



The Use of Anecdote Stories to Enrich EFL College Students' Vocabularies and to Reduce Their Reading Anxiety at English Department

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Abstract

This study uses quasi-experimental methods. The aim of this research is to investigate the effect of Anecdote Stories To Enrich EFL College Students' Vocabularies and To Reduce Their Reading Anxiety At English Department. The population of this research were EFL Students' at English Department UNP. The research sample was 45 students which were divided into two classes which are 25 students from class K'2 and 20 students from NK'1. This study's instrumentation consisted of a pre-test and post-test vocabulary test with 100 short answer questions, as well as a reading anxiety test. The results of those tests were obtained after analyzing the data with SPSS 26 for Windows' Paired sample T-test. It shows the mean of pre-test and post-test score in K'2 classes were 51,20 and 56,00. Meanwhile the mean of pre-test and post-test score in the NK'1 classes were 47,90 and 52,90. Moreover, pupils' result for students anxiety after conducted reading anxiety test in form of pre-test and post-test indicated that are 4% rising score in agree point while pre-test was 41% and post-test was 45% in K2 classes. In NK2 classes, the differences can be seen in strongly agree point, with 4% rising score from 5% strongly agree to 9% strongly agree. Based on the findings, it can be concluded that students who learn through anecdotes as teaching medium do better than students who learn through conventional media. Moreover, reading anxiety of the students decrease because a lot of them have self-confident to answer the post-test in reading anxiety test after conducted the anecdote.

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INTRODUCTION

Language defines as an essential component of communication and interaction. Every country has its own language. To communicate with people from various countries, English is used as an international language. In Indonesia, English is one of obligatory subjects studied in school, so it is very important to start learning the language from a child's age. One of the graduation requirements in education is passing the English test. It is not easy to learn this language. A student must

understand listening, reading, speaking, and writing as the four basic language skills in learning English. Moreover, before a student can begin to master and practice the language, firstly they are able to learn the vocabularies as much as possible. Rohmatillah (2017:69) defines vocabulary is one of the most significant aspects of language proficiency because it is the basis of how well students' speaking, writing, listening, and reading. This means that vocabulary is an important aspect to learn in English. Learning English vocabulary is critical in helping Indonesian students master English as a foreign language. Pupils need the strategy to reach the name of vocabulary mastery. Reading is one technique for students to expand their vocabulary. Reading, as one of the basic language skills, plays as an important role in expending one's knowledge and comprehend it. Reading comprehension is a complicated process that involves various interactions between readers, their prior knowledge and strategies (previous knowledge, methods), and text-related variables (interest of the text, comprehending the type of material).

So the researcher concludes that reading is one aspect that students must master to acquire other skills and reading is one way to increase students' vocabulary, a teacher must be able to use interesting media. The development of students' vocabulary can be achieved in various ways and vocabulary teaching strategies should also be used to motivate students to learn the terms they are messaging. One of the strategies that can be used to enrich the students' vocabulary is reading anecdote.

An anecdote is a short and entertaining story, often suggested to support or point out some point, and make the audience laugh. (KBBI, 2008:120) defines anecdote story as a type of short story that is full of humour and impressiveness. Sequentially, anecdotal stories are examples of humorous stories. To understand the content of the stories, the readers must know the meaning of the text, and to understand it, they must know what the vocabulary of the story is, so that they can get what the author wants to express. Therefore it can be concluded that the anecdote story is the kind of way which can improve students' reading habits.

There are several previous studies related to this topic. The first study was conducted by Yulsardi (2021) with the title *The Effect of Digital Flashcard on Students vocabulary mastery: an experimental research at SMPN 12 Padang*, The purpose of this research is to find out the effect of digital flashcard on students' vocabulary mastery at SMPN 12 Padang. The final result showed that teaching vocabulary is effective by using digital flashcard. Moreover, the second research was previously conducted by Irma, (2016) with the title *Effectiveness of Using Short Stories on Students' Reading Comprehension of Narrative Texts*, the author investigated the combination between short stories and CLT methods. The participant of this research was the students at MTS AT-TAQWA Batu Ceper, Tangerang, and the aim of this research is to investigated the improvement of students' vocabulary mastery before and after teaching and learning by using picture word inductive model (PWIM). There are no specific studies to find studies on use of anecdotes stories to enrich the vocabulary of EFL students and to reduce their reading anxiety except these two research.

Following the explanation above, the improving of students' vocabulary mastery was proven effectively while the media such as flashcard, and short stories

use in teaching English vocabulary. Based on these informations, short stories (anecdotal stories) is to predict students' vocabularies' enhancing after learning and teaching process. Therefore, the researchers conducted an experimental study with the title "The use of Anecdote Story to Enrich EFL College Students' Vocabularies and to reduce their Reading Anxiety at English Department"

METHOD

The research will be conducted quantitatively through quasi-experimental design. Sugiyono (2006:80) stated that quasi-experimental research is a type of real experiment study that includes both an experimental and a control group. The research design uses experimental research and also Sugiyono. (2006:80) said that experimental research is a kind of study that has a goal to determine the cause-and-effect relationship between variables in a controlled environment. This study's experimental treatment was taught through short stories, and data was collected using pre-test and post-test.

The population of this research is EFL College Students in the English department, Universitas Negeri Padang academic year 2021/2022. Researcher has chosen eight classes from the basic reading class at first year academic from the English Department in Universitas Negeri Padang. The samples were chosen using the purposive sampling technique. The sample of this research were 45 students which were divided into two classes. There are 25 students from class K'2 and 20 students from NK'1.

The instrumentation of this research use one instrument which includes pre-test and post-test (including reading anxiety test for measuring students' reading anxiety). Participants will be guided in creating pre-test and post-test questions in order to determine the mean and standard deviation of the scores. The researcher compared the scores taken with the technique of data analysis in a quantitative way. The test will be analyzed from the mean of the scorer that gets from the participant' pretest and posttest. A within-group paired test was computed using the pre-test and post-test mean scores to see if the students had made any progress as a result of using anecdote stories to expand vocabulary and reduce reading anxiety. The researcher consulted to some of the English Department lecturers at Universitas Negeri Padang. In this study, the validator is Delvi Wahyuni, S.s.,M.A, Leni Marlina, S.S.,M.A., Rifky Oktoviandry, S.Pd., M. Hum. Scoring the students' answer:

$$Score = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 100$$

According to David, P.H (2015), classifying the score into five levels is as follows:

Table 1. classifying the score

No	Classification	Scores
1	Excellent	81-100
2	Good	61-80
3	Enough	41-60
4	Poor	21-40
5	Fail	0-20

The researcher employed quantitative data analysis, which is numerical data that can be generated using statistical methods. The researcher employed the Paired Sample T-test to see whether there is a significant difference in pupils' vocabulary mastery. To compare two data sets: pre-test and post-test scores, a paired sample T-test is used. The normality and homogeneity of the data were measured before the researcher used a T test to analyze the data. It determines whether or not the data is regularly distributed and homogeneous. The normality and homogeneity tests are performed by Windows version of IBM SPSS 26.

1. Normality Test

The normality method was used to evaluate if the data is regularly distributed. The Kolmogorov – Smirnov method will be used in Windows version of IBM SPSS 26 for the normality test in this study. This test was completed by students in K'2 and NK'1 classes as a pre-test and post-test. Once the significance level is more than 0,05 than ($P > 0,05$), the data has a normal distribution. Otherwise, $n (P > 0,05)$ when the critical value is less than 0.05. the data is not normal.

The steps for the Kolmogorov Smirnov Test using SPSS are as follows:

- 1) Launch SPSS.
- 2) Fill in the data view with the information.
- 3) Set up your data variables
- 4) Select investigate – descriptive statistic – analyze.
- 5) Fill in the dependent and factor lists with variables.
- 6) Continued plotting — tests in Normality plots
- 7) Enter OK.

2. The homogeneity test is used to determine whether the data from the K'2 and NK'1 populations are homogeneous or similar. A homogeneity test was carried out with SPSS 26 for Windows by IBM. Pre- and post-test findings from K'2 and NK'1 classes were also used to conduct this test. If the level of significance is less than 0,05, the data is not homogeneous; if the significant value is larger than 0,05, the data is homogeneous. The protocols for the Levene's Test using SPSS are as follows:

- 1) Start the SPSS program.
- 2) Enter the data into the data view
- 2) Place the data in the data view
- 3) Change the data variables
- 4) Select analysis – descriptive statistic – examine from the drop-down menu.
- 5) Click plots – power estimation – continue to fill variables to the dependent and factor lists.
- 6) Click the OK button.

3. Hypothesis Test

A hypothesis test was undertaken by the researcher using the normality and homogeneity tests in both sample classes. The hypothesis test is performed to see if the study hypothesis is correct. In order to analyze the data, the researcher employed the Paired Sample T-test. The techniques for performing a Paired Sample T-test using SPSS are as follows:

- 1) Open SPSS
- 2) Fill out the data view with the information.
- 3) Put the information in the data view.
- 4) Go to Analysis > Compare Means > Paired Sample T-test.
- 5) Create pairs of variables.
- 6) Click OK.

RESULT AND DISCUSSION

Research Finding

1. Data Analysis

a. Descriptive Statistic from K2 and NK'1 Class

Class	N	Max	Min	Mean	SD
Pre-Test K'2	25	70	28	51,20	10,104
Post-Test K'2	25	71	32	56,00	11,180
Pre-Test NK'1	20	70	20	47,90	12,981
Post-Test NK'1	20	78	17	52,90	16,325

The data above were taken from K2 and NK'1 class. The total number of pupils in the class was 45 which the total number of students K2 class was 25 and NK'1 class was 20. The score above is the outcome of a pre-test given to students prior to employing anecdote stories, meanwhile the result of post-test conducted after using anecdote stories for students. The maximum score of the K2 class before using anecdote stories was 70, meanwhile the maximum score of the K2 class after using anecdote stories was 71. The minimum score of the K2 class before using anecdote stories was 28, meanwhile the minimum score of the K2 class after using anecdote stories was 32.

However, the mean is average student score achieved from each student's vocabulary exam. The mean of the K2 class after using anecdote stories (post-test) was higher than the mean before of the using anecdote stories (pre-test). The mean of the pre-test got 51,20 while the post-test got 56,00 . Furthermore, A measure of variability is the standard deviation. The pre-test of K2 class got 10,104 while the post-test got 11,180.

The maximum score of the NK'1 class before using anecdote stories was 70, meanwhile the maximum score of the NK'1 class after using anecdote stories was 78. The minimum score of the NK'1 class before using anecdote stories was 20, meanwhile the minimum score of the NK'1 class after using anecdote stories was 17.

The mean of the NK'1 class after using anecdote stories (post-test) was higher than the mean before of the using anecdote stories (pre-test). The mean of the pre-test got 47,90 while the post-test got 52,90 . The pre-test of NK'1 class got 12,981 while the post-test got 16,325.

b. Normality Test

This test is used to see if the data is regularly distributed. The Kolmogorov-Smirnov test was used to evaluate the data in SPSS 26. The results were categorized into multiple categories. First, data from K'2 class,

both pre- and post-test. The normality test results are presented in the table below.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre_Test	,099	25	,200*	,977	25	,826

* This is the underlying significance's lower bound.

Correction of Lilliefors Significance

Significance value = 0,200

The data before the test were normally distributed at the 5% significance level. Because (Sig. = 0.200 > = 0,05) the result indicates that the data is normally distributed, the assumption of normality is fulfilled.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post_Test	,134	25	,200*	,940	25	,145

* This is the underlying significance's lower bound.

Correction of Lilliefors Significance

At the 5% significance level, the pre-test data were normally distributed. The output shows that the data is normally distributed because (Sig. = 0.200 > = 0,05), so it can be concluded that the assumption of normality is met.

Second, data from NK'1 class, both pre- and post-test. The normality test results are presented in the table below.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Test	,128	20	,200*	,965	20	,642

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Pre-test data were normally distributed at the 5% significance level. Because (Sig. = 0.200 > = 0,05) the data is regularly distributed, the assumption of normality is met.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post_Test	,146	20	,200*	,962	20	,590

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

At the 5% significance level, the pre-test data were normally distributed. The output shows that the data is normally distributed because H0 is accepted

(Sig. = 0.200 > = 0,05), so it can be concluded that the assumption of normality is met.

Based on the normality test on the pre-test and post-test data, the results of each data are normally distributed, so a paired t test can be performed.

2. Paired Samples T-test

This study has a goal to determine the effect of Anecdote stories on students' English vocabulary mastery in Class K'2 and NK'1. To obtain the results of this study, The authors utilized the Paired Sample T-test with SPSS 26 for hypothesis testing. The obtained data was evaluated using the Paired Sample T-test to see if there were any significant variations between the mean scores in the K'2 class before and after the anecdote stories.

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_Test-Post_Test	-4,800	5,958	1,192	-7,259	-2,341	-4,028	24	,000

From the table, the value of t count is -4.028 with sig 0.000. Because the value of sig < , it can be concluded that H0 is rejected, meaning that the average pre-test and post-test are different. Thus it can be concluded that the use of Anecdote can affect Vocabulary in class K2.

Next, the table also shows that if there would be any significant differences in mean scores in the NK'1 class before and after the anecdotal stories using the Paired Sample T-test. To address the conceptualization of the research problem.

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_Test-Post_Test	-5,000	9,026	2,018	-9,224	-,776	-2,477	19	,023

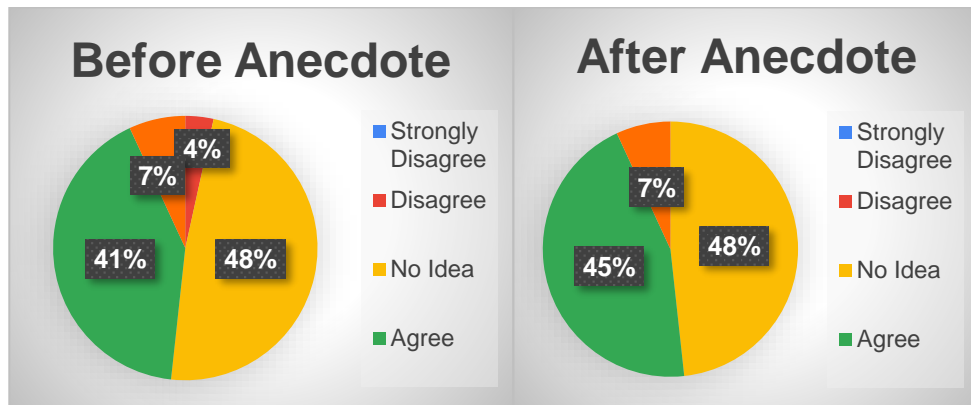
From the table, the value of t count is -2,477 with sig 0.023. Because the value of sig < , it can be concluded that H0 is rejected, meaning that the average pre-test and post-test are different. Thus it can be concluded that the use of Anecdote can affect Vocabulary in class NK'1.

Based on the analysis above, It could be stated that using anecdote stories has a substantial influence on pupils' vocabulary in EFL pupils UNP.

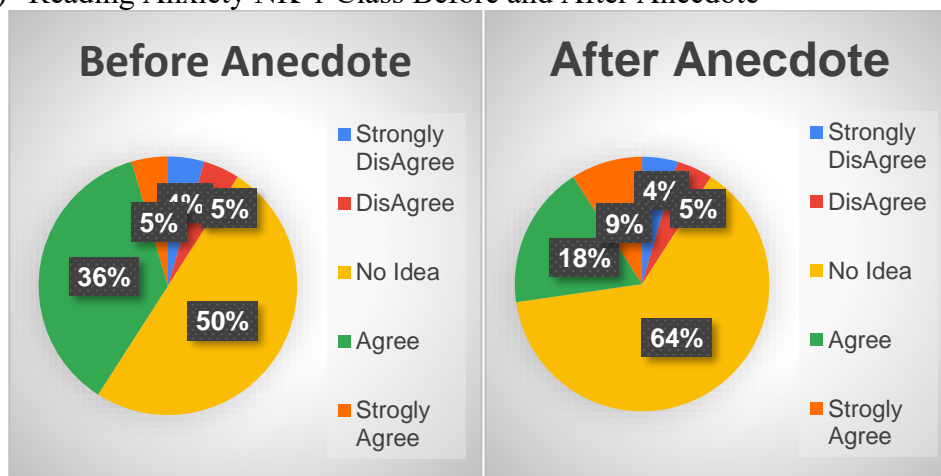
3. Reading Anxiety

Reading anxiety EFL students' at English Department before and after anecdote can be seen in the diagram below:

- 1) Reading Anxiety K'2 Class Before and After Anecdote



2) Reading Anxiety NK'1 Class Before and After Anecdote



Discussion

The researcher utilized anecdotal stories and didn't use any anecdotal stories in a quasi-experimental. The goal of this study was to see if anecdotal stories were useful in improving students' vocabulary proficiency in UNP's English Department. Anecdotal stories, according to the data, are effective in improving pupils' vocabulary comprehension. Before starting the treatment, the researchers conducted a pre-test to measure the pupils' vocabulary mastery. EFL students in classes K'2 and NK'1 have a mean pre-test score of 51.20 and 47.90 respectively.

Furthermore, the researchers conducted a post-test to determine the increasing of students' vocabulary mastery after treatment. The result shows that the score The post-test scores of EFL students in class K'2 are 56.00 and those in class NK'1 are 52.90. It means that there is an significant alteration in students' vocabulary mastery. In addition, in the analysis of reading anxiety, it can be seen that in class K'2 there was an increase of 4% of chose agree where before giving anecdote stories 41% while after giving anecdote stories it became 45%, and in class NK'1 there was an increase of 4% of chose strongly agree where before giving anecdote stories 5% while after giving anecdote stories it became 9%.

The finding of this study are the development of previous research using different learning media. Previous research was conducted by Yulsardi (2021) with the title *The Effect of Digital Flashcards on Students' Vocabulary Mastery*:

Experimental Research at SMPN 12 Padang. His research shows that students who are taught using conventional media will have different vocabulary mastering with the students who use digital flashcard. In addition, research was conducted by Irma (2016) with the title *Effectiveness of Using Short Stories on Students' Reading Comprehension of Narrative Texts*. The purpose of this study was to see how the image word inductive model (PWIM) affected students' vocabulary acquisition before and after learning. He found that short stories were effective for increasing students' vocabulary. Therefore, based on the result of the analysis, it can be concluded that anecdotes have a good effect on vocabulary mastery and can reduce reading anxiety in EFL students majoring in English at Universitas Negeri Padang.

CONCLUSION

This research was conducted for class K'2 and class NK'1 at the Department of English, Padang State University for the 2021/2022 academic year. Several implications can be derived from the findings and discussion. The first is that EFL students who are taught using anecdotal stories in the English Department of UNP have more vocabulary knowledge than students who are not taught anecdotal stories. Then, students who were taught using anecdotal stories as a medium significantly increased their vocabulary scores in both grade K'2 and grade NK'1 which could be seen from the results of the pre-test and post-test.

In addition, as once researchers completed the pre-test and post-test, the researcher concluded that the use of anecdotes as an effective medium in improving students' vocabulary mastery in the English Department of UNP. The use of anecdotal stories can help students more easily enrich their vocabulary and it can reduce the reading anxiety for EFL English students at the UNP Department

Based on the conclusions above, the researcher provides several suggestions as follows:

1. For Lecturers

- a. To improve students' vocabulary knowledge, English teachers should employ anecdotal stories as a medium in process of the teaching learning vocabulary.
- b. In order to increase students' passion for memorizing English vocabulary, lecturers must be more creative in their teaching and learning methods.

2. For students

- a. Students should expand their vocabulary by employing attractive material such as anecdotal stories, which can stimulate students' attention and motivate them to learn.
- b. Students should practice their newly gained vocabulary with friends, family, or lecturers..

3. For Further Researchers

- a. Further researchers are advised to use anecdotal stories on other topics.
- b. Further researchers can apply anecdotal stories at different levels.

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