

## The Effectiveness of using Short Story on Students' reading Comprehension

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### Abstrak

The aimed of this research was to determine tu effect of using short story on students' reading comprehension at MAS Raudlatul Asror Tebo. There were some problems in this research. First, they they did not have comprehending in reading and were unable to understand the content of the text. Second, they had difficulty getting information from the English text. Last, they still have inadequate vocabulary. The purpose of this research was to determine the effectiveness of using short story in teaching reading. The population of this research were 14 students. The sampling technique in this research used total sampling. The sample of this research X IPS consists of 14 students. The method used in this study is a quantitative method using pre-experimental design, one group pretest-posttest The data collection technique was taken by giving pre-test and post-test in the form of a multiple choice of 25 questions. Data analysis technique to improve reading comprehension used normality test and paired sample t-test. The result of paired sample t-test showed that the significance level was  $0.000 < 0.05$ , wich mean  $H_0$  is rejected and  $H_a$  is accepted. So, it concluded the Short Story was effective to improve students reading comprehension at MAS Radlatul Asror Tebo.

**Keywords:** *reading, reading comprehension, short storya.*

### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan cerita pendek terhadap pemahaman membaca siswa di MAS Raudlatul Asror Tebo. Ada beberapa masalah dalam penelitian ini. Pertama, mereka tidak memiliki pemahaman dalam membaca dan tidak dapat memahami isi teks. Kedua, mereka kesulitan mendapatkan informasi dari teks berbahasa Inggris. Terakhir, mereka masih memiliki kosa kata yang kurang memadai. Tujuan dari penelitian ini adalah untuk mengetahui keefektifan penggunaan cerita pendek dalam pengajaran membaca. Populasi penelitian ini adalah 14 siswa. Teknik pengambilan sampel dalam penelitian ini menggunakan total sampling. Sampel penelitian ini X IPS terdiri dari 14 siswa. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan menggunakan desain pre-experimental, one group pretest-posttest Teknik pengumpulan data diambil dengan memberikan pre-test dan post-test dalam bentuk pilihan ganda sebanyak 25 soal. Teknik analisis data untuk meningkatkan pemahaman membaca menggunakan uji normalitas dan uji t-test berpasangan. Hasil uji t sampel berpasangan menunjukkan bahwa tingkat signifikansi adalah  $0,000 < 0,05$ , yang berarti  $H_0$  ditolak dan  $H_a$  diterima. Jadi, disimpulkan bahwa Cerpen efektif untuk meningkatkan pemahaman membaca siswa di MAS Radlatul Asror Tebo.

**Kata kunci:** *membaca, membaca pemahaman, cerpena.*

### INTRODUCTION

English is also a language that is often used by some people in Indonesia in terms of communication with foreigners. English is used in various activities, such as tourism, communication, social life and one of them is education. English is a foreign language in indonesia (Lauder, 2008). There are several reasons for study a foreign language in indonesia, such as immigration, trade and the need for knowledge as well as education. Therefore, Indonesian students find difficulties in really willing to study English. They want to improve their English, but they are not really willing to study English.

Education is a process about learning skills and knowledge. It also means helping all to learn how to do things and support them to think about what they learn. In the world of knowledge, educational procedures require methodsthat are interesting, enjoyable, and motivating for students in order to ensure that the material is properly finished being thought (Ilyas & Abdul, 2018). English is a subject that is seen as a boring and difficult subject. Therefore, they are not interested learning English. In fact, English will be fun if we use interesting methods for students. In learning process the students need a material that are easy, simple, educational, interested, and enjoyable.

In order to facilitate the achievement of learning in English, there are four skills that has to be understood by students namely speaking, listening, writing and reading. These four skill are usually considered as integral system because they support each others. The average student can understand something by reading. For example reading an interested

Writing like magazines, newspaper, short story, or novels. All of that give a lot advantages to the reader in increasing the knowledge. the succes of someone in learning is supported by his willingness to read a lot. Reading skill is an ability to increase the quality of reading process (Harmer, 2003) . Reading is the process comprehending written material. Reading provides us with knowledge and information. Reading is a requirement for all students who are taking language because reading will increase knowledge, increase vocabulary, and help understand the ideas and purposes of the text. Reading is indispensable and something crucial for the students because the success of their study depends on the greater part their ability to read. Good or bad of students' education will be determined by their reading skills. Lack of reading skills will make it difficult for students to achieve their learning, and vice versa, if students' skills are good, it will make it easier for students to achieve learning. According to Nanda., & Azmy (2020). he causes consist of students' lack of motivation, low prior knowledge and poor vocabulary, whereas the negative effects comprise decreasing students' learning achievement, hindering students' problem-solving abilities and inhibiting their future study and career.

Students should find reading materials enjoyable. Students who are not interested in reading will be less focused on the reading learning process. When someone is really passionate about a topic or subject, they are more likely to benefit from what is presented to them. Students should be able to accept reading text content for their own interests as well. Reading text and comprehending the language it contains are both crucial for understanding.

However some students were having problems in reading such as they hesitate and cannot understand about the text, they are not confident to read aloud because they are used to read fluently in Indonesian texts. To solves this problem, the writer try to find a suitable and innovative technique. In addition, the writer also have to be able to create a fun situation in the classroom to motivate students in reading English texts.

Based on the observation, which is found by the writer in MAS Raudlatul Asror Tebo, some students' problem in the learning process can be seen as follows. First, they they did not have comprehending in reading and were unable to understand the content of the text. Second, they had difficulty getting information from the English text. Last, they still have inadequate vocabulary.

So that they feel bored and uninterested in reading. This is also proven by the results of their daily quizzes, mid test and final test. Although there are some students who can do tests with good results, the other students had difficulty in working on the questions. So that students' motivation to read texts decreases due to a lack of interest in reading English texts. There are several factors that cause student difficulties, namely, student background, where the lack of knowledge of English from learning at home, the environment is minimal in English, the lack of English books in the library.

After discovering what are the problems and obstacles students have in reading, of course, solutions are needed for these problems to create a pleasant classroom atmosphere and increase students' motivation and understanding in reading. The writer chose the Short Story technique to attract students' willingness to read. One of the material that has idea features and interesting for reading material is a short story.

Short story made students interest and have willingness to read English text (Frimasary, 2015). According to Ghasemi cited in (Fransiska, 2018) he said short stories have the unique characteristics thus making the learners especially suitable to be used in reading. Short story is an invented prose narrative shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot.

Short story is a works of fiction or imaginative creations expresses a problem that is written briefly and concisely by having structural components or elements in the form of plot, background, characteritions, angles point of view, language style, and theme and madate. Short story can be developed of teaching material so that the reading learning will become enjoy learning. Short Story is interesting media for the students to read, and then the students understand the story the plot is not complicated and not very long story. The story should be in accordance with premises age and level of students' language ability.

Reading short stories is an engaging activity for students, and once they have done so, they can comprehend the narrative's straightforward plot as a result, the story should be appropriate for the reader's age and students' linguistic proficiency (Yuliana, 2016). In order for students to become better readers, short stories can help. They do not find it difficult to understand English, and they are interested in reading English.

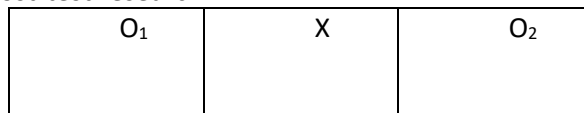
Based on the background of the problem above, the author aims to find out the effect of short story on the students' reading comprehension. The reading level and learning strategy, regarding students' difficulties in reading skill to achieve the base competence. Therefore, the writer interested in conducting a research on the

tittle “The Effectiveness of Using Short Story on Students’ Reading Comprehension at MAS Raudlatul Asror Tebo in Academic Year 2022/2023”

**METHOD**

This research was a kind of experiment research because this research has purpose to find out the effect of using short story on students’ reading comprehension at MAS Raudlatul Asror Tebo. Experimental research is only type of research that can test hypothesis to find cause effect relations (Gay et al, 2012).

This method uses in this research is Pre-Experimental method. According to Sugiyono (2019), pre experimental results is depend variable not solely influenced by the variable independent. This can happen, because there is no control variable, and the sample was no selected randomly. Research deign is a design of how research is carried out. The research design used in this study is a one group pretest posttest design. This design is used in accordance with the subjectives to be achieved, namely wanting to know the improvement of results student learning after applying the process approach. In this design, before the treatment is given first the sample was a given a pretest and the end of the study the sample was a given a posttest. Here is the design one group pre-test post-test research:



Sumber : Jakni (2016)

Description:

- O<sub>1</sub> = Pretest
- X = Treatment
- O<sub>2</sub> = Posttest

**RESULT AND DISSCUSSION**

The population in this study were students of class X IPS MAS Raudlatul Asror with a total 14 students. The type of design used is one group prettest-posttest design. The sampling technique used in this study was total sampling technique where only one class were used sample. Namely class X IPS, to compare students learning outcomes before and after being given treatment using the Short Story media. One the skill of reading narrative text.

**1. Normality test**

The purpose of the normality test is to find out whether the data is normally distributed or not. They hypothesis for normality test are shown in.

**Table 1. One-Sample Wilcoxon Signed Ranks Test**

		N	Mean Rank	Sum of Ranks
posttest - pretest	Negative Ranks	0 <sup>a</sup>	,00	,00
	Positive Ranks	12 <sup>b</sup>	6,50	78,00
	Ties	2 <sup>c</sup>		
	Total	14		

- a. posttest < pretest
- b. posttest > pretest
- c. posttest = pretest

The following is the interpretation of the wilcoxon test that the researcher has done:

- a) Negative rank or difference (negative) between the learning reading comprehension on students in the pretest and posttest activities is 0, both on the value of N, mean Rank and Sum Rank. This means that a value

of ) indicates that there is no reduction or decrease in the pretest and posttest scores.

b) Positive Rank or difference (positive) between the reading comprehension of students in the pretest and posttest activities with an N value of 12. This means that all 14 students experienced a very good increase in learning. Where as the average increase is 6.50, while the number of ranks positive or Sum of rank is 78.00.

c). Ties are the result of the similarity of the pretest and posttest values, in the test that have been carried out the researcher gets a tie of 0, meaning that there is no same value between the pretest and posttest.

## 2. Hypothesis

After the collected data is calculated using the normality test, the next step is to test the hypothesis by using t-test to answer research question about the Effectiveness of the Process Approach in this study. The results will be presented as follows:

**Table 2. Paired Sample Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-8,286	4,827	1,290	-11,073	-5,499	-6,423	13	,000

Based on the table, the results of the paired sample test show that the p-value or sig (2-tailed)= 0,000. This means that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted because the p-value (0,000) is smaller than sig  $\alpha = 0.05$  ( $0.000 < 0.05$ ). therefore, it can be concluded that there is a statistical significance of the use of Short Story on the reading comprehension (narrative text) of class X IPS MAS Raudlatul Asror' students.. According to Prahesti (2020) short story is effective with low ability readers. The students comprehend abot the text. the students will have active to find information and express their opinions about the text.

In this research, the researcher gave pre-test to the students in. The test was multiple choice questions that is consist 25 items with four options that are a, b, c and d. in the class, the researcher asks question to relate the background knowledge of students to the material and present the material about narrative text. the students listen the explanation important point in reading. The rsearcher give the students a text of short story. The students read and analyze the text in group based on the previous researcher direction. Then the researcher asks the students to discuss in small group about the material to present the results of their reading. The researcher asks students if they understand or not, if students already understand, the researcher will have asks question and provide assignment.

After the treatments were given, the researcher gave post-test to students. Based on the result of students post-test the mean score was 82,3. The score of post-test higher than pre-test because the researcher applies the short story to help the students comprehension in reading text. Al-Dersi (2013) states that reading short stories gives the chance to evaluate reading skill learnt as well as understand and use them in real-life situations. Reading short stories can increase readers' vocabulary with each reading of the short stories they read, improving their comprehension, enhancing their general knowledge, and adding new stories from the short stories.

The results of the post-test show that there is an effect of using short story. The result of the hypothesis analysis was that sig.(2-tailed)= 0.000 was smaller that sig. $\alpha = 0.05$ . According to Prahesti (2020) short story is effective with low ability readers. The students comprehend abot the text. the students will have active to find information and express their opinions about the text. the mean score of N-Gain score was 0,38 included in the medium category. It means that  $H_a$  was accepted while  $H_0$  was rejected. So the Short Story is effective to improve students reading comprehension at tenth grade of MAS Raudlatul Asror 2022/2023 academic year.

## CONCLUSION

Based on the results of the research in chapter IV, the author concludes that the Short Story quite effective

on the students' reading comprehension. This evidence by the results of the paired sample test which show (2-tailed) = 0.000 in the post test value. The amount of p-value (2-tailed) in this study is smaller than the intended significance level, namely  $\alpha = 0.05$  (5%). Furthermore, because the p-value obtained in this study is lower than  $\alpha = 0.05$  (5%), it can be concluded that there is significance or effectiveness. In other words, when the p-value is smaller than  $\alpha = 0.05$  (5%), it means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. In conclusion, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. In other words, it proves that the Short Story is effective on students' reading comprehension at tenth grade at MAS Raudlatul Asror 2022/2023 academic year

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