

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of the study. The conclusion summarizes the main findings in relation to the research questions, while the suggestions are proposed based on the limitations and aspects that may be further explored in future research.

5.1 Conclusion

This study investigated the use of children's short stories in teaching vocabulary to fifth-grade EFL young learners. Specifically, the study focused on how children's short stories were implemented in vocabulary instruction, how they supported the students' vocabulary learning process, and how the students perceived their use in learning vocabulary.

The findings showed that children's short stories were implemented through a series of story-based vocabulary activities conducted across four classroom meetings. Two stories were used during the implementation, namely *The Lion and the Mouse* and *The Hare and the Tortoise*. Each story was used across two consecutive meetings. The classroom activities included introducing target vocabulary, using visual illustrations, storytelling, pronunciation practice, repetition, questioning, and vocabulary-related activities. The implementation demonstrated that the stories served as the main context through which vocabulary was introduced, practiced, and reviewed during the learning process (Ellis & Brewster, 2014).

The findings also showed that children's short stories supported the students' vocabulary learning by presenting unfamiliar words within meaningful narrative contexts. Through the characters, objects, actions, and events presented in the stories, students encountered vocabulary as part of the story rather than as isolated words. Visual illustrations provided additional support by helping students associate unfamiliar vocabulary with the objects and situations represented in the stories. Repetition, pronunciation practice, questioning, and vocabulary review also provided repeated opportunities for students to encounter and practice the target words. Nevertheless, some students still required additional support in remembering word meanings and pronunciation, indicating that their vocabulary-learning experiences varied.

Regarding the students' perceptions, the findings indicated that most of the interviewed students responded positively to learning vocabulary through children's short stories. They generally perceived the learning activities as enjoyable and interesting, particularly when stories were accompanied by pictures. The students also reported that the combination of stories and visual illustrations helped them understand and remember unfamiliar vocabulary. However, positive perceptions did not mean that all students found vocabulary learning equally easy. Some students still experienced difficulty in recalling particular words despite enjoying the learning activities.

In conclusion, children's short stories provided a meaningful and engaging context that enriched the vocabulary-learning process of the fifth-grade EFL learners in this study. This enrichment was reflected in the opportunities provided

for students to encounter, understand, pronounce, review, and practice English vocabulary through narrative context, visual support, repeated exposure, and classroom interaction (Nation, 2013). However, because this study employed a qualitative case study design, the term “enrich” refers to enriching the vocabulary-learning process and students’ learning opportunities rather than demonstrating statistically measurable vocabulary improvement. Individual differences also remained evident, and some learners continued to require additional teacher support. Therefore, the findings are limited to the particular classroom context investigated in this study and are not intended to be generalized to all young EFL learners.

5.2 Suggestion

Based on the findings and limitations of the present study, several directions may be considered for future research. Since this study was conducted within one fifth-grade EFL classroom and focused on a particular group of learners, future studies may investigate the use of children’s short stories in different educational contexts, grade levels, or groups of young learners. Such studies may provide broader perspectives on how story-based vocabulary instruction is implemented across different classroom settings (Creswell & Poth, 2024).

The present study was also limited to four classroom meetings and involved two children’s short stories. Future researchers may conduct studies over a longer period and employ a wider variety of stories. A longer implementation period may allow researchers to explore students’ experiences with story-based vocabulary

learning more extensively and to identify patterns that may not be observable within a relatively short period of classroom implementation.

Furthermore, this study primarily examined the implementation of children's short stories, their role in supporting the vocabulary-learning process, and students' perceptions through qualitative data. It did not attempt to quantitatively measure changes in students' vocabulary achievement. Therefore, future researchers who intend to investigate measurable vocabulary development may employ quantitative or mixed-method designs and appropriate vocabulary assessments (Creswell & Creswell, 2022). Such research could complement the qualitative findings of the present study by providing a different perspective on vocabulary learning through children's short stories.

Future studies may also explore particular elements of children's short stories in greater depth. For example, researchers may investigate the role of illustrations, repetition, story themes, or different storytelling activities in supporting young learners' vocabulary learning. Since some students in the present study continued to experience difficulty in remembering unfamiliar words despite responding positively to the stories, further research may also examine the types of additional support that can be integrated with storytelling for learners with different levels of English proficiency.

These suggestions are expected to provide possible directions for further investigation and to contribute to a broader understanding of the use of children's short stories in EFL vocabulary instruction for young learners.