THE IMPLEMENTATION OF LET'S READ SHORT STORY E-BOOK MEDIA FOR STUDENTS' VOCABULARY ENRICHMENT AT SECOND GRADE MTS MUHAMMADIYAH 3 PONOROGO

THESIS

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STATE ISLAMIC INSTITUTE OF PONOROGO

2023

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THESIS

Presented to State Islamic Institute of Ponorogo in Partial Fulfillment of the

Requirement for the Degree of *Sarjana*

in English Language Teaching Department

By

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ABSTRACT

Mudawamah Fitriah, 2023. *The Implementation of Let's Read Short Story E-Book Media for Students' Vocabulary Enrichment at 2nd Grade MTs Muhammadiyah 3 Ponorogo.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor Dr. Dhinuk Puspita Kirana, M. Pd.

Key Word: *Short Story, Let's Read Application, Vocabulary Enrichment*

Vocabulary is one of the basic aspects of learning a language that must be mastered by learners. Vocabulary plays an important role in language acquisition. With an interesting strategy media, it can improve vocabulary mastery effectively, interestingly, and quickly. Discussing about strategies and media, short stories are a form of modern prose that can be used as a teaching tool in the classroom. The function of the story is to entertain and enrich the mental experience. When reading short story to enrich vocabulary Let's Read is an e-library e-book that contains children's picture books with attractive illustrations in each story. Let's Read mission is to help Indonesian children from an early age by digitizing, developing folklore rich in local wisdom, and translating quality nationally and internationally published children's books into their national and native languages. By using short story media let's read ebooks students will find it easier to get sources of short stories to enrich their vocabulary.

The objectives of this study are (1) to know the implementation of Let's Read short story e-book for students' vocabulary enrichment,and (2) to find out the teacher's strategies for enriching students' vocabulary using Let's Read short story ebooks.

The research of this study was descriptive qualitative. Data collection was collected through observation, interviews , and documentation. The subject of this research was an English teacher of junior high school. The data analysis used data reduction, data display and conclusions.

The results of this study, the researcher found that the procedure of using Let's Read short story Ebook application there are two steps in implementing let's read short story ebook application for students' vocabulary enrichment, the first step is Preparation. The second step is the application, in this section the application for the Let's Read e-book was prepared and chosen by the teacher. The last step is classification, in this part the new vocabularies that the students wrote on their notebooks were asked to find the meaning and classified according to the word grammar that they belong to for example verb, adjective, adverb, etc. The students were only asked to classify at least 10 new vocabularies in each meeting. Teachers strategies in using Let's Read short story Ebook application for students' vocabulary enrichment there are four strategies that the teacher applied in the implementation of Let's Read short story ebook application for students' vocabulary enrichment.
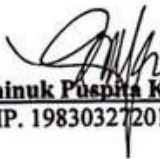
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Has been approved by the advisor and is recommended for thesis examination.

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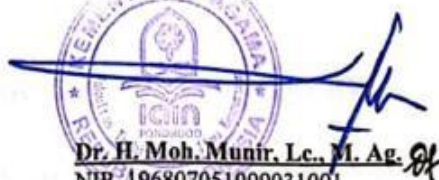
has been approved by the board of examiners on:

Day : Monday

Date : 12th June, 2023

and has been accepted as the requirement for the degree the *sarjana* in English Education on

Day : Wednesday

Date : 14th June, 2023

Ponorogo, 14th June, 2023
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STATEMENT AUTHENTICITY

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ABSTRACT

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The objectives of this study are (1) to know the implementation of Let's Read short story e-book for students' vocabulary enrichment, and (2) to find out the teacher's strategies for enriching students' vocabulary using Let's Read short story ebooks.

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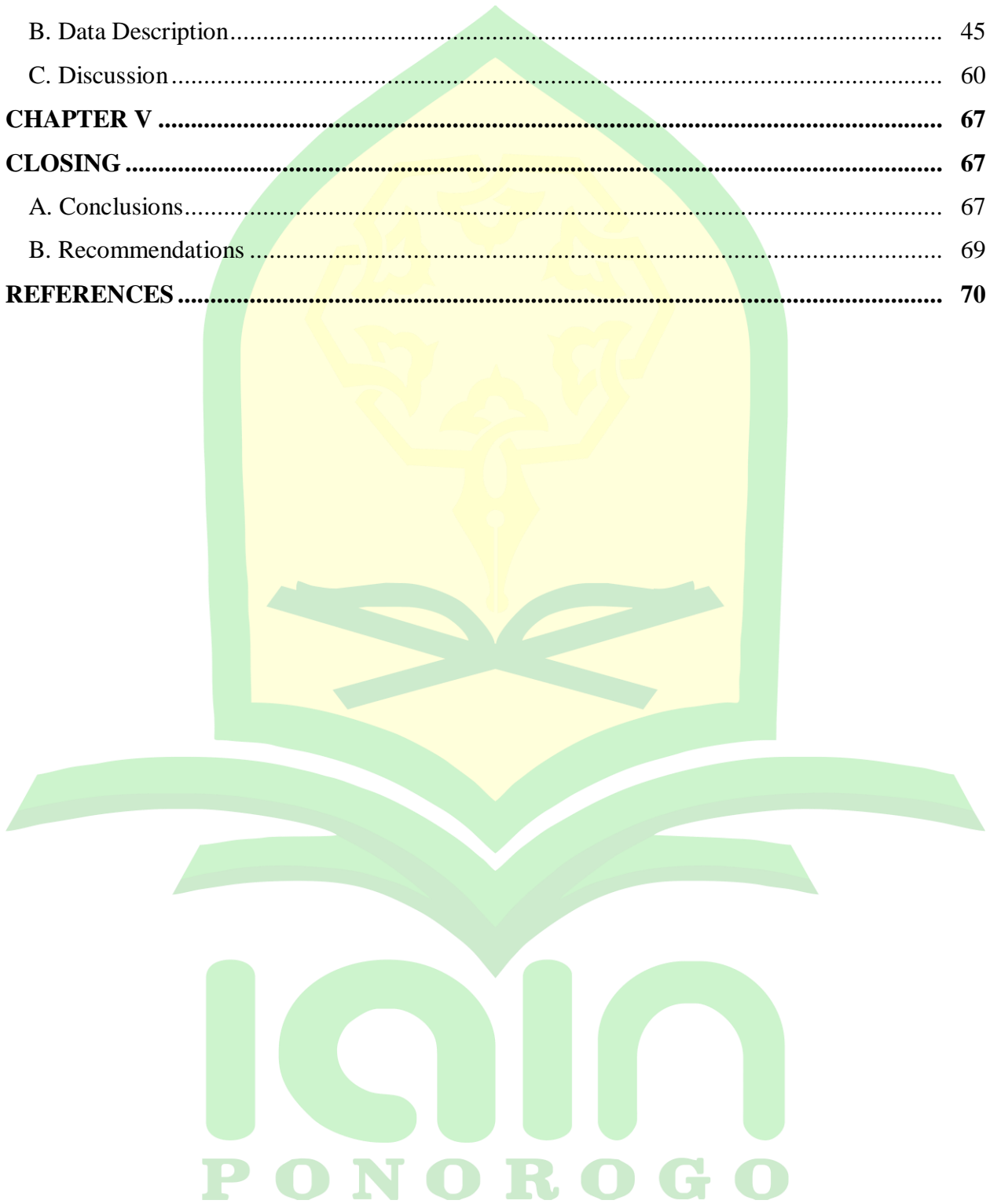
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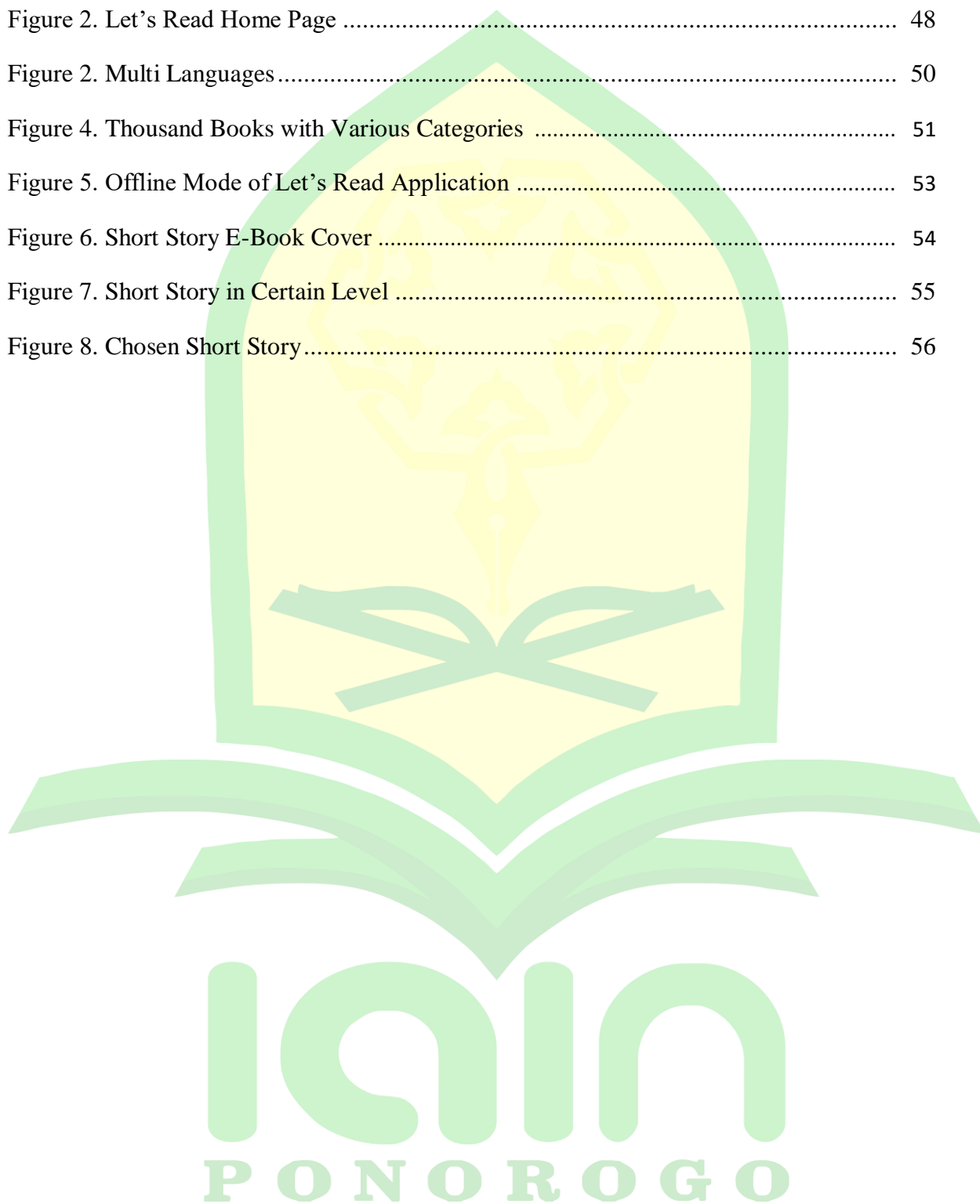
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of international language. This language is used all over the world. In Indonesia, English is the only compulsory Foreign Language subject in the public schools and it is now being taught from Elementary up to the University level. At first, English was taught in Junior High School but later on English has been introduce in Elementary School. The teaching of English at those levels because government wants the citizen masters this international language. In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in the class. The four skills are supported by the learning of language elements. The language components involve vocabulary, grammar, and pronunciation.[1]

In learning English, vocabulary has an important role. The more vocabulary acquired by the learners, the easier for them to understand the speech or writing of others in that language and the easier for them to express their thoughts in the language in both written and oral form. Conversely, the less English vocabulary the learners have, the more difficult for them to understand other people's speech or writing in English and the more difficult for them to express their thoughts in English, both written and verbally.[2]

Vocabulary is one of the basic aspects of learning a language that must be mastered by learners. Vocabulary will be the first thing to develop language skills. Vocabulary plays an important role in language acquisition. Based on the statement above everyone has to improve their vocabulary individually. Increasing vocabulary in English is more difficult than learning Indonesian vocabulary. The difficulty lies in the meaning,

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[1] Ayu, "The Effect of Extensive Reading Activities in Improving Students Vocabulary at Tenth Grade of SMA Negeri 4."

[2] Wulansari, "The Implementation of Short Story in Teaching Vocabulary to The Seventh Grade Students of SMP N 3 Satu Atap Jenawi."

writing, use of words, and also the pronunciation of these words. With an interesting strategy media, it can improve vocabulary mastery effectively, interestingly, and quickly. [3]

Discussing about strategies and media, short stories are a form of modern prose that can be used as a teaching tool in the classroom. Using short stories in learning strategies can be interesting for students to read, speak and increase their vocabulary knowledge. The function of the story is to entertain and enrich the mental experience. The story talks about the author's expression of everything about life experiences related to the human imagination in his life. And short stories encourage students to think morally, socially, and philosophically. Therefore, short stories are good to be taught to students to improve verbal vocabulary mastery, because in short stories you can easily find vocabulary in the content. [4]

Short stories are also more suitable for experimentation - that is, using unusual prose styles or literary tools to tell the story. Such unusual styles or devices might be boring and annoying in a novel, but they might work well in a short story. Short stories are short works of prose narration. This means that short stories are short prose narratives that can usually be read in a short time. In other words, readers do not need a lot of time to understand what short stories tell. [5] Short stories are suitable and effective to be used to warm up students in finding new vocabulary for them, before the English class begins.

Recently, the way of reading has changed a lot from the traditional way of reading. From paper-based to technology platforms. Indicates that it has become a digital book or electronic book (E-Book). Widely used for learning purposes, digital books can reduce paper efforts to protect the environment. [6] Let's Read is an e-library e-book that contains children's picture books with attractive illustrations in each story. The app was

[3] Arisman, "Vocabulary Self-Collection Strategy."

[4] Sulaeha, "The Effectiveness of Using Short Story in Improvinv Students' Verbal Vocabulary Mastery at the Second Grade Students of SMAN 2 Bulukumba."

[5] Hasanah, "Students' Vocabulary Achievement at The Second Grade of MTs Tarbiyatul Qurra' Selagalas."

[6] Lin, Su, and Huang, "Evaluating Reading Fluency Behaviour via Reading Rates of Elementary School Reading E-Books."

started by Books for Asia, a literacy program that has been running since 1954. The program takes the U.S. Library of Congress Literacy Award for Innovation in Literacy. Let's Read mission is to help Indonesian children from an early age by digitizing, developing folklore rich in local wisdom, and translating quality nationally and internationally published children's books into their national and native languages.[7]

However, to make the students to be engaged and have more understanding in the material given in the warm up before learning, English teacher of the 2nd grade of MTS Muhammadiyah 3 Yanggong always provides them with fun and enjoyable teaching vocabulary. The learning process of teaching vocabulary created by the English teacher was not boring and it can motivate students to learn the English vocabulary. One of the media used by the English teacher in teaching English vocabulary to the students is by using short story. It is proven that by using this kind of media, the students are curious to learn new vocabulary of English as they want to know the meaning and the idea of the short story.

Observations in class during teaching and learning vocabulary using short stories which are carried out as a warm-up before English learning is started by the teacher, shows that students enjoys the learning process and they have fun looking for some new vocabulary in the short stories E-Book they are looking for on the Internet and then make a list of new vocabulary that they don't understand and then they discuss the meaning of the new vocabulary in groups and with the guidance of an English teacher. The teacher during this process only monitors and provides guidance to students when they have difficulty finding the meaning of vocabulary. In this process, students are allowed to open their dictionary or ask the teacher about difficult vocabulary. The reason the teacher uses short stories as a warm-up medium before learning English to enrich students' vocabulary is because short stories are not complicated for students to work on themselves, short stories also have a

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[7] Samsiyah, "Menyongsong Era Revolusi 4.0Dengan Literasi Baca Melalui Let's Read Dalam Pembalajaran SD."

variety of choices for different interests and tastes.[8] According to the previous study that Rahmawati did under the title "The implementation of Short Story in enhancing students' Vocabulary" reveals that student vocabulary results in the context of EFL / ESL due to understanding vocabulary plays an important role in learning English.[9] Another statement from previous study that Mardiah did under the title "The Effectiveness of Using Let's Read Application as a Media to Improve Student English Vocabulary in Junior High School".[10] From the previous research it reveals that using Let's Read application has positive impact on students vocabulary improvement. To support positive result in enriching students' vocabulary, the researcher provides the way how to implement Let's Read short story e-book application to enrich students' vocabulary. Therefore, the title of this research is *"The Implementation of Let's Read Short Story E-Book for Students' Vocabulary Enrichment at 2nd Grade MTs Muhammadiyah 3 Ponorogo"*

B. Focus of the Study

This study focuses on the implementation of let's read short story e-book for students' vocabulary enrichment at MTs Muhammadiyah 3 Ponorogo. The students are expected to gain more vocabulary while reading short story from the application. The participant of this study is 2nd grade students of secondary school, even the implementation of short story for enriching students' vocabulary is applied in all classed. The 2nd students are chosen because they are familiar with English as they have already got English lesson in the first year of secondary school. The first graders are still in the transition on from primary school to secondary school where not all primary school have English lesson as a subject. Meanwhile, the third graders tend to focus on various final exam for the higher education. So, the researcher sees that 2nd graders is the ideal participant for this study.

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[8] Interview with Mr. Dumairi Interview with Mr. Dumairi as a teacher of 2nd grade MTS Muhammadiyah 3 Ponorogo on 25th February 2023

[9] Rahmawati, "The Implementation of Short Story in Enhancing Student's Vocabularies."

[10] Mardiyah et al., "The Effectiveness of Using Let's Read Application As a Media to Improve Student English Vocabulary In Junior High School."

C. Statement of the Problems

The statement of the problem in this study are as follows:

1. How is the implementation of let's read short story e-book for students' vocabulary enrichment?

2. What are the teacher's strategies for enriching students' vocabulary using let's read short story e-book?

D. Objectives of the Study

The objectives of this study are as follows:

1. To know how is the implementation of let's read short story e-book for students' vocabulary enrichment, to find out the teacher's strategies for enriching students' vocabulary using let's read short story e-book.

2. To describe the teacher strategies for enriching students' vocabulary using let's read short story e-book

E. Significances of the Study

The finding of this research is an expected contribution given both theoretically and practically, those are as follows:

1. Theoretical Significance

The result of this study is expected to be able to be used by the teacher in enriching students' vocabulary using let's read short story E-Book for junior high school and also to find out the implementation method to help students to enrich more vocabulary during learning English using short story E-Book.

2. Practical Significances

There are some practical significances in this study, as follows:

a. For the Teacher

The result of this study gives an information to the teacher related to the students' vocabulary enrichment using short story that are commonly used by the students also gives contributions as an evaluation media in teaching English especially in helping students to enrich vocabulary during the teaching process.

b. For the Future Researcher

The result of this study can be a reference and information to the next researchers about the implementation of let's read short story e-book for students' vocabulary enrichment at 2nd grade MTS Muhammadiyah 3 Ponorogo.

F. Systematic Discussion

There are five chapters in this thesis, all of which are interconnected. It becomes a cohesive whole and is organized carefully to give readers easily comprehend the information.

The first chapter is introduction. This chapter describes the study's background, which outlines the motivations for carrying out the research and the central idea of the entire thesis. Focus of the study, statement of the problems, objectives of the study, significances of the study and systematic discussion are also covered in this chapter.

The second chapter is the result of prior studies and the theoretical framework. This chapter includes previous research findings that are essential for bolstering the theories and concepts discussed, including the theory of Teaching English as a Foreign Language (TEFL), theory of vocabulary, teaching vocabulary, media in teaching vocabulary, short story and let's read e-book application.

The third chapter is the research method. This chapter contains approach and data design, role of researcher, research setting, data sources, data collection technique, checking the validity of findings, and research procedures applied during the study an analysis about the implementation of Let's Read short story e-book for students' vocabulary enrichment at 2nd grade MTS Muhammadiyah 3 Ponorogo.

The fourth chapter is research findings. Fragmented and contains the most important information such as general description of teaching and learning process during the implementation of let's read short story e-book, the students' vocabulary ability, the teacher's strategies for enriching students' vocabulary, the interview with students, the explanation of findings and summary of findings.

The fifth chapter is the completion of research and recommendation for further researchers that can be used as references for other researcher who do the same field as the focus of this study and give improvement in the future.
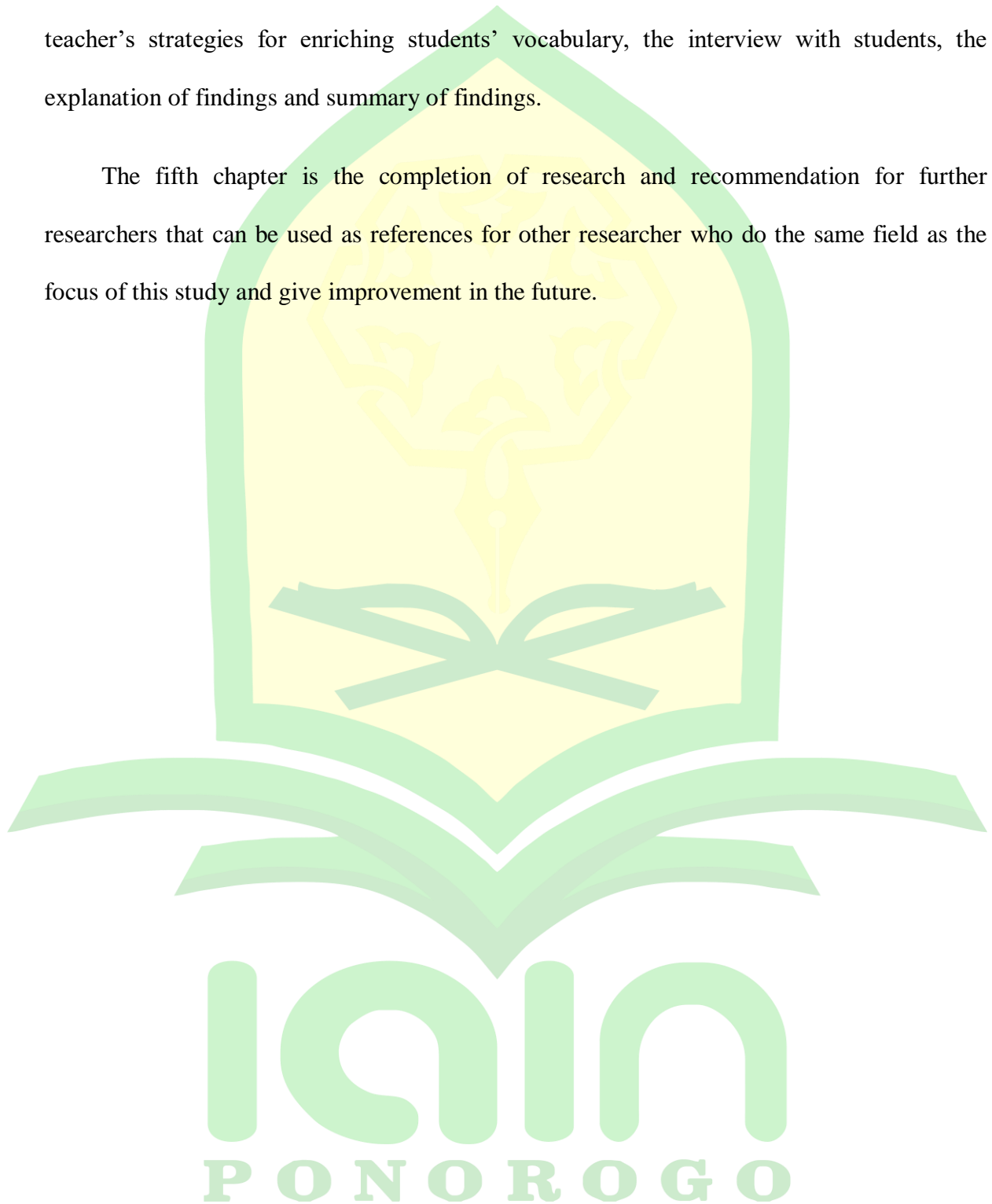
CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

Theoretical review contains supporting theories about several theories related to theory of *Teaching English as a Foreign Language (TEFL)*, theory of vocabulary, teaching vocabulary, media in teaching vocabulary, short story and let's read e-book.

1. Teaching English as a Foreign Language (TEFL)

a. Definition of TEFL

A short course study relationship with a native nation, such as Canada, the United States, Ireland, New Zealand, or even England, is known as *Teaching English as Foreign Language (TEFL)*. Students learn English while studying in their own country or through a short course.[11]

With the help of the TEFL certification, English teachers can work in both commercial language schools and institutions of higher learning abroad and in the UK, where they can instruct students whose first language is not English. TEFL is a fantastic way to experience new cultures, travel the world, and gain invaluable experience. The term English Language Teaching (ELT) or the acronym Teaching English to Speakers of Other Languages (TESOL) may also be used to describe this work. These acronyms frequently refer to the same thing and are used interchangeably.[12]

TEFL students may have to learn the language for academic purposes, travel-related activities, or business purposes while living in a country where English is the primary language used for communication. TEFL students spend a few, added hours

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[11] Harmer, *How to Teach Writing*.

[12] Santoso and Pd, "Scaffolding an EFL (English as a Foreign Language) 'Effective Writing' Class in a Hybrid Learning Community."

per week for English study and occasionally have some free time to put their new language skills to use. According to the definition of TEFL, it is the study of English by non-native speakers who are residing in non- native environments and occasionally instructing non-native speakers.[13] TEFL is the teaching and learning of English that is studied by a nation with an expanding circle (i.e. g. Indonesia, Japan, Germany), or occasionally by a country in the outer ring (Singapore, India, Nigeria).[14]

From the definition above, the researcher concludes that Teaching English as a Foreign Language, or TEFL, is a short-term study relationship with a native country, such as Canada, the United States, Ireland, New Zealand, or even England. It is a wonderful way to explore new cultures, travel the world, and gain priceless experience. While living in a nation where English is the main language of communication, TEFL students may need to learn the language for academic purposes, travel-related activities, or business purposes.

b. **Components of TEFL**

There are several components in Teaching English as Foreign Language, they are grammar, vocabulary, and pronunciation. A teacher must consider the way in which each student learns grammar, vocabulary, and pronunciation. When teaching vocabulary, the teacher should carefully plan and arrange the learning material. In addition to teaching words as individual units, formulaic chunks are also an important part of vocabulary instruction. The success of students' learning is also greatly influenced by the teaching methods used.[15]

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[13] Santoso and Pd.
[14] Ahmad, "English Teaching Model of English Course in Ponorogo."
[15] Cameron, *Teaching Language to Young Learners*.

Grammar instruction and vocabulary development go hand in hand. When students learn vocabulary through formulaic chunks, the teacher can also cover grammar. The chance to use the language in a context that is meaning-focused is crucial, and this is something that the teacher should keep in mind, like learning grammatical rules in importance.[16]

Pronunciation is the additional language skill to learn. Teaching pronunciation to learners requires careful consideration just like the other elements. Native speakers typically use a blend of sounds to convey an expression. They will not pronounce each word as a distinct unit with clarity.[17]

c. Skills of TEFL

There are two types of TEFL skill, they are receptive skills, and productive skills. Receptive skills consist of listening and reading while productive skills are speaking and writing.[18]

1) Receptive Skill

a) Teaching Listening

Students should understand that there are different types of oral text (eg stories, announcements, songs, instructions, stories, etc.). They differ in purpose, structure, and linguistic features. A speaker's rhythm and intonation are two important things for students to consider. Some speak quickly, others slowly. native speaker even English has a different accent. The finder must consider the specific characteristics of the spoken language. To help the students understand easily, there are at least eight features that learners need

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[16] Kurniasih, "Teaching English Components To Young Learners."
[17] Kurniasih.
[18] Nurhayati et al., "Teaching English as Foreign Language Methodology."

to be aware of: grouping, preference, reduced form, performance alternation, colloquialism, speaking rate, stress, rhythm and intonation, and interaction.[19]

There are many ways to learn to listening. Brown classified classroom listening performance types as receptive, focused, sensitive, selective, comprehensive, interactive.[20]

(1) Reactive

The student hears the surface structure of the pronunciation only for the purpose of repetition. In this case, the listener role is bound to the "recorder". These phenomena do not require advanced processing. A short solo or choral practice is the only part of the interactive class that can be performed interactively.

(2) Intensive

This methodology includes phoneme, word, intonation and speech signs. focusing on elements of discourse such as An example of this technique is when a teacher asks students to listen for the stress pattern of words or the intonation of a sentence

(3) Responsive

This method requires students to quickly process the teacher's words and respond appropriately. For example, the teacher might say "Good morning" or "Could you rephrase the answer?" Salute with command.

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[19] Brown, *Principles of Language Learning and Teaching*.
[20] Brown.

(4) Selective

The purpose of this technology is to retrieve important information (e.g. date, place, main idea, etc.) from long conversations such as speeches, stories and press reports.

(5) Extensive

The aim of this performance is to develop a global top-down understanding of spoken language. For example, students are encouraged to take notes or discuss after a long lecture.

(6) Interactive

These achievements include all five types mentioned above. For example, students are encouraged to participate in discussions, conversations, role plays and other group activities. This may include other skills and behaviors of true communicative exchange.

b) Teaching Reading

Reading can be defined as a fluid process in which the reader constructs meaning by integrating information from the text with his or her own background knowledge.[21] At least two aspects of learning to read should be considered. The first is whether students are learning to read for the first time, and the second is whether students have reading skills in their mother tongue. If students can read at L1, they must continue to learn how to translate their reading skills to new learning contexts and new languages. Reading is essentially a quiet activity. Therefore, classroom approaches

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[21] Nunan, *Practical English Language Teaching*.

should "emphasize the quiet nature of reading skills and emphasize oral learning.[22] However, some teachers believe that oral reading is the best way to teach reading.

2) Teaching Productive Skill

   a) Teaching Speaking

      There are six techniques in teaching speaking, they are:[23]

    (1) Imitative: This method focuses on specific elements of language form. An example of this is drilling. Certain discipline is good because it helps students to establish psychomotor patterns (to loosen language).

    (2) Intensive: These performances are designed to test phonological or grammatical aspects of language.

    (3) Responsive: An example of this is a short answer to a question initiated by the teacher or student.

    (4) Transactional (dialogue): The purpose of a transactional conversation is to convey or exchange specific information, such as a conversation.

    (5) Interpersonal (dialogue): The purpose of this performance is to maintain social ties. This type of conversation is very difficult because it involves informal registers, colloquial language, slang, ellipses, and sarcasm. You can provide this aspect

    (6) Extensive (monologue): Monologues can be planned or improvised. Teachers can ask students to give monologues in the form of oral presentations, summaries, or short speeches.

   b) Teaching Writing

      Writing is both a process and an outcome. Research has shown that writing is a recursive, non-linear cognitive process in which the writer moves

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[22] Nunan.

[23] Brown, *Principles of Language Learning and Teaching*.

back and forth between assigning, writing, revising, and editing until he or she is satisfied.

by his nature. Here are some of the principles of teaching writing that teachers should consider when planning their courses:[24]

(1) Understand why students write

(2) Give students plenty of opportunities to write

(3) Make feedback useful and meaningful

(4) Explain to yourself and your students how the writing will be assessed.

2. Vocabulary

a. Definition of Vocabulary

There are some definitions of vocabulary. According to Richard and Renandya, vocabulary is a main component of language proficiency. It is also the basis of the learners' ability in speaking, listening, reading, and writing.[25] In other words, to master English learning skills, we need to have a large vocabulary, but if we don't have enough vocabulary, we will have difficulty mastering these skills. Therefore, a learner must acquire a reasonable number of words in order to communicate successfully in a foreign language.

Building up a useful vocabulary is the important thing in learning a foreign language at primary level.[26] It is a fact that teaching vocabulary is an important factor in language learning. By mastering the words correctly, students can, among other things, avoid misunderstandings.

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[24] Nunan, *Practical English Language Teaching*.

[25] Richards and Renandya, *Methodology in Language Teaching: An Anthology OfCurrent Practice*.

[26] Cameron, *Teaching Language to Young Learners*.

Vocabulary mastery can also increase students' confidence in the community. Vocabulary is most important to acquire a new communicative language.

b. Kind of Vocabulary

There are two kinds of vocabulary. They are receptive vocabulary and productive vocabulary.[27] First, receptive vocabulary is the idea that everyone has obtained linguistic input from others by listening or reading and trying to understand it. Here, receptive vocabulary is called passive vocabulary. Another productive stand is the idea of creating forms of language through speech and writing to convey messages to others. It is also called active vocabulary.

Furthermore, Johnson classified four different classes of vocabulary. They are listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.[28] Listening vocabulary is the words we hear and understand. This part is the most important when building a new one vocabulary. Next, there are verbatim words that we use in conversation, then there are verbatim words that we can read. Most students come to school with, word pairs in their reading vocabulary. As stated earlier in this book, learning to read is much easier when students read words from their listening and speaking vocabulary. Thus, increasing the number of words in listening vocabulary makes it easier for students to learn to read.

Finally, writing vocabulary is the words we use to express ourselves in written form. It is usually the smallest of the four vocabularies. We write only in words that we can read and understand. Just like our listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

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[27] Nation, *Learning Vocabulary in Another Language*.
[28] Solekhah and Mustadi, "Student Engagement in Reading Interest to Promote Literacy in Elementary School."

In addition, students must know the types of vocabulary. They fall into one of eight different word classes[29]:

1) Noun is a word that refers to a person, a place, or a thing. For example; bits, pieces, record, player.

2) Pronoun is defined as a word used instead of a noun. For example; I, you, they, me, you, them

3) Verb is a word or a phrase that expresses an action. For example; like, looking, doing, to look.

4) Adjective is a word that describes a noun. For example; old, second-hand, new.

5) Adverb is word that adds information to a verb. For example; up, quickly, at home.

6) Preposition is a word used before a noun or pronoun to show place, position, time or method. For example; for, like.

7) Conjunction is a word which connect the word. For example; and, or, but.

8) Determiner is definite article, indefinite article, possessives, demonstrate and quantifiers. For example; this, those, my, which.

c. Aspect of Vocabulary

There are several aspects discussed in vocabulary,[30] such as the meaning of words (synonyms, antonyms, connotation, and denotation), the extension of the use of words such as idioms, phrases or combinations and the grammar of words including nouns, verbs, adjectives, and adverb.

1) Meaning

Semantics can be classified by the form involved. It can be divided into three types: lexical meaning, morphological meaning, and syntactic meaning.

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[29] Scott, *How to Teach Vocabulary*.
[30] Jeremy, *The Practice of English Language Teaching*.

Lexical meaning is the meaning attached to words by words. For example, the meaning of a building for human habitation related to a house is a lexical meaning. Morphological meaning is the meaning attached to a morpheme. A morpheme is the smallest unit that contains information about meaning or function. And the meaning attached to the word position in a sentence is the syntactic meaning.

The meaning of a word can also be determined by its relationship to other words. To know the positive or negative meaning of a word, you need to know its extension and connotation. In this part consists of several aspect, they are:

a) Synonym

Synonyms indicate similarity in meaning, that several words mean the same thing, or that the same meaning is expressed by several words. In other words, synonyms are words that have the same purpose but different meanings.

b) Antonym

Antonymy is the opposite of meaning. Antonyms are not differentiated by form or dialect or specialization. Antonyms occur in the same style, dialect, or register.

c) Denotation

Since meaning refers to consciousness or knowledge, denotative meaning is called cognitive meaning. Explicit meaning is also called descriptive meaning, cognitive meaning, conceptual meaning, ideal meaning, referential meaning, or proportional meaning. Because meaning refers to a specific object, concept, or idea, it is called extensive, referential, conceptual, or abstract.

d) Connotation

Connotation is more complex than denotation. Connotation is the meaning of a word that has a semantic component associated with its emotional tone.

Connotation is the meaning and feeling that words have. Thus, inclusion can be said to be an extended denotational meaning. In other words, connotation is the feeling and emotion associated with meaning.

2) Use

There are several ways to focus on word usage[31] by quickly displaying the grammatical pattern corresponding to a word (countable/uncountable, transitive/transitive verb, etc.), providing several similar expressions, and providing restrictions on the context of use. words (formal, informal, rude, used only with children, etc.) to supply a word that describes an opposition or a known group or lexical order to which it belongs.

3) Spelling

Spelling is the writing of a word or words using the appropriate letters and diacritical marks, according to the standard accepted order and arrangement of the letters that make up the word or parts of a word. The process of combining letters to form words. There are some important points that should be considered when teaching vocabulary that is form (pronunciation and Spelling). Students need to know the sounds (pronunciation) and shapes (spelling) of words.

4) Pronunciation

Language pronunciation - the main component of speech that is combined. These components range from the individual sounds that make up speech to pitch (the rise and fall of speech used to convey meaning). Pronunciation is also related to phonetic transcription. Because phonetic transcription consistently represents speech sounds, it can be used as a reliable guide to controlling spoken language. The main parts of speech are sounds, syllables and words.

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[31] Nation, *Learning Vocabulary in Another Language*.

d. **The Importance of Vocabulary**

Vocabulary is an important factor in teaching and learning languages, especially in English, because words are necessary for communication. Students can express their thoughts and understand the thoughts of others if they have vocabulary. Therefore, vocabulary becomes the most important thing that students need to improve their skills if they want to be successful. Pasty stated that the importance of vocabulary seems very clear. As it has often been remarked, we can communicate using words that are not placed in the correct order, pronounced perfectly, or marked with the appropriate grammatical morphemes, but communication often breaks down if we do not use the correct words. Although circumlocution and gestures can sometimes compensate, the importance of vocabulary can hardly be over-estimated.[32]

David Wilkins states that without grammar, very little can be conveyed in communication, and without vocabulary, nothing can be conveyed well.[33] This means that without grammar the listener cannot understand what the speaker means, without vocabulary the speaker cannot express his meaning and the listener cannot understand what the speaker means.

Therefore, from the definition that have been mentioned by the researcher. It can be concluded that vocabulary is an important factor in teaching and learning languages, especially in English, because words are necessary for communication.

2. **Teaching Vocabulary**

Learning vocabulary is not easy. Some people think that learning vocabulary is a waste of time because the vocabulary is endless. English teachers recommend teaching English words first before other aspects of English such as grammar, speaking, reading, and writing. Another aspect of English is that it is easier for students to learn if they know more vocabulary.

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[32] Lightbown and Spada, *How Language Are Learned*.
[33] Scott, *How to Teach Vocabulary*.

Vocabulary acquisition plays an important role in language acquisition, whether it is a first language, a second language or a foreign language.[34] Teaching means imparting knowledge, skills, etc.[35] Based on these descriptions, vocabulary education is the teacher's activity of teaching students' vocabulary knowledge and how to use it in everyday life.

b. Technique in Teaching Vocabulary

There are vocabularies teaching methodology, they are summarized as follows[36]:

1) Demonstration: Teachers show students what language they want to teach by actually showing them.

2) Explanation: Teachers use pictures, textbooks, chalkboards, or blackboards to explain the structure of language.

3) Discovery: Students can be encouraged to understand new forms of language by analyzing grammatical evidence or exploring in tests to develop grammatical rules.

4) Check Question: Teachers can check questions to make sure students understand the meaning and use of a text or paragraph.

5) Presentation: Teachers show objects and do not present words to students (e.g., pictures, videos).

4. Teaching Media

a. Definition of Teaching Media

Mass media is any tool used to transmit knowledge and messages from one place to another. In the teaching-learning process, media can be used to make learning more active and effective. A teaching aid is any tool/tool that teachers and students can use to

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[34] Celce-Murcia, *Teaching English as a Second or Foreign Language*.
[35] Hornby, *Oxford Advanced Learner's Dictionary*.
[36] Jeremy, *The Practice of English Language Teaching*.

achieve a specific educational objective. Mass media refers to the techniques and methods of the teaching and learning process.[37]

Teaching tools are tools used by teachers to achieve specific educational objectives in the teaching and learning process.[38] Educational tools are tools for conveying commands from messages and information acquired through learning. Media is also used to convey messages and information. It can be concluded that teaching media is tool used by teachers to achieve specific educational objectives in the teaching and learning process. Educational tools are tools for conveying commands from messages and information acquired through learning.

b. **Kind of Teaching Media**T

There are some kind of teaching medias that teacher can use in teaching-learning process, they are[39]:

1) Graphic Media: All types of media. Books, paintings, photographs, maps, charts, posters, graphs, charts, etc.

2) Display Media: A display board used to display information in small groups, such as a white board, bulletin board, flannel board, bulletin board, etc.

3) Three-Dimensional Media: Environment in 3D shape. For example, models, objects, samples, dolls.

4) Projected Media: This is the type of media that the projector needs to display the message. For example, transparencies, filmstrips, transparencies, films, video cassettes, gramophones, gramophone records.

5) Audio Media: audible medium such as: radios, audio cassettes, gramophones, gramophone records and more.

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[37] Palopo, "Developing Teaching Media of Quiet Book for Teaching Vocabulary for Eight Year Student at SMPN 1 Palopo."

[38] Sabata and Kantala, "The Use of Media in English Teaching and Learning Vocabulary at SMP Negeri 1 Luwuk."

[39] Primasari, Zulfiani, and Herlanti, "Penggunaan Media Pembelajaran di Madrasah Aliah Negeri Se-Jakarta Selatan."

6) Video Media: A combination of audio and video media such as televisions, video cassettes, compact discs, and computers.

7) Activity Media: Media that can do anything. For example, picnics, dramatizations, presentations, and role plays

1. Short Story

a. Definition of Short Story

The use of literature has been known since the 19th century. It was mostly used as material when English was taught using the grammar translation method. One of the forms of literature is the short story. According to MacMillan, "short story is a brief work of prose narrative."[40] This means that short stories are short prose stories that can usually be read in a short time. In other words, the reader does not need much time to understand what the short story is about.

Short stories can be divided into entertainment novels and literary novels. The difference between them is mainly in quality. Entertainment shorts are short films that emphasize the entertainment aspect and are educational, informative, useful, moral, philosophical, etc.[41]

Unlike the entertainment short story, the literary short story emphasizes the content and message of the story. The entertainment novel does not pay much attention to the message it conveys, but the story is not the focus of the story like the short story in literature, although there are also moral values in the story. It is interesting to the reader and has learning value as well.[42]

Short stories are usually not as extensive as novels, but are written with a single effect conveyed in several major episodes or in a single episode. Short stories are usually between 2,000 and 7,500 words. So, people usually read short stories all at once

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[40] MacMillan Literature Series, *Teacher's Annotated Edition: Introducing Literature: SIgnature Edition*.
[41] Eklesia and Angelina, "Using Short Stories to Teach Vocabulary in Basic Reading 2 Class at Sanata Dharma University."
[42] Stein, "The Definition of a Story."

or in one sitting, as opposed to thick, multi-chapter novels.[43] The length is short, the structure and physical properties are diverse, and the character and plot are simple. Variations of the short story proliferated rapidly. They influenced and competed with each other. A novel is a type of story writing that has a simple character and plot that differs from a novel. Short stories are usually between 500 and 30,000 words and are done in one sitting.

It can be concluded that short stories can be divided into entertainment novels and literary novels. The difference between them is mainly in quality. The entertainment novel does not pay much attention to the message it conveys, but the story is not the focus of the story like the short story in literature, although there are also moral values in the story. So, people usually read short stories all at once or in one sitting, as opposed to thick, multi-chapter novels. The length is short, the structure and physical properties are diverse, and the character and plot are simple.

b. Part of Short Story

There are some elements that are essentials for designing a short story in general, there are seven main elements in designing a short story, they are[44]:

1) Plot

A certain sequence, cause and effect, how the reader approaches the story, or simply a random pattern of associations. One type of plot often used by authors is the Gustav Freitag plot. He saw the plot as a narrative structure divided into five parts, like the five acts of a play. This part is an explanation (of the situation). increased activity (conflict-related); climax (or turning point); the act of falling; and cancellation or settlement.

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[43] Eklesia and Angelina, "Using Short Stories to Teach Vocabulary in Basic Reading 2 Class at Sanata Dharma University."

[44] Muley, "Registrar, Shivaji University, Kolhapur-416 004."

2) Character

The characters in a story can be people or even animals, depending on the author. In literature, characters guide the reader through the story to understand the plot and think about the subject.

3) Setting

The setting of a story is where the action of a story takes place. Setting includes the place, time, and culture in which the story takes place. Embellishing a story also gives it richness and depth because it can relate to the main message or idea you want to convey to the reader. Think of plot as the setting for the drama of your story.

4) Theme

The main idea of a story about the idea the writer is trying to convey. A short story often has a single theme and describes an idea, such as the outcome of a particular action on behalf of a protagonist or antagonist. A theme can be displayed in a story in several ways. Settings, clothing, thoughts, sounds, specific smells, objects, things the character owns, vehicles and professions, and the character's abilities add a theme to the story. can be entered using

5) Style

In fiction, style is the coded gestures with which a writer tells a story. It is considered one of the major components of a novel, along with plot, characters, theme, setting, and style.

6) Narrator and Point of View

A narrator is the narrator, orator, or printed equivalent of a story. Writers have many options when it comes to the narrator of a story, including first-person narration, third-person narration, unreliable narrators, and stream-of-consciousness writing. Depending on the desired relationship between the author

himself, the narrator, the point-of-view character, and the reader, the narrator can be arbitrary or anonymous. The perspective of the mind in which the reader hears, sees, and feels the story. The person telling the story is called the narrator and the angle of the story is called the "point of view". A story can be told by a person who is the protagonist of the story or by an outside observer.

7) Language

The language used in Small Talk must be communicative. Every writer has their own writing style. Don't abuse or use unfamiliar words, think about grammatical mistakes, but don't make them too loud and boring.

c. **Genre in a Text**

Text is the main written and printed part of a book, the written form of a speech or article, and any type of written material. Clarke and others argue that texts can inform and expand knowledge, provide new vocabulary, and stimulate new ways of thinking.[45] This text contains a large amount of information that will help expand the reader's knowledge. There are thirteen types of genres in text[46], they are:

1) Report: a text that describes the state of affairs in relation to natural, industrial and social phenomena in our environment.

2) Spoof: a text to retell an event with humorous twist.

3) Recount: a text that repeats an event for informational or entertainment purposes. This is the order in which they appear.

4) Analytical Exposition: a text to convince the reader or listener that something is happening.

5) News Item: a text that informs readers, listeners, or viewers about news or events of the day that are considered important.

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[45] Kurniawan et al., "Faculty of Tarbiyah and Teacher Training Raden Intan State Islamic University Lampung 2021/2022."

[46] Gerot and Wignell, *Making Sense of Functional Grammar*.

6) Anecdote: a text to share with others an account of an usual or amusing incident.

7) Narrative: a text designed to educate, entertain, and address real or second-hand experiences in a variety of ways.

8) Procedure: a text to describe how something is accomplish through a sequence of actions or steps.

9) Description: a text to describe a particular person, place or thing.

10) Hortatory Exposition: a text intended to convince the reader or listener that something should or should not happen.

11) Explanation: a text to explain the process involved in the formation or workings of natural or socio-cultural phenomena

12) Discussion: a text to present (at least) two points of view about an issue

13) Reviews: a text intended to criticize a work of art or a story for a general audience.

d. Short Story Genre

A genre is a style of art, music or literature. As a writer, genre defines what a writer writes and how a story is written.[47] Genre is needed to write a story to meet the reader's expectations for the story the writer has written. There are eight types of genres commonly used in short story production, they are:

1) Romance: The stories used in this genre are those that establish a romantic relationship between two or more people. They are full of love, touching scenes and much more. Romance has many sub-genres, including fantasy romance and comedy romance.

2) Action/Thriller: In general, this genre often involves physical threats to the protagonist. Stories using this genre are characterized by emotion, high tension between characters, fight scenes, and climaxes that provide relief to the reader.

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[47] Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*.

3) Science-Fiction: This type of genre includes any story that takes place in the future, past, or another dimension. The story contains scientific ideas and high-tech concepts. When creating this type of story, the writer must be prepared to construct new words, and the setting must dictate the plot.

4) Fantasy: These types of genres are often placed in kingdoms. Stories in this genre typically use mythology, concepts based on magic, and other ideas beyond human logic.

5) Horror: This genre is about horror stories where the protagonist must defeat supernatural or demonic creatures.

6) Mystery: The main issues of the story in this genre are the questions to be answered, the people to be discovered, and the crime to be solved. The answer to this mystery contains clues that build tension as you get closer to them.

7) Historical: Stories of this genre usually take place about a specific historical situation. Important historical figures are portrayed as fictional characters.

8) Family Saga: This genre is about the continuing story of a family of two or more generations. The plots revolve around things like business, shopping, fortune, adventure, and the family curse. They are primarily historical in nature and often offer solutions to contemporary situations.

6. **Let's Read Application**

   a. **Definition of Let's Read Application**

   Let's Read Asia is a digital library created by the Asia Foundation through the Books for Asia program. Let's Read Asia aims to provide and facilitate children's access to educational content in the language they speak at home and at school. This shows

that Let's Read Asia can be used on gadgets, smartphones or laptops. It can be downloaded Let's Read Asia from Playstore or Apple Store.[48]

Application Let's read! provides a step-by-step collection of reading material that can be accessed on every student's mobile phone under adult supervision. Overcome the lack of books in Asia and read! Founded by The Asia Foundation to write and translate digital children's books. Opportunities for children in Asia to have full or even greater reading contact with their devices by collaborating with local writers, illustrators, and editors to produce high quality books in non-supported languages. increases. Teachers can use any device, including smartphones, classroom PCs, and projectors. [49]

Let's Read Asia is a digital library with many interesting stories and high quality comics in digital format in various regional, foreign and national languages. The languages offered by Let's Read Asia include foreign languages, mother tongues and regional languages. Such as English, Korean, Malaysian, Tagalog, Filipino, Thai and other foreign languages. On the other hand, the regional languages of "Let's Read Asia" are Toba-Batak, Balinese, Sundanese, Javanese and Minangkabau.[50]

b. Let's Read Feature

This application can be downloaded via cellphone, tablet or access it via the web on a computer or laptop. To make it easier for readers to find the books they want to read, Let's Read divides the books into three broad groups.[51]

1) Thousand Books: Let's Read has 7792 books that students or teachers can read based on their preferred category, level or language.

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[48] Kurniawan et al., "Faculty of Tarbiyah and Teacher Training Raden Intan State Islamic University Lampung 2021/2022."

[49] Ermerawati, "The Application of Let's Read! In Extensive Reading Class," December 31, 2019.

[50] Kurniawan et al., "Faculty of Tarbiyah and Teacher Training Raden Intan State Islamic University Lampung 2021/2022."

[51] Ermerawati, "The Application of Let's Read! In Extensive Reading Class," December 31, 2019.

2) Language: Besides English, there are regional languages such as Javanese, Sundanese, Minangkabau and Tagalog.

3) Based on Difficulty: The books presented are tailored to the child's reading ability, not the child's age. Difficulty 1 to 5, starting with the first book

4) Children' Book Label: There are books on heroes, science, critical thinking, adventure, animals, art and music, problem solving, non-fiction, nature, great girl, health, humor, folklore, community, family and friendship.

c. **Procedure in Using Let's Read**

There are two different procedures according to the previous research. The first is according to Ermerawati[52], there are two steps in using Let's Read. The step consists of Tacher-selected digital book and self-selected digital book.

The first step is students read a digital book of their teacher's choice. At this stage, students must first open Let's Read Asia through the app or website to access the Let's Read Asia study materials. After accessing the main page, the teacher should help the students to set the English language and set the level of the book. It is also a good habit to read to students cover to cover the people behind the actual digital books. Appropriate activities at this stage include students learning how to work with other students, especially in groups, and enjoying note-taking, sketching, and role-playing. Like younger children, they benefit from imaginative and creative play and enjoy stories with a clear beginning, middle, and end. However, lower-level students may have similar activities that are simplified.

Second step is students read digital books of their choice from "Let's Read Asia" magazine. At this stage, the students were divided into four groups. Then, in the prediction phase, students are encouraged to predict and discuss the story before going to the story page. They had to share their thoughts in a group and check the accuracy of

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[52] Ermerawati, "The Application of Let's Read! In Extensive Reading Class," December 31, 2019.

their predictions. It is also a good idea to give a picture of your environment. One student acted as the protagonist and the rest of the group acted as interviewers to discover the events of the story. The teacher invited the students to tell the class a funny story.

The other procedure that the previous research had done by Maruti[53], there are five steps in using Let's Read. They are:

1) Students are encouraged to open the Let's Read Asia website or download the Let's Read app on their mobile phone, tablet or laptop.

2) After successfully installing Let's Read Asia or opening the website, students were given instructions on how to use Let's Read Asia. In the Let's Read app or website, books are grouped into three groups:

   a) Language In addition to English, there are regional languages such as Javanese, Sundanese, Minangkabau and Tagalog.

   b) Difficulty Books are recommended according to the student's reading ability. The difficulty level is from 1 to 5, and the higher the difficulty, the better.

   c) The Children's Books category includes books about characters, science, critical thinking, adventure, animals, art and music, problem solving, fiction, nature, moguls, health, humor, folklore, community, family and friendship.

3) The teacher asks the students to find textbooks in the category chosen by the teacher.

4) After finding a book to read, students take turns reading the story and telling it to their classmates.

5) The final stage of this activity is the reflection stage. After reading the text, students are asked to share their impressions. Students take turns reading a variety

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[53] "Smart Educenter with Let's Read Application for Children in Wonopuro Village."

of stories on a variety of topics that are very interesting and interesting and share their experiences.

d. Advantages and Disadvantages of Let's Read Application

There are several advantage and disadvantages of using Let's Read Application[54], they are as follows:

1) **Advantages of Using Let's Read Application**

   a) Let's Read Asia is available for free. Let's Read Asia also known as digital library of stories that can be accessed for free.

   b) Let's Read Asia can be access anywhere, anytime, by anyone.

   c) Let's Read Asia offers multilingual features and presenting different languages varied from foreign, national, and regional. The readers can choose variety of reading materials and the choice of language used. Let's Read Asia also support the preservation of the mother tongue. By using Indonesian and regional languages, children can access stories from different countries and cross culture.

   d) The story is easy to understand in good language. This is adjusted to the level of difficulty of the reading material. So, this makes it easier for readers to understand the content of the story.

2) **Disadvantages of Using Let's Read Application**

   a) Picture illustration that presented in two-dimensions only. Moving image or animation on the cover of the story will make children more interested in the content of the story.

   b) The search feature is that the search results sometimes displayed inappropriate results and there is a collection placement in the category of inappropriate reading levels.

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[54] Mulyaningtyas and Setyawan, "Aplikasi Let's Read Sebagai Media Membaca Nyaring Untuk Anak Usia Dini."

c) To save the favorite books we should login first, and it is taking a quite long time.

d) The collection download feature can help save collections and read collections offline. The drawback of this feature is that the storage size of the downloaded collection is still too large.

e) The collection of books at level 1 is less varied, the choice of themes provided is less specific, the quality the translation is not good, the writers and illustrators are not diverse.

B. Previous Research Findings

In this study there are several previous studies used by researcher, they are as follows: First is research conducted by Ermerawati with the title "The Application of Let's Read! In Extensive Reading Class: Integrating MALL and Task-based learning."[55] This research is Qualitative research. The purpose of this research is to proposes reading activities using ebook application Let's Read! that can be applied after the regular reading activities. The result of this type of reading activity promotes L2 learner language development, increases their motivation in reading, and helps them build reading habits. At the same time, the alpha generation maximizes the use of technology to get themselves updated with the changing use of online applications such as Let's Read!. The similarities of the research with this research are talking about the use of Let's Read Application with Qualitative research method. The differences are focus on Intensive reading while this research focuses on vocabulary enrichment.

Second is research conducted by Mardiah under the title "The Effectiveness of Using Let's Read Application as a Media to Improve Students English Vocabulary in Junior High School."[56] This research is Quantitative research with the purpose to capitalize on teachers' ability to use engaging media to help students learn English. The result of this research is used a

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[55] Ermerawati, "The Application of Let's Read! In Extensive Reading Class," December 31, 2019.
[56] Mardiyah et al., "The Effectiveness of Using Let's Read Application As a Media to Improve Student English Vocabulary In Junior High School."

non- parametric statistic with the Wilcoxon test and Mann-Whitney U test. The findings of this study revealed that using the Let's Read application had a positive impact on student English vocabulary improvement. The material story used in this application was tailored to the basic English vocabulary competence of seventh-grade students with low English levels. The similarity is using the same application to improve students' vocabulary in junior high school. The differences are the previous research focus on the effectiveness which aim to know the effectiveness of using it toward students' vocabulary while this research focus on how to use the application to enrich students' vocabulary.

Third is research conducted by Putri with the title "The Use of Digital Book Let's Read in Classroom Reading Activity for Junior High School Student."[57] The research uses Qualitative method. The purpose of this research was to find out the process reading activity using digital book Let's Read in classroom, the findings of this study demonstrated that teachers can help learners because students actively tried to follow teacher guidance during the reading activity by Let's Read. The similarity of the research and this research is both discussing about the implementation of Let's Read Application, while the differences are the study focuses on the reading activity and this research focuses on vocabulary enrichment.

Fourth is research conducted by Rahmawati entitle "The Implementation of Short Story in Enhancing Student's Vocabularies."[58] The research is Qualitative research, the purpose of the research on the use of short stories as learning media that is applied by the teacher to help the student in improving student's vocabulary based on the context of reading a certain text. The result of the study shows that in the context of EFL / ESL due to understanding vocabulary plays an important role in learning English. In addition, this research highlights the obstacles faced during a teaching in improving vocabulary and the practicality of short stories as an effective pedagogical instrument in improving vocabulary. The similarity of the research and

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[57] Putri, "The Use of Digital Book Let's Read in Classroom Reading Activity for Junior High School Student."

[58] Rahmawati, "The Implementation of Short Story in Enhancing Student's Vocabularies."

this research is the implementation of short story in enhancing students' vocabulary, while the difference is the research do not use Let's Read Application.

Fifth is research done by Fajri under the title "Enriching Students' Vocabulary Through Reading Short Story."[59] The research is Quantitative research; the result of the research shows that short story can enrich the students' English vocabulary at Class IX MtsS Mutha'alimin. The similarity of the research and this research is enriching students' vocabulary through reading short story, while the difference is in the research method Quantitative and Qualitative. The research focus on the final research whether it affect students' vocabulary or not. While in this research, the researcher focuses on the process of students' vocabulary enrichment.

C. Theoretical Framework

Teaching English consists of several skills that the students must get used to them. The skills are speaking, listening, reading, and writing. To successfully master each skill the students must have sufficient vocabulary, enriching vocabulary without the help of teacher seems not easy. To do that without any help, the students must pass trial and error to find the best way to enrich vocabulary, however it is different if the students have teacher who help them to enrich vocabulary. The teacher can apply various kind of medias that suit with the students. One of the medias to help students enrich vocabulary that the teacher of MTs Muhammadiyah 3 Yanggong does by using digital e-book.

The process of enriching vocabulary using digital e-book is done by the teacher, the application's name is Let's Read Application. This application serves various exciting stories, the stories help students enjoy enriching their vocabulary using it. In this research, the researcher is paying attention to the implementation of let's read short story e-book application and also the strategies that the teacher uses to teach students vocabulary using the application. Based on this explanation, the theoretical framework of this study can be described as the diagram below:

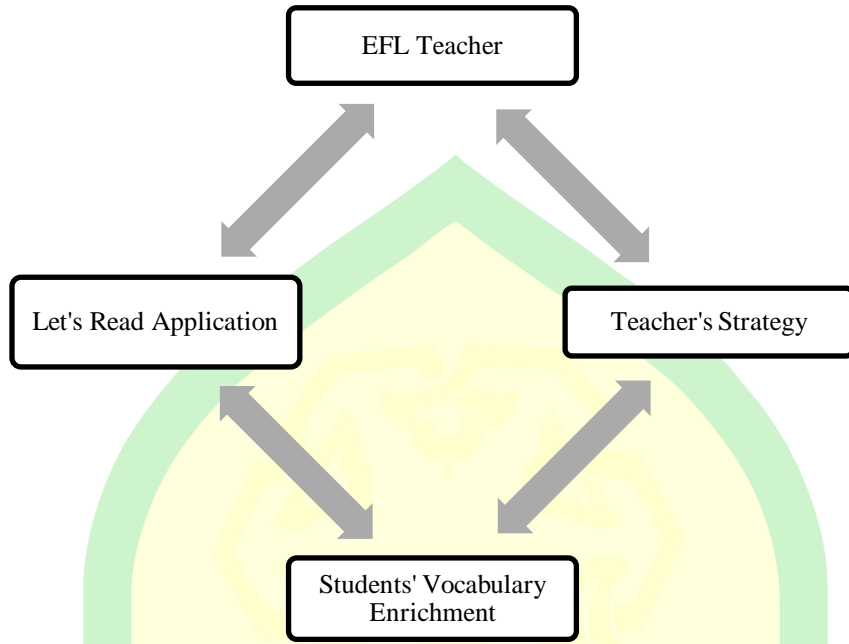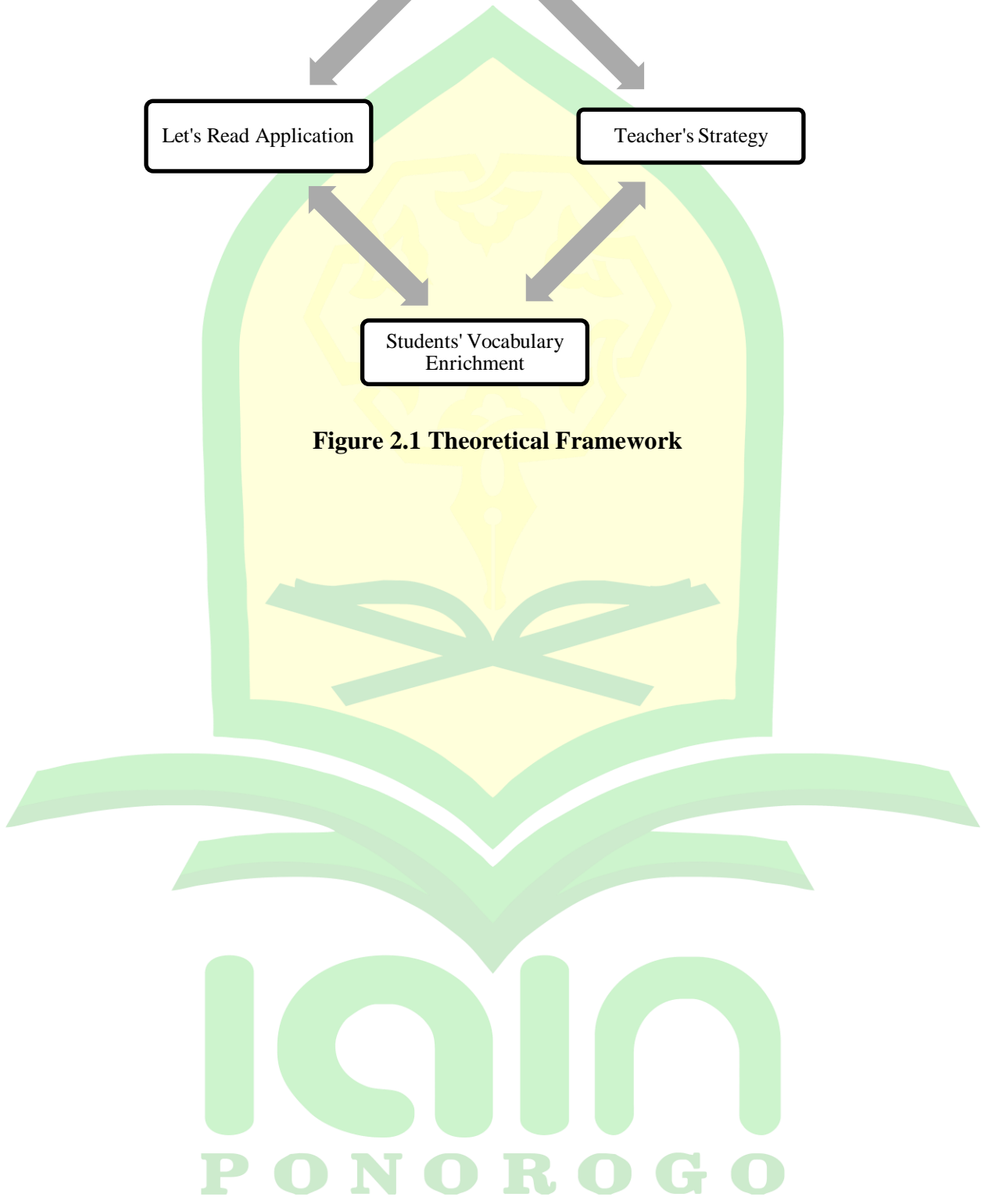[59] Fajri, "Enrich Students' Vocabulary Through Reading Short Story."

EFL Teacher

Let's Read Application

Teacher's Strategy

Students' Vocabulary Enrichment

Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

A research approach is the way research is planned and conducted. In this study, a qualitative approach. This study is a qualitative study with descriptive analysis. Qualitative research is a holistic approach with discovery. Qualitative research is also described as an unfolding model that occurs in natural settings that enables the researcher to develop a level of detail from high involvement in the actual experiences.[60]

Qualitative research is conducted through intensive and/or prolonged contact with participants in naturalistic settings to examine the daily and/or exceptional lives of individuals, groups, societies, and organizations.[61] Qualitative research is research that aims to obtain deep understanding of human and social problems. This means that this study was conducted in real- world situations where researchers intervene with students in their teaching and learning processes in order to obtain reliable and valid data. Because researchers interpreting how the subject derives meaning from the environment surroundings, and how these meanings influence their behavior. The research is conducted in a natural setting, not a result treatment or manipulation of the variables involved.[62] This method provides an overview of how the implementation of short story e- books in enriching students' vocabulary with this method. This study uses a descriptive method to reveal the phenomenon of applying e-book short stories in enriching the vocabulary of class 2 students of MTS Muhammadiyah 3 Yanggong. Qualitative research aims to get a complete picture of the problem, pay attention to the human point of view.

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[60] Miles, Huberman, and Saldaña, *Qualitative Data Analysis*.
[61] Miles, Huberman, and Saldaña.
[62] Fadli, "Memahami desain metode penelitian kualitatif."

B. Researcher's Role

The researcher's role in this research was as observer, the researcher observed the teaching learning process of 2nd grade students of Junior High School in implementing Let's Read Application to enrich students' vocabulary. The researcher observed the teacher on using the application and observed the students in enriching vocabulary using the application in the classroom.

The researcher also became an interviewer for teacher, the purpose of interview with the teacher was aimed to obtain the information related to the step on using the application, the additional information that the researcher needed would get the answer from interview. Besides that, the interview with teacher was also able to answer the researcher's problem statement related to the strategies that the teacher used.

C. Research Setting

This research was conducted on middle-level students at MTS Muhammadiyah 3 Yanggong located in Jimbe, Kecamatan Jenangan,Kabupaten Ponorogo, East Java, Indonesia. The research took place from 21st February, 2023 until the researchers obtained valid data to write reports. The researcher did the research for fourth times, starting from 21st February to 4th March 2023. The reason the researchers chose this location was because MTS Muhammadiyah 3 Yanggong was one of a junior high school that is located in suburban of Ponorogo yet used innovative media to enrich students' vocabulary. The researcher took the English class because it was in accordance with the majors at the university. Researchers conducted research on secondary level students. The reason the researcher chose this level was because they are in the process of being transferred from the beginner level before being upgraded to the advanced level. Researchers want to explore how was the implementation of learning English using short story e-book application as a media in enriching vocabulary.

D. Data and Data Source

Kothari distinguishes between two types of data[63], they are:

1. **Primary Data Source**

   There are several methods for gathering essential information, particularly in overviews and expressive explores. Primary data is essential information that is gathered again and interestingly, and on this basis ends up being unique in character. The method of observation, the method of an interview, the method of a questionnaire, and others are significant examples. In this research, the researcher got the primary data from the interview with teacher and students, it was aimed to get sufficient information to answer the problem of statements of this study. Besides conducting an interview as primary data source, the researcher also did observation. It was aimed to know the real condition on how was the implementation of Let's Read E-Book Application to enrich students' vocabulary.

2. **Secondary Data Source**

   Secondary data are those that have already been collected by another party and statistically analyzed. Since primary data must be gathered from the start while secondary data is simply compiled, primary and secondary data collection methods differ. Secondary data also refers to information that has already been compiled and analyzed by another individual. when auxiliary information is used by researchers. They must then look into various sources to see where they can get the information. Publications like books, diaries, newspapers, websites, journals, and government documents are examples of secondary data

   Secondary data of this research was obtained from journals, websites and papers related to the focus of this research. The researcher used previous study from

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[63] Kothari, *Research Methodology Methods and Techniques*.

various online source, besides that the theory that matched with the focus of study was also used in this research as secondary data.

E. Data Collection Technique

In this study, researcher collected data using three data collection techniques. The instrument was as follows:

1. Observation

Data collection often involves making observations. During the process, a researcher can play a number of different roles. The act of directly gathering truthful information by observing people and places is known as observation in a research setting. In this observation, the researcher looked at the students' health. The purpose of this observation is to better understand how second-grade students think about using the Let's Read application to increase their vocabulary. From this point on, the researcher took field notes and documented each and every activity that took place in the study hall while English was being taught and learned.

The researcher did observation in the classroom for several meetings, every meeting the researcher did observation according to the observation checklist that had been created. It was used to make the research run easily because there was already guidance of the observation. The researcher observed and checked the list, during the process of teaching-learning the researcher could match the observation checklist with the real-life condition.

2. Interview

A conversation between the researcher and the respondents is known as an interview. An interview is a technique for gathering data that comes straight from the source. Each respondent underwent multiple interviews over the course of a predetermined period until all questions were resolved. This is accomplished either directly or indirectly through oral communication. Interviews are used to gather

information about the opinions, convictions, and emotions of the students. The study's methodology involved conducting extensive interviews. This implies that the researcher probes the specifics of the issue at hand.

As open interviews are frequently used in qualitative research, the researcher in this study did so because doing so is consistent with this method. This indicates that the interviewee, or the incident's perpetrator, is aware that they are being questioned and that they are also aware of the interview's goals. The researcher planned to interview teachers, who served as the study's data source, according to the afore mentioned explanation.

The researcher did interview with the teacher and students, the purpose was to obtain more information. The researcher made different list of questions for teacher and students, the questions that the researcher created were hoping able to give answers of the researcher's problem statements. After obtaining sufficient information, the researcher was ready to analyze obtained data.

3. Observation

Along with conducting interviews and making observations, the researcher also used documentation to gather data. Documentation is a group of records, interview transcripts, field notes, and observations that the researcher received.

In this part, the researcher used documentation as a proof of the research, the researcher made interview transcript, recorded the interview, took field notes. After all documentations were gained, the researcher could start doing analysis that would be match with all obtained data.

F. Data Analysis Technique

According to Miles and Huberman, data reduction, data display, and conclusion drawing or verification are the three-analysis technique.[64]

1. Data Reduction

    The researcher focused on the interview response that matched with the final answer of the research question so that it kept in line with the focus of the research, simplifying the information that was obtained from the interview to give ease for the researcher to process the data the researcher need to make as simple as possible. These steps helped the researcher select the important and useful data that became the core of the interview that accordance with the research question.

    The researcher reduces the amount of data as they choose the conceptual framework, case, research question, and data collection techniques. To analyze the data, the researcher employed the data reduction technique. The process of data reduction and transformation is continued until the final report is finished by choosing, summarizing, and simplifying the information that the researcher gathered from interviews, observations, and documentation. The data was chosen by the researcher based on the information that was required, and the chosen data was then condensed and simplified so that the researcher could obtain the desired data.

2. Data Display

    Display is typically a condensed collection of data that permits inference. Displays make it easier for us to understand what's happening, which then allows us to carry out additional analysis or take appropriate action. In qualitative research, the presentation of data can take many different forms, such as flowcharts, succinct descriptions, connections between categories, and so forth.

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[64] Miles, Huberman, and Saldaña, *Qualitative Data Analysis*.

In this research, the researcher used figures as display. The reason behind figures was because the researcher explained the step on how to use Let's Read Application to enrich students' vocabulary. The figures helped the readers or further researchers to understand well through pictures.

3. Conclusion and Verification

The conclusion is the last analytical step in the qualitative research, and it must be drawn and verified. After the data have been presented, the following step in a series of data analysis is to draw conclusions or verify the data. Inferences are made by researchers based on this implication. In the conclusion, the answers to the posed research questions are given. The first conclusion was built on the data's presentation and reduction. If a new finding is confirmed by additional evidence, the conclusion may need to be changed. In order to answer the research questions, the researcher described and examined the data that were condensed and presented in this study.

G. Research Procedure

First, the first research was done on 20th February 2023. The researcher did the observation in the classroom stated from the beginning of the class until the classes finished. The researcher did the checklist that had prepared according to observation guidelines.

Second, it was done on 25th February 2023. The researcher started the interview with the teacher, the researcher still did observation on this meeting while asking for teacher's time 20 minutes before the class ended. The researcher asked some questions related to the implementation that the researcher did not find during the observation.

Third, it was done on 27th February 2023. The researcher still did short interview with the teacher, due to limited time the researcher continued the interview on the next meeting. After getting sufficient information from the teacher related to the strategy used to enrich students' vocabulary.

On 4th March 2023, it was the last meeting and the last research that the researcher did. The researcher took documentation as supporting data for the research. After interviewing the teacher, and took picture and video of implementation Let's Read in the classrooms as supporting data. The researcher felt that the data was enough for the result of study.

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Data

The researcher obtained important data related to the implementation of Let's Read short story e-book application through observation. The observation that the researcher did was done in several meetings. The first observation was on 21st February 2023, in this observation the researcher observed carefully on the teaching-learning process of English lesson. From the observation, the researcher found that there were three stages in teaching process. The first is Pre-teaching and then While-teaching and the last is Post-teaching.

During the observation from the first to the last observation on 4th March, the researcher found that every meeting the teacher did the same procedure. Starting with greeting the students and continue the lesson and giving task or assignment to the students. However, there was an activity that attracted the researcher's attention. It was in the pre-teaching stage, there was a habit that the teacher always implemented before the class started.

The habit that the researcher did was asking the students to read short story through online e-book application or also called as Let's Read Application. The application offered interesting story as a warm up for the students and to enrich students' English vocabulary as English is not first nor second language in Indonesia. So, this habit that the teacher did to help the students enrich their vocabulary.

The teacher helped the students to enrich vocabulary through reading English short story by displaying it on the projector screen. The reason behind put the story on projector screen was because the students did not have an access to bring smartphones at school, besides that the teacher wanted all the students pay attention to the screen without distracting their focus. This activity as a warming up for about twenty minutes after the teacher opened the class.

The teacher chose the story to be read of the day, and they would be asked to read and find difficult vocabularies. The teacher gave the students opportunity to ask new vocabularies

that they found in the text, after they ask. The teacher stopped the warming up and continue the lesson, in the middle of lesson that was being taught. The teacher sometimes asked several vocabularies related to new vocabularies they have obtained and asked the students about the meaning, by doing so the teacher could track students' vocabularies both in the academic context and in non-academic context.

From the observation, the teacher always displayed Let's Read application to enrichment of vocabulary through short story in every meeting of English lesson. However, one story could be used in two meetings hoping that the students could obtained the vocabularies in their memories in a long period.

B. Data Description

In this section the researcher describes the results of the data obtained from observations, interviews, and tests. The first data regarding the implementation of the short story E-Book Let's Read for students' vocabulary enrichment at MTS Muhammadiyah 3 Ponorogo. This data was collected based on interview with the teacher, the interview was done on the first day of observation to fourth observation. It was last for about twenty to thirty minutes each session of interviews; the interview was done 20 minutes before the class ended so that the researcher did not disturb the English teaching-learning process of the students. The second data was the result of the strategies that the teacher chose to help student enrich vocabulary through reading short story on Let's Read application.

1. The Procedure of Using Let's Read Short Story E-Book Application

To find out how the implementation of the Let's read short story e-book, researchers observed English Lesson learning activities. The first observation was carried out on 21st February 2023 and the fourth observation was carried out on 4th March, 2023. The researcher observed and wrote down activities during eight class learning. The researcher found that from the first observation to the fourth observation, the activities were the same. The teacher prepared a short story let's read e-book and read it together

before delivering the lesson. The teacher asked students to read the short story in English and then asked students to write new and unknown vocabulary. The teacher saw directly the process of students enriching new vocabulary and finding the meaning of the vocabulary they wrote using the Let's Read e-book application.

The application of Let's Read short story e-book as a warm up for the student were as follows[65]:

a) **Preparation:** The teacher prepared the media for the short story Let's Read e-book.

b) **Application:** The teacher played Let's Read short story e-book application on the projector screen and students started paying attention to the screen.

c) **Classification:** The students were asked to classify the new vocabularies that they got according to the word classification.

In implementing of Let's Read application in enriching students' vocabulary, there were several steps. They were as follows:

The first step was preparation, in this step the teacher prepared short stories available in Let's Read application that had been prepared before the class start by teacher. The story commonly chose according to the lesson that the teacher would deliver on that day, the aim was to enrich students' vocabulary and to make them understand easily about the lesson of the day by recognizing the vocabularies.

The story mostly in a form of narrative text from different ethnics in Indonesia. As narrative text was one of the texts that was learned by 8th graders, the story was various it was aimed that besides enriching their vocabularies they also learned the culture of other ethnics in Indonesia. It helped them learning two different things at the same time.

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[65] See the appendix 01/O/20-03-2023, Observation

To give the easiness to the students, the level that the teacher took was the middle level where the vocabulary was not too difficult for some students and not too easy for the rest of them, in a meeting the target of teacher was 10 new vocabularies. They were not allowed to wrote the same vocabulary in every meeting; the purpose was to make them got use to various vocabularies. The previous vocabularies were written in a special notebook since the beginning of the semester, it was aimed to make students enrich their vocabularies easily. Each of English lesson the students were asked to bring the notebook, it became an obligation for them.

The students were not allowed to bring smartphones, so the teacher prepared a projector screen that had been prepared in each class and displayed it on projector screen, in addition the teacher also prepared a loud speaker to play the audio option that was available on each short story. The duration in each meeting was 20 minutes maximum before learning main lesson of the day, this activity was also known as warming up and habit for the students.

Figure 1. Teacher Display Let's Read Application on Projector Screen

Second step was Application, the teacher chose a short story that would be used for today's meeting. Teacher showed from the beginning of opening application to the feature that is used during the implementation, and how teacher applied it as a warming up for students before starting the lesson of the day.
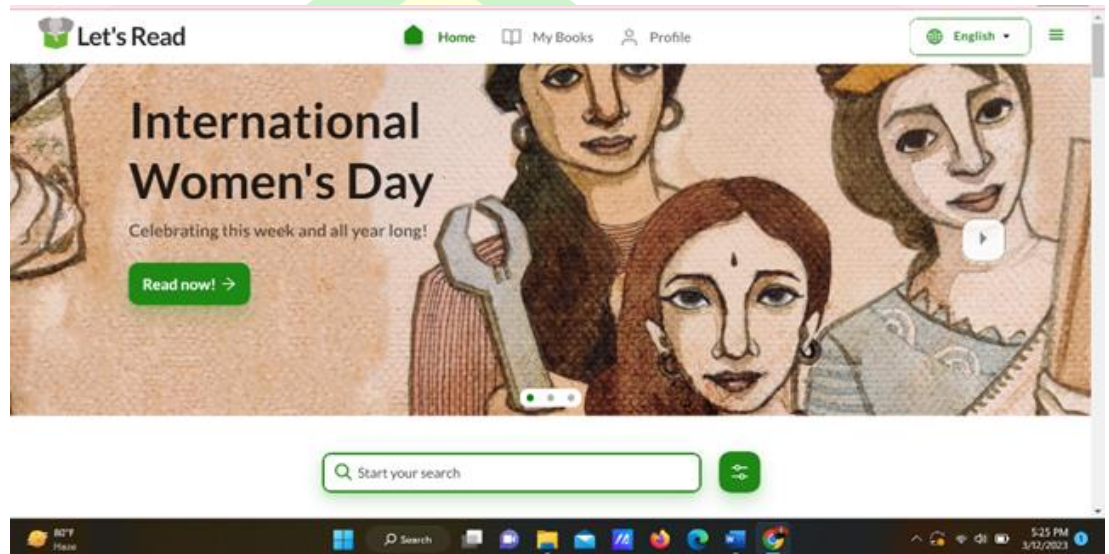

Figure 2. Let's Read Home Page

The user served with a very interesting homepage; it was changed automatically on special days. Let's Read application could be accessed on smartphone and also website but in this research the researcher found that the teacher used Let's Read application from browser website and displayed on projector screen so that all students in the class could pay attention and saw the text clearly. In addition, users could make an account to access easily the last story or page that they currently read.

In this section, the teacher opened Let's Read Application on https://reader.letsreadasia.org after getting in with the template of Let's Read Application. The teacher already created an account so there was no need to create new account if the users had already had. However, if the teachers did not have the account, they were asked to make an account so that they could use the feature that Let's Read Application offered. To create and account for new users the simple thing to make it was

by connecting the email or google account, it would automatically direct to the final step of creating an account.

The new users must fill several personal information to create their accounts if they did not connect it to their email or google account. The step would be the same but when the new users create an account with email or google account, their personal information automatically recorded and registered on the application. One account could be used for other users as long as the application was logged out right after using it.
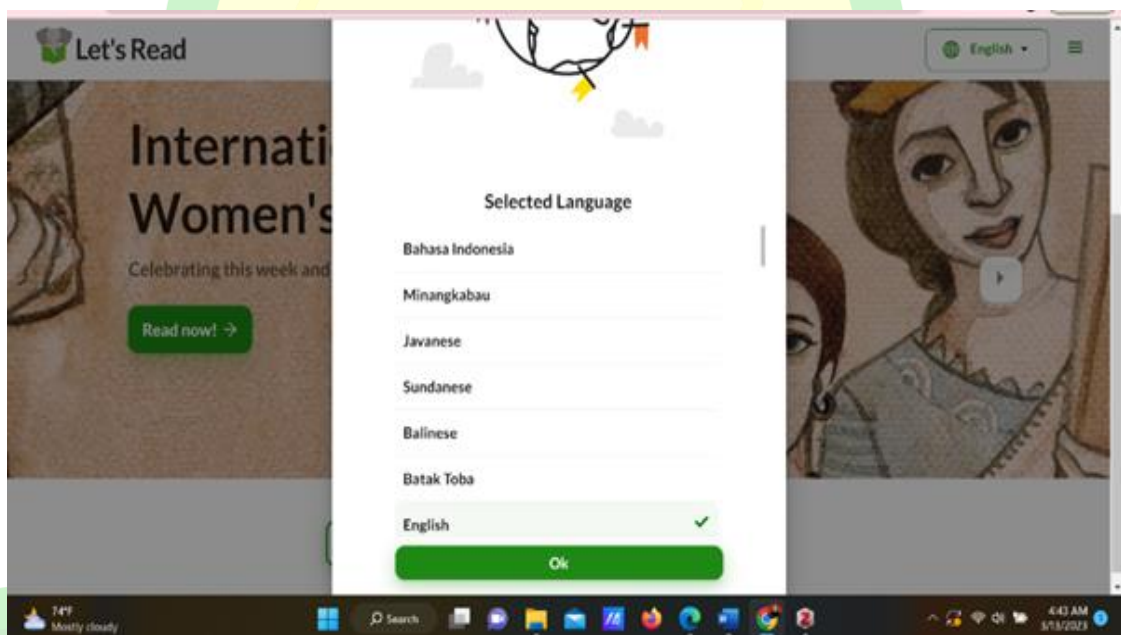

Figure 3. Multi Languages

After creating an account or logging in for those who had already the account. There were several options that the teacher could apply during the application of Let's Read Application. One of them was various languages, the languages were available in more than five languages. It consisted of local language in some ethnics in Indonesia or some local language in South-east Asia, of course Indonesian and English.

The teacher used both Indonesian and English during the lesson, at first the teacher used English as the students were asked to take a note while reading the story. The students were allowed to open their dictionaries or asked the meaning to the teacher

after reading the story. After all students completed the reading and took a note, they could continue the next step of giving the meaning in Indonesian.

The second feature was my books option, in this section the teacher could save the story that they were currently reading or any special story that were interesting. This option was aimed to make the users get through the story easily without searching it often over if they had not finished yet reading the story.

The third feature was searching bar, the searching bar was available on the first page with filter option that could be applied according to the users' will. This feature helped the teacher to filter the story that matched with the criteria that they set for their students. It helped the teacher as they did not need to scrolled from the beginning to the end of books collection in Let's Read Application.

According to information that Let's Read's website said that as this application was designed by Asian, it maximized the potential of local translators to develop this application. So, that was the reason why there were so many local languages story that could be read in Let's Read. The teacher used local short story mostly in a form of narrative text, the story was various from different ethnics.

> He chooses story from different ethnic so that the students could enrich their vocabulary and learn other cultures all over Indonesia.[66]

The main purpose of reading story from different ethnic was to make students learn not only academic lesson only but also could explore their knowledge in history and culture of Indonesia, in addition they could enrich their vocabulary as the stories were various.

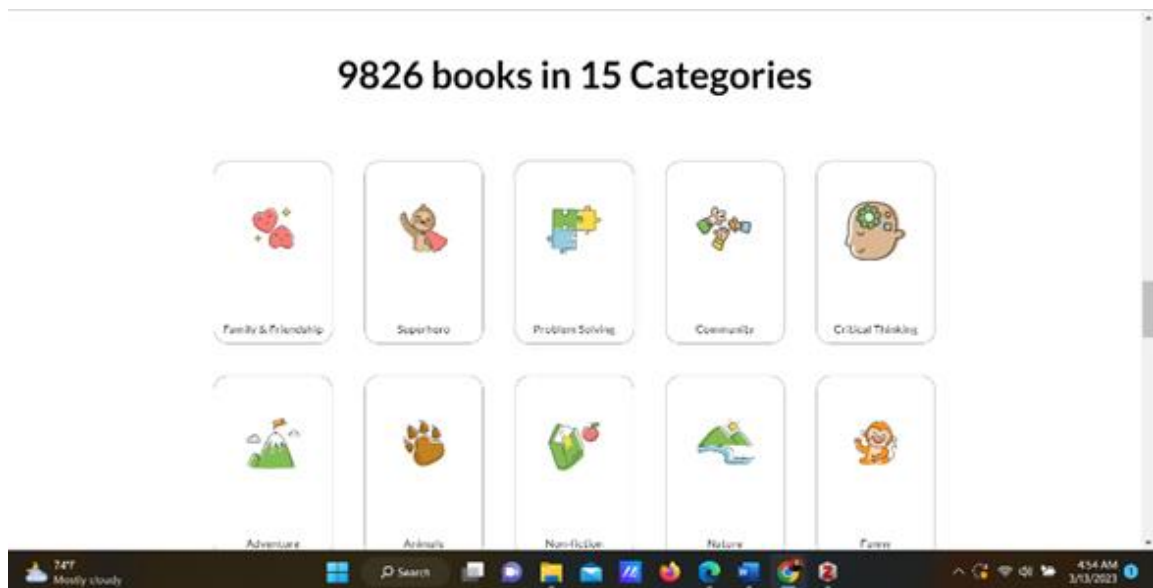[66] See the appendix 01/W/25-02-2023 Teacher's Interview Transcript

Figure 4. Thousand Books with Various Categories

There were more than five thousand books that available in Let's Read Application, it served in various categories. The categories could be chosen by the user as they want, besides that the user could also chose the level of text that they wanted to read. The categories or genre of story were various, they were fifteen categories.

The first was family and friendship, in this part contained various story with interesting plot that the local writers wrote about the beauty of friendship and family; the second was superhero in this part the story was not about the imaginary western superhero but it used and introduced local story which had superheroes; on the next list there were genre of story which asked the students to solved problem in a problem solving genre of story; community in this part the students were not only read and enjoyed the story but they were asked to learned more diversity in a community; critical thinking to train the students to have more critical thinking in each point of view of every aspect in life; adventure was story to let the students felt the adventure in various kinds of condition; animals were used to introduce the students many local animals that existed in some certain of Asian countries; narrative was the story mostly used by the teacher as it could be used not only for learning reading, listening and grammar but also for learning

some material especially in juior high school level; nature was about the story related to the various places and ethnic in Asian country; funny was a genre of text that provided a story in a funny way.

It consisted of level 1 to level 5. There were also label for kids if the text or story was designed for the kids.

The story is chosen, so the students only need to read and write difficult words or new vocabularies. The level of story was chosen according to the middle level as not all students will easily understand the story if the level too high and will be too easy for those who has higher ability.[67]

The teacher chose the story and gave students time to take a note on difficult vocabularies. The level was taken in the middle level as not all students had the same ability, some of them had higher understanding and ability and some of them did not. So, middle level from 1 to 5 would be the best option for them.

There were also different categories that the teacher could chose, the categories were various one of the examples was family and friendship. The category could be matched with the lesson that the teacher would deliver on that day, the story that the teacher chose was not always the same in each meeting. However, the teacher mostly used genre of the short story between fantasy and historical. As the main purpose was to make the students learned not only English by enriching their vocabulary through reading a short story but also learned different culture and diversity that was beautiful by reading historical story from other ethnics.
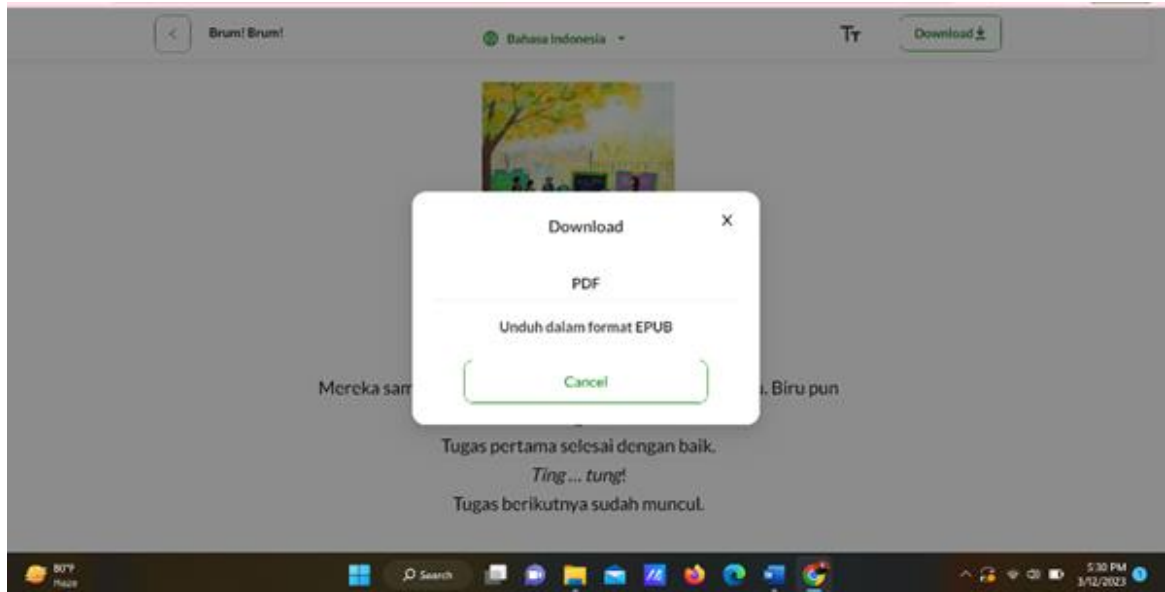

Figure 5. Offline Mode of Let's Read Application

To anticipate unstable internet connection and to manage time efficiently, the option that Let's Read offered was download story in form of PDF so the teacher could display it online without any obstacle. The teacher downloaded the story and displayed the story on projector screen, each meeting the story needed to be read and wrote for 20 minutes.

> Time for displaying the story is 20 minutes before continue delivering the lesson of the day, the students are asked to write at least 10 new vocabularies, 20 minutes will never be enough to finish the whole story. So, he uses one story for two meetings.[68]

It was aimed to maximized the time, so 10 new words would be perfect as not all students were able to complete a story at once. Besides that, to enrich vocabulary the teacher wanted to make students get used to it so it must not about the number of vocabularies but it tended to the vocabulary that they could add more each meeting.

However, in this section, the story that was successfully downloaded in a form of PDF was not able to change to another foreign languages nor local languages. The teacher check twice to the result of the PDF story in case they downloaded Indonesian

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[68] See the appendix 01/W/25-02-2023, Teacher's Interview Transcript

version instead of English version of the story. The story could be saved in internal storage.
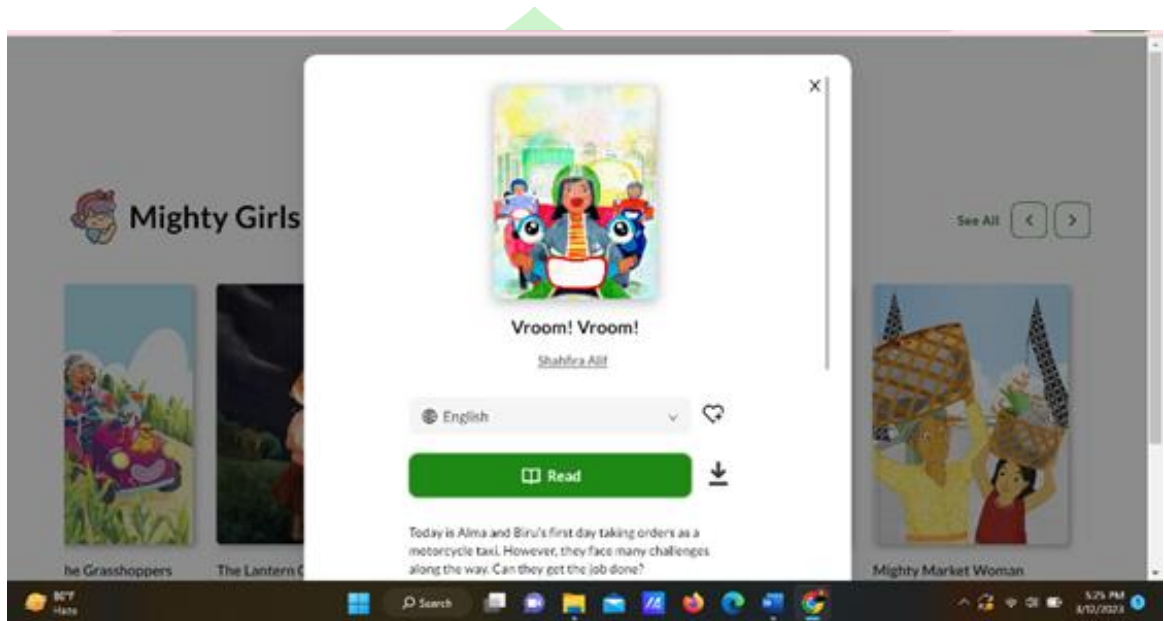

Figure 6. Short Story E-Book Cover

The story used attractive character and could be changed the language as the users wished. The story had brief summary of the story in the beginning of each story, it helped the users to know the content of the story. If the users loved the story, they could click love sign to add in their favorite lists, made sure that the love sign turned red once it was clicked so that it would appear in the list. If the love sign did not turn red then it would never appear in favorite list.

The attractive character that Let's Read provided made the teacher teach vocabulary easily as there was illustration which could help to show the meaning of new vocabularies that the students did not know. Besides that, the characters that were used in this application were using traditional clothes of some ethnics not only in Indonesia but also some local ethnics in Asian country. It gave detail in each illustration so that the students knew well about the culture, people, clothes and their way of life.

This section also helped the teacher to know the slightly story of each title without reading until it was completed. The option that the teacher used also love sign option as the teacher taught different class with different level of English ability the teacher could give a sign to the story that the teacher would use.
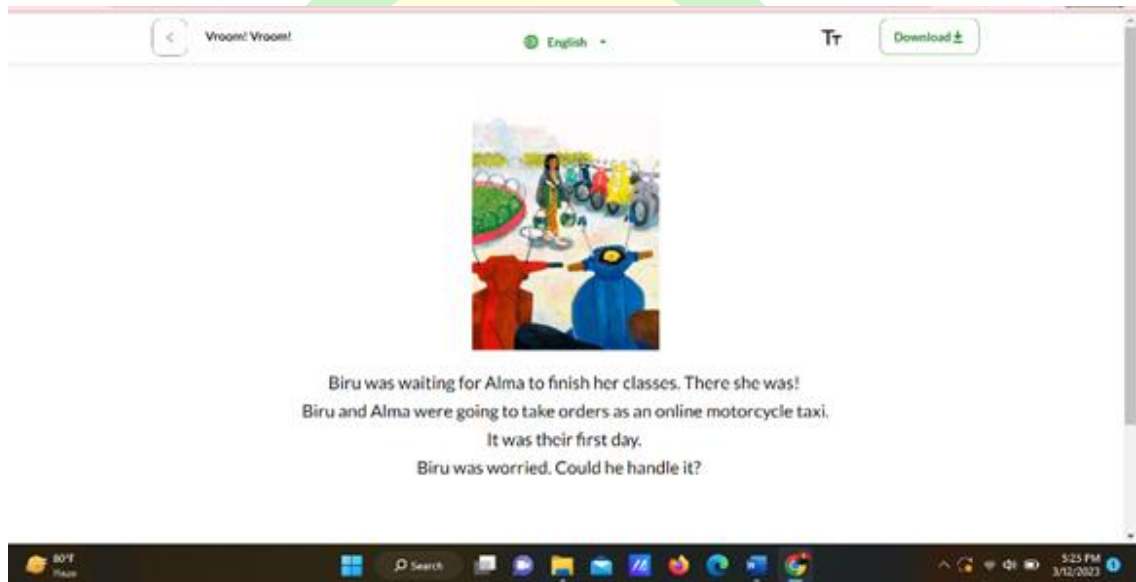

Figure 7. Short Story in Certain Level

The story appeared as the level that the users applied, if the level was high then the story tended to be longer and difficult while the lowest level tended to be simpler. It was completed by character that attracted the users when read it or made the story easier to be understood.

As stated earlier in the beginning of the application of Let's Read Application, the level of story played important role in this application. The teacher prepared and chose the story according to the level of students' ability, the ability was seen from their daily assessment that the teacher gave. Even though the teacher chose the level in every story that the students read, the teacher also paid attention to the limit of students' ability. Applied it only as a warming up was also the proof that the teacher focused on the students' ability as well.

Figure 8. Chosen Short Story

The chosen story displayed in the class while students could also be discussed with their friends during the implementation of Let's Read. The students could ask their friend or their teacher if they did not know the meaning of certain vocabularies.

The last step was classification, in this section for twenty minutes the teacher let the students explore the story and asked the students to write new vocabularies while reading the short story. They were asked to take a note at least 10 vocabulary each meeting and did not allow to write the same vocabularies if they had already written it in their notebook. They were asked to have a special notebook for vocabulary list from the story that the teacher had given.

> He asks the students to classify new vocabularies that they get during reading the story for 20 minutes, after that they are allowed to ask the meaning to him or open their dictionary to find the best meaning of new vocabularies.[69]

After taking note the students were asked to categorize the new vocabulary according to word classes. The students were asked to classify the word which were

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[69] See the appendix 01/W/25-02-2023, Teacher's Interview Transcript

noun, verb, adjective, pronoun, adverb and many more. The students were also able to ask the teacher about the meaning if they did not know.

2. **Teacher's Strategies in Using Let's Read Short Story E-Book Application for Students' Vocabulary Enrichment**

The success of enriching students' vocabulary was also because of the teacher, the teacher organized the story well and prepared the material systematically to make the students enrich their vocabulary. To obtain the data related to the strategies that the teacher used. On the third meeting of research, the researcher interviewed the teacher to ask several questions related to the strategies that the teacher used to help the students enrich their vocabulary through reading short story in Let's Read Application.

From the interview that was done in 27th February 2023, the teacher explained that there were several strategies in helping them enrich their vocabulary. The teacher applied four strategies.

a) Classify Strategy

First strategy was asking the students to classify the new vocabularies they got during reading a text. They were not only reading a text but also writing new vocabularies for 10 words each meeting. This strategy helped students to get more vocabulary and to learn easily the grammar that they had in English lesson. The word classification forced the students to categorized the word in correct group. So, when they learned grammar, the teacher did not need to explain what form of the word it would be.

This strategy applies to make students get use to the word classification, it will help them not only to enrich their vocabulary but also to learn grammar during the lesson as they are in second grade of junior high school where they learn grammar.[70]

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[70] See the appendix 01/W/27-02-2023, Teacher's Interview Transcript

b) Aspect of Teaching Strategy

Second strategy that the teacher used was aspect of teaching, to help the students enrich their vocabulary. The students must understand the meaning, how to write, how to use and how to read. To reach all aspect, the teacher should pay attention to those aspect. The teacher paid attention to the aspects of teaching vocabulary, all four aspects were the meaning, using, spelling, and pronouncing. The meaning that the students did not understand could be asked to the teacher or found on dictionary; to know how to spell the word the teacher asked the students to prepare a special notebook for writing 10 new words each meeting, it was aimed to make them write it easily in the future; and then to know the use of each word the students were asked to read the story together for 20 minutes in each meeting of English lesson; the last was pronunciation, the teacher would play the audio that available on the application so that they knew how to pronounce each word correctly. They were asked to listen carefully and repeat the word that they found new.

They are asked to open the dictionary or ask him related to the meaning of new vocabularies, to commonly write in English a special notebook full of English vocabulary need to be prepared and brought in every meeting, and to know how to use the vocabulary the students are asked to read the story, the last is to make them able to say in a correct way he plays the audio option that are available on the application.[71]

c) Technique Vocabulary Strategy

Third strategy was technique in teaching vocabulary, there were four techniques in teaching vocabulary. They were demonstration, explanation, discovery, and check question. From the interview result, the teacher stated that the technique that used was showing the word and picture to the students during the implementation of Let's Read application as a warming up for students to enrich

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[71] See the appendix 01/W/27-02-2023, Teacher's Interview Transcript

their vocabulary before the class started. From teacher's statement, the researcher concluded that teacher used demonstration technique to teach vocabulary to the students. This technique was used to help students memorize new words well while seeing the pictures that were available, this technique could be categorized as demonstration technique in teaching vocabulary.

Displaying the story completes with picture in each page of story helps him to teach vocabulary to the students, they can understand the meaning without completely know every meaning of the word. But he also can tell the meaning by showing the pictures that are available on each slide.[72]

d) Media Teaching Strategy

The last strategy that the teacher used was media in teaching vocabulary, the proper decision to choose media would be one of the best strategies that the teacher could pay attention and apply. The use of media became one of strategy must be applied in helping students enrich their vocabulary. The media that the teacher used was the projector screen to display the text so that it could be read for all students at the same time with clear and big screen. In addition, the teacher also used loud speaker to play the audio that were available on the story.

To manage time well and to maximize students' focus, he uses projector screen so the students have the same focus in one object. Beside using projector screen, he also uses loud speaker to play the audio of each story that is currently being read.[73]

From the data above the researcher got sufficient information related to the implementation of Let's Read Application to enrich students' vocabulary and what strategies that the teacher used to help students enriching vocabulary using Let's Read application.

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[72] See the appendix 01/W/27-02-2023, Teacher's Interview Transcript
[73] See the appendix 01/W/27-02-2023, Teacher's Interview Transcript

C. Discussion

1. **The Procedure of Using Let's Read Short Story E-Book Application**

    There were two steps in implementing Let's Read Application according to the observation that the researcher did during teaching-learning process. They were Preparation and Application

    The first step was Preparation, the teacher has prepared a short story that can be used in the Let's Read application before class. The teacher then showed it on the projector screens available in each classroom and the teacher also prepared speakers to play the audio options available in each short story. Each session lasted up to 20 minutes before the main lesson of the day was taught. These activities were also known as student warm-ups and routines.

    From the data that was obtained from the observation that the researcher did, the researcher concluded that teacher used projected media to display or show the short story to the students and used loudspeaker to facilitate the students in practicing pronunciation. This theory matched as stated one of media to teach vocabulary by using projector screen and audio media to play the sound using loudspeaker.[74]

    The second step was the application. The teacher chose a short story for today's meeting. From the first time the app was opened, the teacher demonstrated the features in use and how teachers can use them to prepare students before the day's lessons begin. It had a very interesting home page. It changed automatically on special days. Let's Read app was available both on smartphones and on the website. The teacher used the Let's Read app on a browser website and displayed it on a projector screen so that all students in the class can read. Teacher could also create an account to easily access the latest story or page they were currently reading.

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[74] Palopo, "Developing Teaching Media of Quiet Book for Teaching Vocabulary for Eight Year Student at SMPN 1 Palopo."

There were several versions, one of which was in another language. The local language of some ethnic minorities in Indonesia or the local language of Southeast Asia. According to information posted on the Let's Read website, the app was developed by Asians, maximizing the app's development potential by local translators. That was why there were many stories in the local language that you could read in Let's Read.

One of the advantages of using Let's Read Application was the availability of local languages from different ethnics in Indonesia, not only Indonesia but also some countries in South-east Asia.[75]

Teachers mainly used local short stories in a form of narrative text, and the stories were not similar to other ethnics. The main purpose of reading other ethnics' stories was to allow students to study not only an academic lesson, but also knowledge about the history and culture of Indonesia, and their vocabulary could also be enriched because the stories were many and varied.

The genre of text that used was narrative it made students enrich their vocabulary not only in academic word. This theory matched with type of genre in a text, there were spoof, recount, anecdote, descriptive, narrative. One of the texts mentioned in the theory was narrative.[76]

More than 5,000 books are available in the Let's Read app, presented in different categories. Categories can be selected according to your preferences and the level of text you want to read. There were stages 1 to 5. If the text or story was for children, it was marked for children. The teacher chose a story and gave the students time to write down the difficult words. Not all students have the same ability, some students have high understanding and ability, and some students have no ability, so I took the level to medium level. Therefore, intermediate levels from 1 to 5 will be the best choice for them.

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[75] Mulyaningtyas and Setyawan, "Aplikasi Let's Read Sebagai Media Membaca Nyaring Untuk Anak Usia Dini."

[76] Gerot and Wignell, *Making Sense of Functional Grammar*.

The number of stories that were available in application's feature became one of the advantages that teacher got as there were a lot of options to choose the best text for their students, according to the interview teacher prepared the story before the class started and chose the category that matched. This advantage matched with the previous research that had been done, one of the advantages was various short story

In anticipation of unreliable internet connections and to manage time efficiently, one option Let's Read offered was to download the stories in PDF format, allowing teachers to display them online without interruption. The teacher downloaded the story and showed it on a projection screen. Each meeting required 20 minutes to read and write a story. This was to maximize time, so 10 new words were good as not all students could finish the story at once. Also, to enrich the vocabulary, the teacher wanted to train the students, so it was not about the number of word lists, but about the vocabulary that could add more each time they met.

From the observation, the researcher found that the teacher downloaded some stories that would be used at that day, this theory matched with what Mulyaningtyas stated in her research about the disadvantages of using Let's Read Application. But because the teacher used laptop instead of browser so the storage wasn't a problem. One of disadvantages was the story could be downloaded and read offline but took big storage.[77]

The plot used attractive characters; the language could be changed according to the user's preferences. Stories had a summary at the beginning of each story to help users know what it was about. When a user likes a story, they click the love bar to add it to their favorites list, and when clicked, the love bar turns red and appears in the list. If the love icon didn't turn red, it won't appear in your favorites list. The story appeared as a level used by users. Higher levels usually have longer and more difficult stories, while

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[77] Mulyaningtyas and Setyawan, "Aplikasi Let's Read Sebagai Media Membaca Nyaring Untuk Anak Usia Dini."

lower levels are usually easier. It is complemented by characters that engage the user while reading or making the story understandable.

The feature that the teacher used was various starting from the languages option, thousands of books and its category, completed with character and also level of story. The teacher maximized all the features well from the languages option to the level of the short story. Level of short story would give impact to the length of story to be read, the chosen words and many more. And in this part the teacher chose the middle level among 5 that were available in the application. This theory matched with what Ermerawati mentioned in her research.[78]

The last step was classification, selected stories were presented in class and students could discuss them with their peers in the Let's Read session. Students could ask a friend or teacher if they did not know the meaning of a certain word. For 20 minutes, the teacher asked the students to unfold the story and write a new list of words while reading the short story. They were required to write at least 10 words at each meeting and were not allowed to write down their vocabulary in their notebooks.

This step was accordance with the theory of teaching vocabulary[79]. Technique of explanation was used to help the the students enriching their vocabulary using Let's Read Short Story E-book Application. The students acquired the meaning of vocabulary from the explanation that the teacher delivered during the application of Let's Read Application.

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[78] Ermerawati, "The Application of Let's Read! In Extensive Reading Class," December 31, 2019.
[79] Celce-Murcia, *Teaching English as a Second or Foreign Language*.

2. Teacher's Strategies in Using Let's Read Short Story E-Book Application for Students' Vocabulary Enrichment

According to the observation and interview the researcher obtained important data that match with the theory of previous research or theory of experts. To enrich students' vocabulary, the teacher used four strategies

a) Use Word Classification

The first strategy was to ask students to group the new vocabulary they learned while reading the text. They not only read the text, but wrote new vocabulary for each set of 10 words. This strategy helped students gain more vocabulary and learn grammar easily in English classes. Sorting the words forced the students to put the words into the correct groups. So, when learning grammar, the teacher didn't have to explain what the form of a word was.

From the interview with the teacher, the researcher concluded that the teacher applied the theory that Scott proposed in his book related to word classes in vocabulary. Word classes was divided into several parts, they were: noun, pronoun, verb, adjective, adverb and many more. In implementing this application, the teacher asked the students to classified the word according to its classes.[80]

b) Teach Pronunciation, Spelling, Word Use, and Word Meaning

A second strategy used by teachers was the instructional aspect of helping students expand their vocabulary. Students needed to understand the meaning, how to write, how to use and how to read. To reach all aspects, teachers must focus on these aspects. Teachers focused on four aspects of vocabulary acquisition: meaning, usage, spelling, and pronunciation. If students do not understand the meaning, they could ask the teacher or look it up in a dictionary.

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[80] Scott, *How to Teach Vocabulary*.

To learn how to write the words, the teacher instructed the students to prepare a special notebook in which to write 10 new words at each meeting so that they could easily write them down later. And to learn how to use each word, students were asked to read a story together for 20 minutes in each session of their English class. The last was pronunciation, where the teacher played a sound in the app to learn how to pronounce each word correctly. They were instructed to listen carefully and repeat the newly found words.

The information of interview result showed that the teacher paid attention to the aspect of teaching vocabulary that consisted of four aspects, they were: meaning, use, spelling, and pronunciation. All the aspects were implemented by the teacher that matched with the theory of Harmer in teaching vocabulary to foreign learners.[81]

c) **Apply Demonstration Technique**

The third strategy was the vocabulary teaching method technique and there were four methods in the vocabulary teaching method. It was a demonstration, explanation, discovery, and observation question. According to the results of the interview, the teacher said that he used the method of showing words and pictures to the students while running the Let's Read app to enrich the students' vocabulary before class. From the teachers' discourses, the researchers concluded that the teachers used demonstrative methods to teach students' vocabulary. This technique was used to help students remember new words while viewing the available pictures. This method could be seen as a demonstrative method of learning vocabulary.

From the interview result, the researcher concluded that technique of teaching vocabulary that the teacher used was demonstration because the

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[81] Jeremy, *The Practice of English Language Teaching*.

application demonstrated the story well both using the visual character in each story. This theory matched with technique teaching that proposed by Harmer in his book, there were demonstration, explanation, discovery, and check question.[82]

d) **Use Projected and Audio Media**

A final strategy used by teachers was media in teaching vocabulary. Good media selection was probably one of the best strategies that teachers could focus on and use. The use of mass media had become a useful strategy to enrich students' vocabulary. The medium used by the teacher was a projection screen that showed all the students at the same time clearly reading the text on a large screen. The teacher also used a loudspeaker to play the audio included in the story.

Interview with teacher revealed that teaching media was also affected the success of students' vocabulary enrichment. In teaching vocabulary there were media that must be paid attention. There were two media that the teacher used during the implementation of Let's Read application to help students enriching vocabulary using short story. They were projector screen and loudspeaker as media in audio.[83]

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[82] Jeremy.

[83] Primasari, Zulfiani, and Herlanti, "Penggunaan Media Pembelajaran di Madrasah Aliah Negeri Se-Jakarta Selatan."

CHAPTER V

CLOSING

A. Conclusions

Based on the research findings and discussion in the chapter iv, it can be concluded that:

1. The Procedure of Using Let's Read Short Story E-Book Application

   There are two steps in implementing Let's Read short story e-book application for students' vocabulary enrichment, the first step is Preparation. In this part the teacher uses projected media and audio media, the projected media is projector screen while the audio media is loudspeaker.

   The second step is application, in this section the application of Let's read e-book was prepared and chosen by the teacher. The teacher uses all features that are available in the application, starting from the various categories among around nine thousand books, the various local and international language, different levels of text. It could be accessed both in smartphones and laptop or computer. The text is mostly in a form of narrative text with various character and traditional cultures, it could be accessed both online and offline mode with downloadable short story.

   The last step is classification, in this part the new vocabularies that the students wrote on their note books were asked to find the meaning and classified according to the word grammar that they belong to for example verb, adjective, adverb, etc. The students were only asked to classify at least 10 new vocabularies in each meeting.

2. Teacher's Strategies in Using Let's Read Short Story E-Book Application for Students' Vocabulary Enrichment

   There are four strategies that the teacher applied in the implementation of Let's Read short story e-book application for students' vocabulary enrichment.

a. Use Word Classification

The first strategy is word classification, in this part the teacher expects the students to be able to classify the new vocabulary according to its group to help them learn grammar as well besides enriching their vocabulary.

b. Teach Pronunciation, Spelling, Word Use and Word Meaning

The second strategy is teaching pronunciation; spelling; word use; and word meaning. The teacher pays attention to the aspect of teaching vocabulary that will help students enrich their vocabulary easily by reading short story from Let's Read application. The aspect of teaching including pronunciation, spelling, use and meaning. All these aspects are important for the successful of vocabulary enrichment as they are related one to another.

c. Apply Demonstration Technique

The third strategy is using demonstration technique, the proper and right technique will help students easily add their vocabulary knowledge. The technique that the teacher uses is demonstration technique, demonstration technique that the teacher does during the implementation is not directly demonstrate the vocabulary meaning. The teacher uses characters in the story to demonstrate the meaning of the new vocabulary.

d. Use Projected and Audio Media

The last strategy is using projected and audio media in teaching vocabulary, after the correct technique and pay attention to the aspects of teaching vocabulary. The teacher also use media as strategy, the teacher uses projected media and audio media to help students enrich their vocabulary. Provided projector screen in every class make the implementation runs easily.

B. Recommendations

1. For English Teacher

     Let's Read helps the students in enriching vocabulary. So, the teacher would be better maintain using Let's Read application in helping students enriching vocabulary. The teacher also could use other feature so that the students don't feel bored during vocabulary enrichment.

2. For the Future Researcher

     The researcher hopes that this research can be beneficial for the further researcher to increase their knowledge about implementation of Let's Read for enriching students' vocabulary.
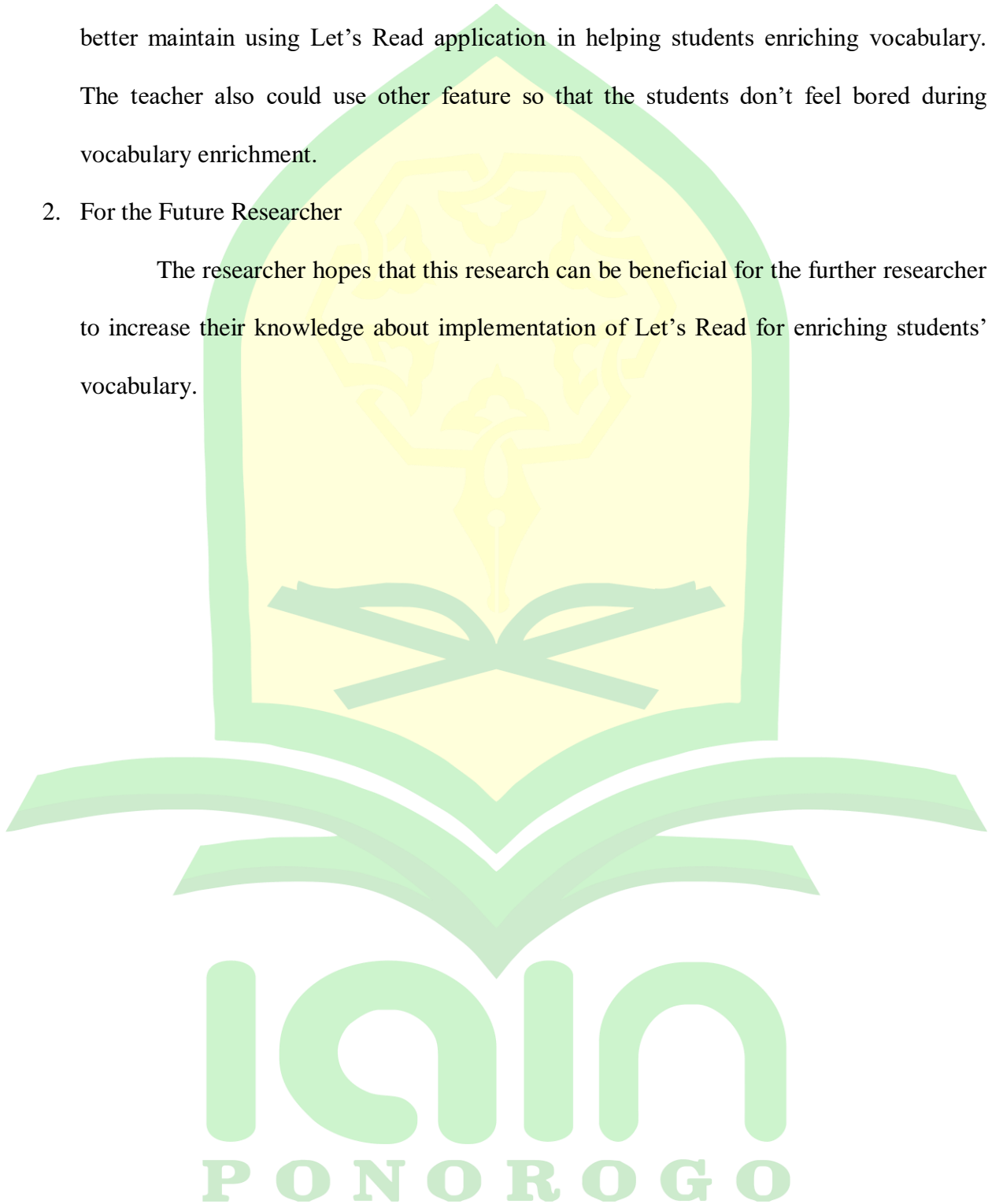
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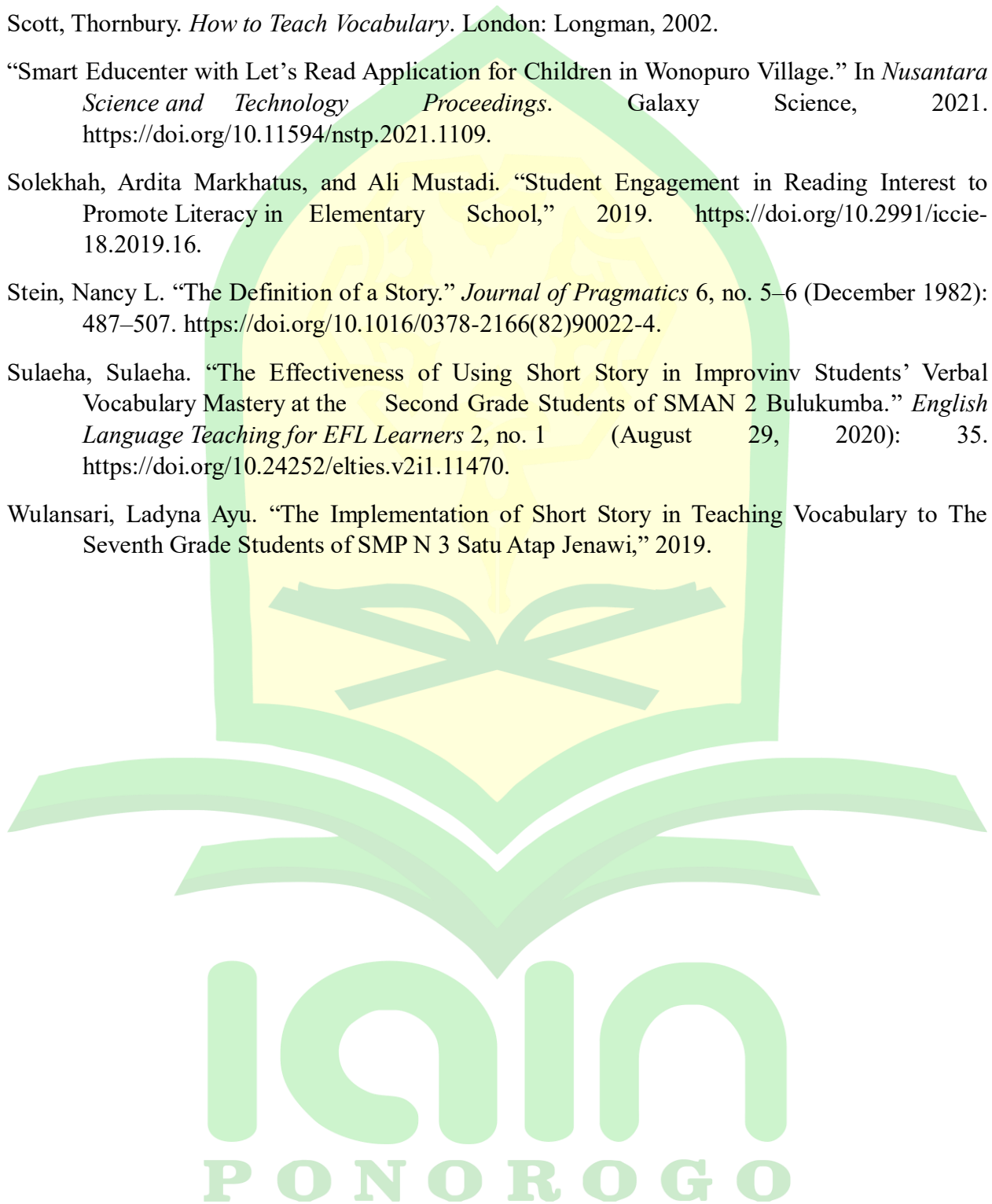Scott, Thornbury. *How to Teach Vocabulary*. London: Longman, 2002.

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