said vocabulary plays vital role in language learning because it helps to gain the meaning of different which are difficult to understand and they said vocabulary our four skills of learning language that are listening, speaking, reading, and writing skill very well. They said it builds up our experiences, our confidence and way of express of the language.

Short story facilitate learning language: A short story is a piece of prose fiction that can typically be read in a single sitting and focuses on self-contained incident or series of linked incidents, with the intent of evoking a single effect or mood. The use of short story in English language teaching is not only for mastering English language skills: reading, writing, listening and speaking but also facilitating students

to learn some literary aspects, integrate cultural awareness and make them think critically. Short story facilitates to the students for developing listening skill where it develops the listening capacity of learning and students feel easy if they are interesting topic where short story is not making bore at time of learning. In the same way short story facilitates speaking and writing skills of the students where students are very interesting to write because students feel bore if the story is long. Students said on this theme,

Most of students said short story facilitates to learn English language because they feel easy, interesting to learn and remember difficult words. They said short story makes learning English more fun and long lasting and it helps to know new words as well as it develops the students' vocabulary power. Some students said short story facilitates to consume less time at when they are learning and it helps us to gain more vocabulary power where we grow up our reading, writing, listening and speaking skills.

Chapter 5

Conclusions and Recommendations

In this chapter, I have presented the conclusion of the research and recommendation of the study on the basis of analysis and interpretation of the results. The following conclusions and recommendations have been drawn on the basis of the analyzed data separately.

Findings

In this section, the findings derived from analysis and interpretations of data are presented. This study was intended Short Story as a Strategy of developing Vocabulary: Exploring Perceptions and Challenges. The study included the students of secondary level who were studying in Thulung Dudhakoshi Rural Municipality of Solukhumbu District as the population of the study. It took almost a week to collect the data. Survey design was used as main design of the study. Questionnaire both close ended and open ended were used as the major tools for collecting data. And finally, the data were analyzed both quantitatively and qualitatively. After the analysis of the collected data, the study has come up with the following major findings.

Quantitative part of the study

1. It was found most of students(80%) agreed short story helps to enhance vocabulary. From this perception short story enhanced vocabulary.
2. It was found the majority of students (85%) were agreed on cultural words enhance through short story.
3. In the same way more then 87% of students agreed on antonyms and synonyms helped for developing word power and nearly same percentage of students agreed on story helps to learn idioms and simile through story.
4. From the collected date most of students agreed on vocabulary helps to speak English fluently.
5. It was found 90% of students agreed on vocabulary is backbone of the language.
6. It was founded majority students (90%) read short story and they thought short story enhanced word power as well as vocabulary.

7. It was found the majority of teachers (90%) used short story to teach English language in the classroom.
8. It concluded majority of the students agreed short story is most interesting and useful strategy for developing vocabulary and word power to learn English language at secondary level.

Qualitative part of the study

1. Majority of students felt very easy in terms of vocabulary, spelling and pronunciation while learning English language through short story.
2. Most of the students said that there are many ways and strategies among them short story is the best to develop vocabulary power.
3. Majority of students said vocabulary is necessary for language learning because vocabulary is backbone and language is a body and without backbone body cannot work properly.
4. Majority of the students got opportunity to learn English in the classroom because short story facilitates them, they felt easy to communicate with the teacher and the friends through short story.
5. Most of students said the reason behind they go through short story to develop theirs' vocabulary is the learning through short story very interesting and it never felt them bore and students can learn with their friends with the funny environments.

Challenges

-) Some of the students are not interesting for using dictionary while reading short story.
-) Sometime teachers teach short story without materials.
-) Few students feel that reading short story is boring task.
-) Difficulty of literary language.
-) Challenge on motivating the students due to relevance of short story to passing exam.
-) Some students faced difficulty in making their own interpretation of short story.
-) Confidence of the teacher in making interpretation of short story.

-) Some students are interesting on watching movie, listening song instead of reading short story.

Conclusions

The main concern of this research was to find out the students perception on short story as a strategy for developing vocabulary in learning English language at secondary level. So, to complete the study I was collected data by using open ended and close ended questions with forty students who were studying at secondary level in Thulung Dudhakoshi Rural Municipality, Solukhumbu.

After the analysis and interpretation of the data short story is one of the best strategy for developing vocabulary in learning English language at secondary level. Most and majority of the students' perception is on agreed that short story is more used strategy to develop vocabulary for learning English language at secondary level. Majority of students said vocabulary is necessary for language learning because vocabulary is backbone and language is a body and without backbone body cannot work properly where majority of the students got opportunity to learn English in the classroom because short story facilitates them, they felt easy to communicate with the teacher and the friends through short story and most of students said the reason behind they go through short story to develop theirs' vocabulary is the learning through short story very interesting and it never felt them bore.

At the end, most of the students' perception was short story is a strategy to develop vocabulary power for learning as well as teaching English in secondary level. So, if the teachers of the community school use the interesting strategy like short story students learn effectively and without hesitation. And to add importantly, the students can communicate easily with the teacher as well as friends themselves in the classroom which also be motivated and feel free to learn English.

Recommendations

On the basis of findings and conclusion of the study, both policies related and practice related recommendations have been made.

Policy related. On the basis of finding derived from analysis and interpretation, policy level implications and recommendation have been listed below.

- i. Curriculum should be prepared to focus on the possible strategies for secondary level students to learn English.
- ii. The curriculum and syllabus designer should consider about the facilitation of the short story in present curriculum of secondary level.
- iii. The teacher should use more short and fun story to develop communicative skill of students at secondary level.
- iv. The concerned authority needs to include more short stories where the learners can practice more learning English language.

Practice related. Practice level implication and recommendation have been listed below based on the study under this section.

- i. The teachers should be increased to teach and reading short story in secondary level. For this, the school should provide story book for developing vocabulary in the English language.
- ii. Student-student interaction should be encouraged so that they get adequate time for speaking.
- iii. The teacher should use audio- visual teaching materials while teaching listening and speaking.
- iv. Teachers can teach phonemic sounds, vocabulary words, their meaning and their pronunciation with the help of short story.
- v. Learner centered method and communicative method should be used while teaching short story for learning English.
- vi. To increase the vocabulary power English teachers and parents should provide proper exposure and encourage them to read short story.

Further research related. The present research is unable to occupy several areas related to the topic. The findings of the study might not be generalized to all contexts as it has a lot of limitations. It has limitations in terms of study population, sample and data collection. So further researches can be conducted concerning the limitations of this research. Here, some of other related areas are recommended for further research.

- i. Poems as a strategy for learning English in secondary level.
- ii. English song as a technique to develop vocabulary for secondary levels' students.
- iii. Strategies for developing vocabulary in secondary levels' students.

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Appendices

Appendix-I Questionnaire

This questionnaire has been prepared in order to accomplish a research work entitled **Short Story as a Strategy of developing Vocabulary: Exploring Perceptions and Challenges**. This research is being carried out under the supervision of **Dr. Gopal Prasad Pandey**, Reader, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. It is hoped that your invaluable co-operation will be a great and glorious with gorgeous contribution in the accomplishment of this valuable research.

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Appendix II

Questionnaires to students

Q.N.1 Short story helps to enhance vocabulary.

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree

Q.N. 2 Cultural words enhance through story.

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree

Q.N. 3 Antonyms and synonyms are the techniques for developing word power.

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree

Q.N. 4 Story helps to learn idioms and simile through story.

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree

Q.N. 5 Vocabulary helps you to speak English fluently.

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree

Q.N. 6 Vocabulary is the backbone of the language.

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree

Q.N.7 Do you read or use short story for enhancing words power?

- a) Yes
- b) No

Q.N. 8 Is short story really helpful for enhancing vocabulary?

- a) Yes
- b) No

Q.N. 9 Does your teacher use short to teach English in the classroom?

- a) Yes
- b) No

Q.N.10. Vocabulary plays a vital role to learn language.

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree

Q.N.11. Developing vocabulary power is possible through short story.

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree

Q.N. 12. Story helps you to understand the contextual meaning of the words.

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree

Q.N. 13. Vocabulary develops language skills.

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree

Q.N. 14. Vocabulary encourages you to speak without hesitation.

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree

Q.N. 15. Do you improve your pronunciation while learning vocabulary?

- a) Yes
- b) No

Q.N. 16. Do you think learning English through short story is fun?

- a) Yes
- b) No

Q.N. 17. Do you use dictionary at the time of reading short story?

- a) Yes
- b) No

Q.N. 18. Learning vocabulary through short story develops communicative skills.

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree

Q.N.19. Short story is helpful for developing reading skills?

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly disagree

Q.N. 20. Do you think learning English through short story is fun?

- a) Yes
- b) No

Open-ended questions

1. How do you learn vocabulary through short story?

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.....

2. What is the best way to develop vocabulary power? How?

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.....

3. What are the strategies of developing vocabulary?

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4. Why vocabulary power is necessary for language learning?

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5. How short story facilitate you to learn English language?

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6. What is the reason behind you go through short story to develop your vocabulary?

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7. How can you say that vocabulary play vital role in language teaching and learning?

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