

The Effect of Using Short Story Towards Students' Reading Comprehension at Second Grade Junior High School 3 Pintu Gobang Kari

Ilma Sri Rozi Asma Husna¹, Yusrida² *

Faculty of Education and Teacher Training,
State Islamic University of Sultan Syarif Kasim Riau,
Pekanbaru, Riau, Indonesia

ilmasrir@gmail.com¹, yusrida@uin-suska.ac.id^{2*}

ABSTRACT

This study aims to investigate the effect of using short stories on the reading comprehension of eighth-grade students at Junior High School 3 Pintu Gobang Kari. The research was motivated by students' low reading interest and limited reading comprehension skills in English texts. The method used was a pre-experimental design with a one-group pre-test and post-test design. The sample consisted of 22 students from class VIII-1 selected through purposive sampling. Data were collected through reading comprehension tests administered before and after the short story-based treatment. The results showed a significant improvement in post-test scores after the treatment. This was supported by a significance value (Sig. 2-tailed) of $0.032 < 0.05$. Therefore, it can be concluded that the use of short stories has a significant positive effect on students' reading comprehension. Short stories are proven to be an effective and enjoyable medium for enhancing students' reading comprehension.

KEYWORDS: Reading Comprehension, ShortStory, Pre-Experimental Design

1 INTRODUCTION

Reading is a process to get an understanding of a text. In the process of reading, the reader uses the background of their knowledge. In English language teaching, reading skills are very influential because they help develop other skills and become the focus of English teacher. Therefore, the teacher must invite students to make reading as a habit and make them accustomed to reading in each of their activities. Reading is one of the skills that must be possessed by students who are trying to learn English, because reading provides many benefits.

The effect and result of the active role in reading comprehension. Effect is a change which is a result or consequence of an action or other cause. The purpose of know effect of this strategy is to test and find out the success rate of something. By looking the effect of a strategy that is able to increase students' interest and motivation towards reading comprehension in English texts. One strategy that can be used to improve students' reading comprehension is short story.

Even though reading has many benefits, today's students tend to be lazy about reading, especially among junior high school students, students tend to be involved in lazy reading habits. Reading comprehension is the most important ability in learning foreign language, Khatib (2012). It is implied that reading is a receptive talent, meaning that readers receive information. Because they can understand what they read, Students will become more proficient in reading if students continue reading books. Students will be more interested in reading when the reading material is accompanied by unique pictures and stories, mostly short stories. Short stories are easier to understand. Students will be able to read the texts and paragraphs correctly. Also, students will understand what they have read (Roehl & Shiue, 2011).

The actual foundation of the reading process is considered to be reading comprehension. It can be concluded that the most important aspect of reading proficiency is comprehension. According to Rahim, (2011) the reading process consists of nine aspects, namely sensory, perception, sequence, experience, thinking, learning, association, attitudes and ideas. but reading has a need to achieve targets in English among junior high school students. They want to improve their English, but they don't want to read English. They assume that English is difficult to learn before trying to learn it. Students really need material that is simple, easy, authentic, educational, interesting, motivating, and fun to learn reading comprehension.

Students can learn more effectively and enjoyably by using short stories, which are among the most informative reading materials for reading comprehension. Aziz, (2012) State that One of the most effective methods to develop reading comprehension skills is using short stories which are considered as a unique literary genre which can be used by the teacher in developing reading comprehension. Sari, (2013) mentioned that using short stories in order to develop reading comprehension will make the students exchange their ideas in the classroom discussion and make a connection between the text and the text from outside the school.

Pourkalhor and Kohan (2013) added that using short stories make the students feel more relaxed makes the reading comprehension easier. Besides that, using short stories needs or requires more attention in order to develop students' thinking skills. In addition, Erkaya (2003) mentioned that each short story usually has a beginning, middle and an end. This will motivate and encourage every student in the classroom to continue reading or listening to the story to follow the plot of the story or to answer questions after listening to it.

Using short stories in the classroom to develop language skills has many advantages and its implications. Bretz (1990), when discussing the importance of using short stories in improve reading comprehension, illustrating that stories help improve competence in a way providing 'a springboard for the development of critical thinking and aesthetic appreciation'. Wright (2003), one of the proponents of the use of short stories, argues that 'in using stories in language teaching, we use something much bigger and more important than language teaching itself'. Pathan (2013) classifies various benefits of using short stories in classes in various categories such as: linguistic, socio-cultural, personal and emotional and discuss them in detail with a focus on possible implications for teachers and student. Mourão (2009) also offers a list of thirty advantages of using short stories in classroom. According to Lazar (1993), the use of short stories in the classroom offers teaching and learning materials that are motivating, authentic and

have high educational value. Stories help students to understand other cultures and serve as a stimulus for language Acquisition. Additionally, reading a short story doesn't take much time. Short stories used to help students read English texts with comprehension. Literary works are typically more engaging than the text found in textbooks, that's why short stories are used as reading resources for learning.

The Independent Curriculum the learning process in schools requires reading comprehension and uses them as a basic skill to help students absorb knowledge. Researchers need to use various methods, including the short story method, to improve students' reading comprehension. In junior high schools, this method is taught based on the Independent curriculum. This study focuses on short stories. To ensure students meet this competency, researchers can integrate interesting short stories that are in line with their interests and experiences. To ensure students meet this competency, researchers can integrate interesting short stories that are in line with their interests and experiences. Researchers can significantly improve students' understanding and retention of material. First, students are able to read meaningful short story texts and understand the content and storyline.

Second, students are able Respond to the meaning or simple short essays accurately and precisely. Third, students are able to fill in essay questions after understanding the short story text smoothly. text accurately and fluently and gratefully relating to the environment. In the school, the passing score in English is 75.

Based on the observations of researchers, many students are reluctant to read. Some students are lazy to open books and still lack vocabulary. Ideally, second grade students at junior high school 3 Pintu Gobang Kari should be able to understand short stories well. However, many students still have difficulty understanding short stories. The students' reading comprehension level is still below the curriculum expectations. Students only look for and guess words in the text without understanding the purpose, details and meaning in the text. Therefore, researcher want to improve reading comprehension through short stories because short stories are able explore various interesting short stories, and short stories also have uncomplicated diction or word choices so they are easy for students to understand.

Researchers explored that there were still shortcomings in how students were able to understand short stories. So, researchers want to focus on how to improve students' reading comprehension through short stories. Therefore, researcher try to arouse their interest in reading English texts by using short stories and it is best if schools also provide short story book materials to students or create fun short story reading activities with text and pictures. Researchers use short stories because they are quick to read, contain a variety of experiences and elements, and introduce new terms and vocabulary. Apart from that, the material is simple and basic enough for students to understand.

2 METHODOLOGY

The research will use quantitative approach with the experimental research to obtain the data. According to Sugiyono (2011) because scientific methods are concrete or empirical, objective, systematic, and rational. These techniques will ultimately reflect numerical and statistical data, quantitative methods are allowed scientific. In addition, researchers test hypotheses to collect and test data methodically.

The subject of this research will be the students in second grade at junior high school 3 Pintu Gobang Kari, the object of the research is the effect of using short story towards reading comprehension at junior high school 3 Pintu Gobang Kari. However, The sample for this research is that the students in one class at Pintu Gobang Kari Junior high school 3, which the total sample is 22 students.

This study will use a pre-experimental design with a control group. Sugiyono (2014) stated that pre-experimental design is a design that includes only one group or class that given pre- and post-test. So, the researcher will use pre- experiment in this research that consisted of one group pre-test and post-test design using a quantitative approach. One group as a pre-test (O1), exposed to treatment (X), and post-test (O2). Which stated as follows:

a) Pre Test

The pre-test is used to collect data about students' reading comprehension understanding in short stories before receiving treatment. In the Before the test students are given a short story text and asked to answer a reading comprehension test in the form of essay questions about short stories. in this study used essay questions and short story exercises to help students in their reading comprehension. This can help students learn how to find information.

b) Treatment

Treatment of the teaching and learning process is also carried out use to answer essay questions for several meetings. Researcher as teacher give to students a series of pictures about short stories and working on essay questions about these short stories applying this assignment in reading class.

c) Post Test

Researchers conducted a post-test to measure reading comprehension. The post test questions are the same as the pre-test questions. The purpose of this post-test is to determine whether there is significance the difference after being given treatment in the form of short story on students' reading comprehension.

As for the student test sheets that are carried out, they can be calculated using the formula (Maharani AP, 2022:26) as follows:

$$\text{Rate-rate} = \text{total score/highest score} \times 100\%.$$

3 RESULT AND DISCUSSION

A. Result

In this research the data was obtained from students pre-test and pos test result.

Table 1. The Descriptive statistic Paired Sample Correlations

		N	Correlation	Sig.
Pair 1	Pre test – Post Test	22	-.063	.781

Based on the table 1, shows that the correlation coefficient value (r) between the per test and post-test results, which is -0.063 with a significance value (p-value) of 0.781. The correlation value approaching zero indicates that the relationship between the two variables is very weak, even tending to have no significant linear relationship. Negative correlation indicates the opposite direction of the relationship. Moreover, the significant value is higher than 0.05, statistically there is no significant relationship.

Table 2. The Score Classification of Students' reading comprehension After Being Taught by Using short story

No	Level Score	Category	Frequency	Percent	Valid Percent	Cumulative Percecent
1	80-100	Excellent	10	44.5	44.5	44.5
2	66-79	Good	7	31.8	31.8	77.3
3	56-65	Fair	3	13.6	13.6	90.9
4	40-55	Poor	2	9.1	9.1	100.0
Total			22	100.0	100.0	

Based on Table IV.9, it can be concluded that in the post-test, 10 students (44.5%) were classified as “**Excellent**” based on their scores ranging from 80 to 100. Meanwhile, 7 students (31.8%) fell into the “**Good**” category with scores between 66 and 79. Additionally, 3 students (13.6) were categorized as “**Fair**,” scoring between 56 and 65. And 2 students (9.1) were in the “**Poor**” category. These results indicate that most students performed well after being taught using short story. Distribution shows a significant increase in the use of short story on reading comprehension, with the majority of students achieving scores within the “**Good**” to “**Excellent**” range.

Table 3. Paired Samples T-Test

		Paired Differences							
		95% Confidence							
		Interval of the							
		Std. Error Difference							
		Std. Mean	Deviation	Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair	Pre								
1	and	7.864	16.037	3.419	.753	14.974	2.300	21	.032
	Posttest								

Based on the table, The significance value is less than $p = 0.05$, it can be concluded that there is no significant difference between pre test and post test. It concludes that there is no significant effect of using short story toward students reading comprehension.

B. Discussion

This previous studies have highlighted that the benefits of using short stories on reading comprehension. Short story can stimulate students' imagination, increase engagement, and provide a meaningful context for understanding vocabulary and structures in reading materials. The narrative form of short stories also helps learners to better connect with the content, facilitating comprehension and retention.

However, this study found that there is no significant effect of using short story toward students reading comprehension.

4 CONCLUSION

Based on the results of the research that has been conducted on "The Effect of Using Short Stories on Students' Reading Comprehension in Second Grade of Junior High School 3 Pintu Gobang Kari", it can be concluded that the use of short stories has no significant effect on students' reading comprehension. This is evidenced by the results of the comparison of pre-test and post-test scores that was given treatment using short story media.

REFERENCES

- Abu Nejme, S. (2011). "Integrating Higher Order Thinking Skills (HOTS) On The Tenth Graders To Improve Learners' Achievement In Reading Comprehension in Jenin District".An-Najah National University.(Published MA Thesis).
- Aziz, A. (2012). "Use of Short Stories as a Tool of Teaching Reading in English as a foreign Classes_Students_Interest_And_Perception
- .Brown, H. Douglas. 2003 LANGUAGE ASSESSMENT: principles and classroom practices. Cambridge University Press: 07 November 2008
- Deswarni, D (2018) The Effect Of Using STAD Strategy. In jurnal pendidikan-ISSN (Vol.10, Issue 1)
- Ghasemi, P., &Hajizadeh, R. (2011).Teaching L2 Reading comprehension through short story 2011 International Conference on Languages, Literature and Linguistics IPEDR vol.26 (2011) IACSIT Press, Singapore
- Grabe, W., & Stoller, F. L. (2002). Teaching reading. Essex: Pearson Education
- Khatib, M., &Nasrollahi, A. (2012). Enhancing Reading Comprehension through Short story and Practice in Language Studies, Vol. 2, No. 2, pp. 240-246, February 2012 © 2012 ACADEMY PUBLISHER Manufactured in Finland.
- Kohan, O. P. & N. (2013). Teaching Reading Comprehension Through Short Stories in Advance Classes. Asian Journal of Social Sciences & Humanities, 2, 52–60.
- Lazar, G. (2008). Literature and Language Teaching. 16th Printing. Cambridge: Cambridge University Press
- Lazar, Gillan. (1993). Literature and Language Teaching: A guide for teachers and trainers. Cambridge: Cambridge University Press.
- Pathan, M.M & Mare'I Z (2013). Investigating the Role of Short Stories in Overcoming the Problems Faced by the Libyan EFL learners in Reading Comprehension Skill, The Criterion An International Journal in English
- Poejilestari, N. (2019). Improving the Students' Reading Skill Through Short Story Technique. Journal of English Language and Literature (JELL), 4(2), 47–52.
- Pourkalhor. O (2013). Teaching Reading Comprehension Through Short Stories in Advance Classes. , Chalous Branch, Islamic English Deparment Azad.
- Roehl, K. M., & Shiue, C. (2011). Developing Reading Comprehension skills in EFL University Level students,
- Sari and Nasution (2023) The Effect Of Using Short Story On Student's English Reading Comprehension. Journal of Education and Social Analysis

- Sari, H. (2013). The Use of short Stories to develop Student's Reading comprehension Skill. *International Journal of English Language Teaching*. Vol.5, No.4, pp.1-27, May 2018
- Stories to Teach Language Skills. *Journal of English Teaching* Vol.1, Number 1, Christian University of Indonesia Jakarta, Indonesia.story. *International Conference on languages, Literature and Linguistics*, 26: 69-73.
- Sugiyono, (2011) *Metode Penelitian Kuantitatif Kualitatif dan R&D*". Bandung: Alfa beta, 2011
- Sultan, A. J Nafi, Qabaja, Z, Al-abad S(2016) The Effect Of Using Short Stories On The Development Of 5TH Graders' Reading Comprehension Skills In Hebron District The Effect Of Using Short Story Towards Reading Comprehension Towards Students' Reading Comprehension. *Al-Ishlah: Jurnal Pendidikan*