THESIS

USING SHORT STORIES TO IMPROVE STUDENT'S READING COMPREHENSION

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ABSTRAK

Lisma: Penggunaan cerita pendek untuk meningkatkan kemampuan pemahaman membaca siswa. **SKRIPSI. MAJENE : Fakultas Keguruan dan Ilmu Pendidikan, Universutas Sulawesi Barat, 2024.**

Penelitian ini bertujuan untuk mengetahui peningkatan penggunaan cerita pendek untuk meningkatkan kemampuan pemahaman membaca siswa. Penelitian ini merupakan penelitian kuantitatif. Model penelitian ini menggunakan metode quasi-eksperimen dengan menggunakan pre-test and post-test. Penelitian ini, populasi yang digunakan adalah kelas VIII yang dilaksanakan di Sekolah Menengah Pertama Negeri 2 Balanipa, dengan kelas VIII A sebagai kelas eksperiment dan kelas kelas VIII B sebagai kelas control, kelas VIII A terdiri dari 26 siswa dan kelas VIII B terdiri dari 25 siswa. Teknik pengumpulan data menggunakan pre-test, post-test dan angket. Sebelum dilakukan analisis data, terlebih dahulu melakukan uji normalitas dengan menggunakan program SPSS 21. Hasil penelitian menunjukkan adanya perbedaan antara siswa kelas ekperimen dan siswa kelas control dengan diberikan treatment pada kelas experiment. Kemampuan pemahaman membaca siswa dapat meningkat dengan menggunakan cerita pendek. Dari hasil angket peneliti mengidentifikasi kesulitan yang ditemukan,yaitu mayoritas siswa menyetujui bahwa siswa kesulitan pada jenis cerita, siswa membutuhkan banyak waktu untuk dapat memahami cerita dengan baik dan siswa bingung dengan tema yang kurang familiar.

Kata Kunci: kuantitatif, short story, pemahaman membaca

CHAPTER I

INTRODUCTION

This chapter presents the introduction which consists of five parts which are; Background, Problem Identification, problem limitation and formulation, research Objective, and research benefit.

A. Background

Reading is an activity that is very beneficial for a reader, although basically people's motivation varies. People read to learn something, seek information or just for fun. By reading, we broaden our knowledge. Reading is also an activity to understand the meaning of a reading. By understanding from written texts students can share information and can make up their own minds. (Patel & Jain, 2016) state that reading is the most important activity in every language class. Reading is not only a source of information and a fun activity but also as a means to consolidate and expand one's knowledge of languages. According Hidayah in (gunawan & al, 2019) said that Reading is an activity that provides a lot of insight and knowledge. These insights and knowledge are available in various information media such as magazines, newspapers, to unlimited media such as the internet.

In addition, to read an English text something becomes difficult for students because students are not familiar with reading. There is no other way for them except to try to learn English if they want adapt to this era. A person's success in learning is often supported by his willingness to read a lot. It doesn't matter whether the student read scientific or popular writings write. All of this provides many benefits readers to increase their knowledge. Students' interest in reading is very important to improve performance. To achieve students' interest in reading activity books in English, teachers must use various ways of teaching English in order to help students to be hopeful and happy in learning. Before conducting the research, based on observations made during PLP (Teaching Practice) for students at SMPN 2 Balanipa, researchers found that the obstacles faced by students in learning English in class were that teachers still used conventional learning methods, and usually the time used to explain was around 15-20 minutes. Some students expressed that they felt bored in learning English because they did not understand

the text. The lack of vocabulary makes it difficult for students to understand reading texts, making some students less interested in learning English.

Students really need simple, easy, interesting and fun material to learn reading comprehension from narrative texts. Narrative text tells about interesting stories that students can enjoy. As someone has pointed out, "reading narrative texts is often called aesthetic reading because someone reads for pleasure and material that has ideal characteristics is short stories. Narrative text is one of English text types. According to Anderson (1997), narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story.

Reading short stories can be input to practice other language skills. First of all, short stories can be input for practicing oral skills. After reading, we can ask students to tell stories in English in their own words, give a chronological order of events in the story, explain or provide a summary of the story, besides that students can do role plays, and do certain parts of the story. Short stories have unique characteristics so that students are suitable for use in reading comprehension. The goal is easy to understand by students and can also be developed all kinds of teaching materials so that learning to read is not boring while study. Short stories are an interesting medium for students to read, the plot used is not too complicated and the story is not too long. Currently, short stories can be used in teaching activities, as a technique in improving students' reading comprehension in English texts.So, the story must be appropriate to the student's ability level.

Based on the explanation above, the researcher aims to determine the use of short stories in students' reading comprehension. Regarding students' difficulties in reading comprehension to achieve basic competencies. Therefore, the writer is interested in conducting a research with the title "**using short stories to improve student's reading comprehension**".

B. Problem Identification

Based on the background above the researcher identified there are two problems. The first problem is students are less interested in reading, The second problem is students are less interested in learning english.

C. Problem Limitation and Formulation

Based on the identification of the problem above, this research is limited to improving the learning process of short story reading comprehension and to improving the short story reading comprehension skills students of class VIII Junior High School 2 of Balanipa using short stories.

Based on the research above, the researcher formulates the problem as follows.

1. Can the use of short stories improve students' reading comprehension?

2. What are the students' difficulties in learning reading comprehension using short stories?

D. Research Objectives

Based on the research focus, the objectives of the research were as follows.

1. To find out whether the use of short story can improve students reading comprehension.

2. To find out student's difficulty in learning reading comprehension by using short story.

E. Research Benefits

As for some of the benefits that can be obtained from the reading learning process using this short story as follows.

1. Theoretical benefits

Add references for research on how to improve reading comprehension by using short stories.

2. Practical Contribution

a. For the students,

1). Improve reading comprehension skills using short stories.

2). Increase students' motivation and interest in reading activities.

3). Increase student creativity and activeness in learning reading comprehension.

b. For the teacher,

1). Creating interesting and not boring learning activities during the learning process.

2). Develop teachers' skills in applying the use of short stories to improve reading abilities

b. For another researcher

Provide future information about the improving of using short stories in reading comprehension.

CHAPTER II
LITERATURE REVIEW

A. Previous Related Studies

Some researchers had conducted research on using short stories to improve student's rading comprehension. Some research on using short story as below:

The first research by (mustafa, 2018) is improving reading comprehension by using short story to the tenth grade of SMA N 1 Bulukumba (a class action research) the research uses quantitative research methods with class action research types. This research at finding out the improvement of student's reading comprehension by using short story. This research was class action research that consisted of two cycles. Based on the analysis result of the research, it can be concluded that the use of short story can improve reading comprehension ability of the tenth grade students of SMA N 1 Bulukumba. In addition if in terms of students participation, interest and motivation during teaching and learning process after applying short story technique in reading comprehension are also improved, they are more motivated to read and involved actively.

The second research by (Ekafrimasary, 2015) is "using short stories to improve student's reading comprehension (a study at the second year student of SMPN 2 Bengkulu city". This research aims to determine differences in student scores and also student interests. This research uses a pre-test and post-test to find out students' interest in students' reading comprehension by using short story techniques. And from the results of research that has been done, it shows that reading activities using short stories can improve reading comprehension 1st grade students of SMPN 2 Bengkulu.

The third research by (pratiwi, dkk, & al, 2020) "short story as a media for motivating students' improvement in reading. The purpose of this research was to improve students' reading comprehension using short stories. This study used an experimental method. In this reserach there was an increase so that it was suitable in improving students' understanding. And as for the results of the research, it showed an increase in students' motivation and interest in reading.

Based on the research above, there are several differences such as research methods, sample locations, and based on the results of previous research, the

research will use a Mandar story which comes from the place where them lives to carry out the research. The reason researcher took the Mandar story was so that students know more about the history of their on region. And as for the similarities, they both improve students' reading comprehension skills in using short stories.

Table. 2.1 Differences and Similarities

No	Name of researcher	Journal	differences	similarities
1.	Mustafa, (2018)	improving reading comprehension by using short story to the tenth grade of SMA N 1 Bulukumba (a class action research)	a.Research location b. sample and population c. class action research	Using short story
2.	Ekafrimasary, 2015	"using short stories to improve student's reading comprehension (a study at the second year student of SMPN 2 Bengkulu city"	a.Research Location b. sample and population	Using short story
3		short story as a media for motivating students' improvement in reading	a.research location b. populasi and sample	Using short story

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B. Theoretical framework

1. Definition of reading

Reading is one of the most fundamental skills in the English language. Teacher and students in the English language alike should work on these three skills if students are proficient in reading.Reading is an important goal from the beginning of education. Reading is an activity to understand a reading so that the reader obtains information from the reading material. So, the reader can decide whether the reading is in accordance with what is expected.They would be proficient in other fields. The process of reading requires the reader to construct meaning from a written text. According Durking in (Rashid, dkk, & al, 2021) said that the researcher believes the reading process involves getting meaning from printed word symbols. According Leipzig in (Ekafrimasary, 2015) says reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation, it learns how readers integrate these facets to make meaning from the printed materials. Reading is making meaning from print it requires that we:

a. Identify the words in print a process called word recognition
b. Construct and understanding from them a process called comprehension
c. Coordinate identifying words and making meaning so that is automatic and accurate an achievement called fluency.

Based on the above understanding, the researcher can conclude that reading is an activity that benefits the reader because we can get new information, learn something and gain new knowledge and can even make readers happy because they are motivated by reading previously read.

2.Purpose of Reading

Reading process of a book, newspaper, novel, short story are likely to be different when people read a sentence on the billboard on the street, this different skills frequently depend on what we are reading for inthis case, the purpose is reading for pleasure. It is different when we read a textbook or a recipe. We read it because we need information.

Moreover according (Douglas, language assesment principle and classroom practices, 2014) there are two purposes of reading namely;

1) Reading for Pleasure

   If you read for pleasure you have enjoyed and you can prepare for reading such as you decide to sit on your comfortable chair or prop yourself up to be ready to relax with your book and you can find out what happened.

2) Reading for Meaning

   Reading for meaning is used to get something or a massage from the writer. Based on the purpose of reading above, there are 2 readings of pleasure and reading of meaning. Reading is a pleasure, that is, if someone is reading, they must be relaxed and can get the benefits and comfort of reading. While reading meaning is to understand the reading and get the message the writer wants to convey.

3.Types of reading

According to H. Doughlas brown in his book in (Yuliana, Improving Students's Reading Skill Through Short Story at The Eleventh Year of SMA PMDS PUTRA PALOPO, 2016) "variety of performance is derived from the multiplicity of type of text (the genres listed above) then from the variety of overt types performances are typically identified, and these will serve as organizers of various assesment tasks."

   a. perceptive. In keeping with the set of categories specified for listening comprehension, similar specations are offered her, except with some differing terminology to capture the uniqueness of reading perceptive reading task involve words, punctution and other graphemic symbols.

   b. Selective. This category is largely an artifact of assesment formants. In order to ascertain one's reading recogniton of lexical, gramatical or discourse features of language within a very short stretch language, certain typical tasks are used: picturecued task, matching true/false, multiple coice, etc.

   c. Interactive. Include among interactive reading types are streches of language of several paraghraps to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning, the reader brings to the text. A set

of schemata for understanding it and in take is the product of that interaction.

d. Extensive. Extensive reading, as discussed in this book, applies to text of more than page, up to including proffesional article, essays, tecnical report, short stories and books.

4.The Principles of Reading

According to Jeremy Harmer, there are some principles of reading :

1. Encourage students to read as often and as much as possible;

2. Students need to be engganged with what they are reading. During the lesson, teachers should also do the best to ensure that the students engganged with the topic and the activities they are asked to do while dealing with it;

3. Encourage students to respond the content of a text (and explore their feelings about it);

4. Prediction as a major factor in reading. When someone reads a text, reader usually have a good idea of the content before reader actually stars reading. Book covers can give the readers a clue what is in the book, photographs, and headlines hint at what article is about before reading a single word.

5. Match the task to the topic when using intensive reading texts. Teachers need to choose good reading tasks, the right kinds of question, appropriate activities before during and after reading, and useful study exploitation when the topic of reading has been set.

6. Good teachers explot reading texts to the full. Good teachers can integrate the reading text into interesting lesson sequences, using the topic for the discussion and further tasks, using the language for study and then activation, and using range of activities to bring the text to life.

In summary, the goal of teaching reading is to help students to understand the text. These principles are to help the teachers to design teaching reading effectively.

5.Reading comprehension

According wooley in (Ginting & al, 2020) stated that reading comprehension is the process of making meaning from text. The goal, therefore is gain an overall understand of what is described in the text rather than to obtain

meaning from isolated words or sentences. According linse in (Susilo, 2015) said that reading comprehension refers to reading for meaning, understanding and entertainment. Another opinion (Diana suryani)Reading Comprehension is an activity by human to read the text with constructing meaning through interaction and involvement to get the information when they read a text courageously. Reading comprehension is an important task demands student creativity in processing English language skills, interpretation, and understanding in the selection of materials used. Besides that, Language learning will be more interesting when students are interested and involved during the process learning process

6. Aspect difficulties of reading comprehension

According to Nuttal in (Kusuma, 2022), students need to understand and master four aspects of reading comprehension, such as: Identify the main idea, making inferences, detail information, and understanding vocabulary. These four aspects are considered to be the difficulties that students often face when reading comprehension texts (Kusuma, 2022).

1) Determine Main Idea

The main idea is the author's statement that forms the core of the plot and explains a specific theme. According to Longan in (Kusuma, 2022),the main idea of a text is the key to understanding the paragraph. Each paragraph must have a central idea so that the reader knows what the author is trying to express through writing. The central idea of a poem usually appears at the beginning of the paragraph. But it can also be located in the middle or at the end of the section. It depends on how the author arranges it. Students may misunderstand what the main idea of a paragraph is and where it is located.

2) Making Inferences

Inferences is a method of concluding from a text by combining multiple clues, such as B. what people have read, heard, or seen, and your background knowledge. When making inferences, students are required to understand the text and find inferences in the text. According to Kopitski in (Kusuma, 2022), readers need to practice combining clues in the text with background knowledge in order to draw conclusions. One can conclude that the instructions in the text help students to make hypotheses and draw conclusions by reading the text.

3) Detailed information

Detailed information refers to information that is written in detail so that readers understand the meaning of the information. These details are designed to assess students' ability to read and understand the implied meaning of a text.

4). Understanding Vocabulary

Vocabulary is an important aspect that affects students' comprehension of reading texts. When they read a text, students expand their vocabulary by looking up new words in the dictionary and predicting their meaning based on the context. Context helps students to interpret the information in a broad sense (Kusuma, 2022). This means that students can understand the content of the work by making predictions based on the context, rather than stopping to look up each new word in the dictionary. However, there are still many students whose vocabulary knowledge is still limited. As a result, the students do not understand what the students read

7. Definition of short story

According Achmad in (Nursitawti & al, 2017) Short stories are one of the genres of literary works that are changed by a short story writer to express his creative ideas based on empirical experience and contemplative power. In line with this opinion, as the name implies, short stories have a very short nature, both in terms of quantity and quality. words, story content, events disclosed, and the number of actors Priyatni in (Nursitawti & al, 2017). In addition, according to Soebachmanin (Nursitawti & al, 2017) short story are stories that contain about humans and their relationship through a short article. The writing on short stories is approximately 250 to 750 words Pranoto in (Nursitawti & al, 2017). In addition, short stories can be read just sitting for a few minutes without reading it for days.

Based on the opinions expressed above, short stories are fiction stories that are short both in the number of words used and even the actors involved in the story and even to read it just one sitting without taking days to finish the story.

In short stories there are intrinsic elements. Intrinsic elements are different elements in a literary work. According to Soebachmanin (Nursitawti & al, 2017) the intrinsic elements of the short story are: the theme, the plot, the point of view, and the message in the short story.

According to Nurgiyantoro in (Limbong, 2016) said that there are six elements of short story.

1).Theme

Nurgiyantoroin (Limbong, 2016) states that the theme is something that as the basis of the story, the theme can be synonymous with the main idea or purpose story.

2).Plot

According to Stanton in (Limbong, 2016) said that the plot or plot is a story that contains a sequence of events, but each sequence of events is only connected by cause and effect, one event caused or cause another event.

Kinds of flot:

a.The forward plot is the events expressed from the beginning to the end, end/present to future.

b. Backflow/flashback are events that being the closing part is said first/present, then new telling the main events through memories/past one of the characters.

c. combined/mixed plots are the main events expressed. In narrating the main events, the reader is invited to reminisce about past events.

The flow includes several stages:

a. Introduction, which is part of the story in the form of a painting, time,a place or event which is the beginning of the story.

b.The appearance of the problem, namely the part that tells the problem that faced by the storyteller.

c.The peak of suspense/climax, i.e. the problem in the story is very serious Seriously, the conflict has escalated.

d.Tension descends/anticlimactic, i.e. the problem has gradually decreased can be overcome and worries begin to disappear.

3). Characters and characterizations

Often used terms such as character and characterization, character and disposition, or character and characterization interchange ably by pointing to almost the same meaning in fiction. These terms do not actually suggest the exact same meaning. The term character refers to the person or actor in the story. While the characterizations refer to the character and attitude of the characters.

4). Background/setting

According to Abrams in (Limbong, 2016) said that, the background or setting is foundation, suggesting the notion of place, time relation, and the social environment in which the events are told. Setting is all information about time, space, place, and atmosphere.

5). Viewpoint

Point of view is essentially a strategy, technique, tactic, deliberately chosen by the author to express ideas and the story Nurgiyantoro (Limbong, 2016). Everything that is said in a work of fiction belongs to the author, the view of life and interpretation of life. However, it's all in a work of fiction channeled through the point of view of the character and through the eyes of the character of the story. Point of view is a way of looking at the characters in the story put himself in a certain position.

6). Mandate

Nurgiyantoro in (Limbong, 2016) also said that the mandate is message or wisdom that can be taken from a story to be used as as a mirror and a guide for life. Message or advice you want conveyed by the author through his work to the reader or listener. This message is in the form of hope, advice, criticism, and so on.

7). Language style

Language in short stories has a dual role, language is not only functions as a messenger of the author's ideas, but also as a convey his feelings. According to Abrams in (Limbong, 2016) said that the style of language is how to pronounce language in prose, or how an author expresses something that will be stated. Some of the ways taken by the author in empowering short story language is to use comparison, animate in animate objects, describe something inappropriately, and so on.

8. Characteristics of Short Stories

The characteristics of this short story are stated by Nurgiyantoro in (septeria, supendi, & setiadi, 2019) that short stories have the following characteristics:
1) The number of words does not exceed than ten thousand words

2) Single plot; that conflict builds and a climax is obtained even single.

3) Doesn't tell the whole story the characters. This is because in the short story depicted just the essence.

4) Background painting in short stories only implicitly or in line just big.

5) Use simple words,economical, and easy to understand reader.

6) The storyline is shorter than novels and novelettes.

7) The characters in the short story are limited to good ones regarding quantities as well as data on the character's identity especially character.

8) The impression left by the short story it's so deep Readers can feel the story from the story.

9) A good short story must fulfill coherence criteria

9. Advantages and Disadvantages of short story

Researchers use short stories as one of the strategies in developing students comprehension in reading. In teaching process, researchers limit the types reading passages with folk tales. It is expected to minimize the complex difficulties that commonly are faced by the students, such as not getting the content of the text getting confussed with the type of story, and getting bored because of unfamiliar themes.

According (yuliana, 2016) There are several advantages of using short stories are as follows.

a. Short stories as a fun and interesting learning process for students.

b. Short stories stimulate students' curiosity about the target culture and language.

c. Short stories encourage younger people to acquire a new language.

d. Short stories can get new words according to their true meaning.

e. Short stories allow the reader to predict the plot of the story that will happen.

f. Short stories provide opportunities for teachers to implement productive skills in speaking and writing.

g. Short stories make students able to finish reading in one reading without taking a long time.

10. Short Story Structure

According to Atwell (2002:21) ShortStory Structure are :

a. Create a narrative lead: show the main character in action, dialogue, correaction.

b. Introduce the main character.

c. Introduce the setting: the time place, and relationships of the main character' life.

d. Introduce and develop the problem the main character is facing.

e. Develop the plot and problem toward a climax: e.g. a decision, action, conversation , or confrontation that shows the problem at its height.

C. Conceptual Framework

The conceptual framework explains the process of teaching English, especially reading comprehension. Researchers used short stories to develop students' reading comprehension which was applied in this research.

In this research, researchers will apply this strategy so that there is an increase in students' reading comprehension. This strategy can help students develop their reading understanding. And finally with this strategy we can see an increase in students' reading comprehension.
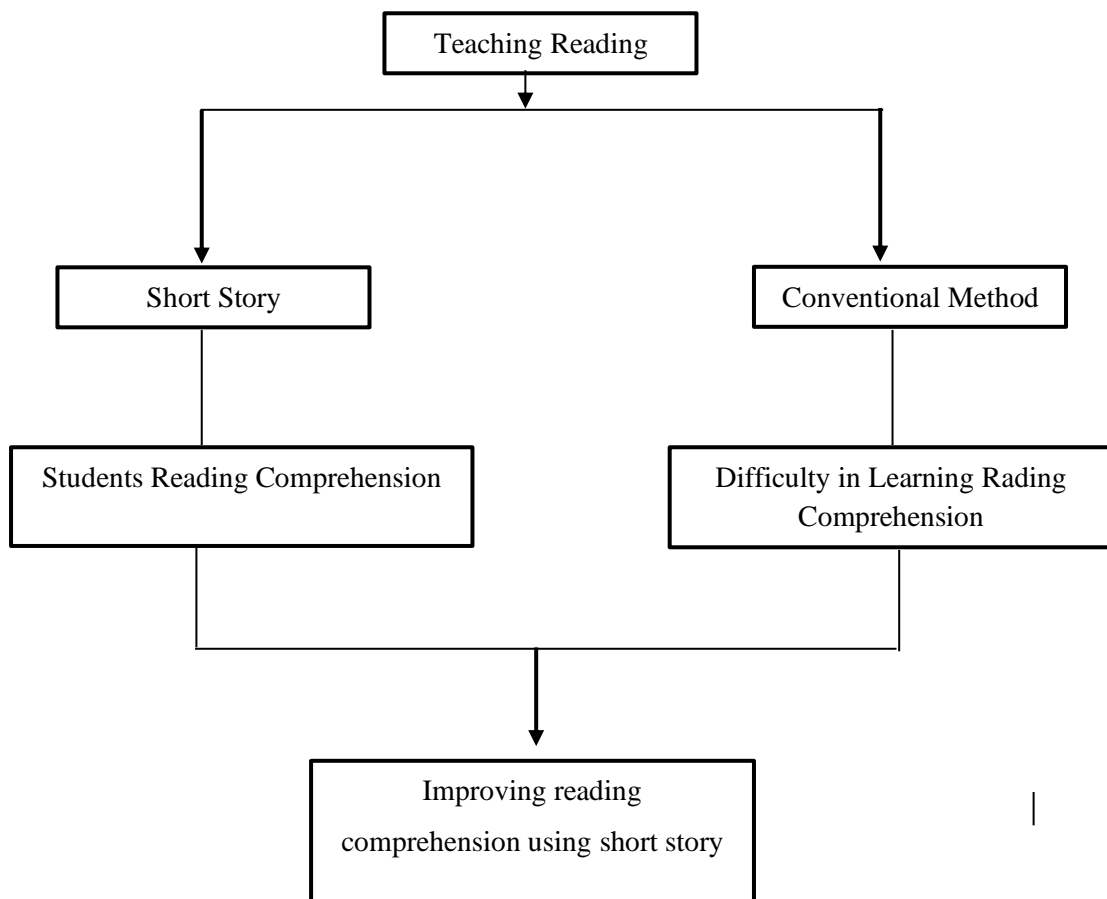

Figure 2.1 conceptual framework

C. Hyphotesis

The hypothesis is in the form of research responses to research problems, topics problems are presented in the form of a statement. So the hypothesis is a theoretical answer to the formulation of research problems (Sugiyono, 2017).

a. Null Hyphotesis (H_0): Students who use short storie can not improve reading comprehension.

b. Alternative Hyhotesis (H_1): Students who use short storie can improve reading comprehension.

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