The Effect Of Using Short Story On Student's English Reading Comprehension

Leli Julia Sari[1], Yusnita Nasution[2]
[1,2] *Universitas Muslim Nusantara Al Washliyah Medan, Indonesia*
Email :
lelijuliasari@umnaw.ac.id

ABSTRACT
This study aims to determine whether there is a significant effect of using short stories on improving reading comprehension for grade students VIII Mts Yp. Haji Datuk Abdullah. This research method is a qualitative method. The samples of this study were students of class VIII-1 and VIII-2 at Mts Yp. Haji Datuk Abdullah in the 2021/2022 school year. In this study, researcher took 60 students as samples. The researcher used 10 multiple choice questions to measure students' reading comprehension. In the data collection technique, the researcher used pre-test, treatment and post-test by giving a reading comprehension test. The results of this study indicate that there is a significant effect from the use of short stories. This can be seen from the difference in students' average scores from the pre-test and post-test scores in the experimental class which increased.The t-test average post-test score in the control class was 52 while the post-test score in the experimental class was 75 higher. then control class. in brief, the short story strategy can be applied to improve students' reading comprehension.

INTRODUCTION

English is one of the subjects that students must learn from elementary to high school. There are various reasons why it is important to learn English, considering that it is an international language used by many countries in the world. There are many benefits to be gained when learning English. And learning English can add a lot of insight and experience. As is known, English is an international language that is widely used in writing articles, journals, books, and even films, although it also uses English a lot. So that students who master English will more easily understand reading readings in English. Today there are many educational problems that occur in schools. The problems faced are closely related to students and learning. In fact, many students have studied English but still cannot understand English itself. Students are given learning in school. They think that English it's hard to learn before finally trying to learn it. Students really need materials that are simple,

easy, authentic, education, interest, motivation and fun to learn reading comprehension.

According to Ghasemi and Hajizadeh (2011) said that the short stories have the unique characteristics thus making the learners especially suitable to be used in reading comprehension. The aim is easy to understand by the students, and also can be developed any kind of teaching material so that the reading learning will not become monotonous and boring. The reason why choosing short stories as materials of reading learning is literary work is often more interesting than the text found in course books. It supported by Setyani (2009) define that the short story is interesting, can also help to stimulate the students' curiosity toward the target culture and language. Then, the short story is one of the modern prose forms.

In addition, the short story becomes an interesting thing for learners to read and talk. The function of the short story it owns is to entertain and to develop the reading comprehension related to students' opinion. Mastering reading is the key in English, because many books are written in English such as academic book, magazine, and newspaper. Reading becomes essential because it can develop our knowledge, through reading we get a lot of information, enjoyments, and even problem solutions. Therefore, the ability to read the text in any forms will give many advantages in our life. But, mastering reading is difficult because reading comprehension is remarkably comple, this activity involves many processing skills that are coordinated in very efficient combination. It means that reading is an action work, which is the readers need a lot of skills to be coordinated well in getting the comprehension of the text which they read.

According to Grellet. P. quoted by Hasbaini and Abdul Manan (2017), reading was one of four English language skills that the students strive to master in learning English language and reading was a key of knowledge or the window of world. Based on the quotation above, reading itself can enrich the students knowledge and experience because they not only accept what the text says but also the students understand what they have already read. Reading comprehension is a good way to develop and acquire meaning of written language (including books and other forms of written language) and construct meaning from written language. Reading comprehension means the ability to read the text and understand researcher's intentions. It involves using prior knowledge, making predictions, and attract valuable information among other factors. Reading comprehension is considered as the real core for the reading process. Durkin considers comprehension to be the pinnacle of reading skills

and the foundation for all reading process. It can be concluded that understanding is an important part of reading ability.

Before conducting the research, the researcher observed students from MTS Yp.H.Datok Abdullah. Based on observations, the researcher get information that there are still many students whose English reading scores are still low. This can be seen from the average reading scores of students. Students still have inadequate vocabulary even though they have studied English since they were was in elementary school. As a result, most students only have the ability to read text without knowing the message. And then, the researcher also got information from several students of MTS Yp. H. Datok Abdullah that reading is a boring activity.

The researcher is interested in using short stories to develop students' reading skills understanding. The researcher wants to know whether the use of short stories can develop students' reading comprehension skills. Based on the reasons above, the researcher aims to determine the effect of short stories about students' reading comprehension. Reading and learning rate strategy, the impact of the material can facilitate it as a learning tool. About students' difficulties in reading comprehension to achieve basic competencies. Therefore, the researcher are interested in conducting a study with the title The Effect of Using Short Story on Student English Reading Comprehension.

RESEARCH METHOD

In this research, the researcher used an experimental design. It means that there are two groups of students, namely the experimental group and the control group. The experimental group will teach use short stories while the control group will teach without use short stories. Both groups will give pre-test and post-test. The research procedure shows below:

Table 1.
Design of Research

Group	Types	Experiment	Types
A	Pre-test	X	Post-test
B	Pre-test	Y	Post-test

Where :

A : Exprimental Group

B : Control Group

X : Using Short Story

Y : Using Convesional Way

The population in this study were students of class XIII MTS YP. H. Datuk Abdullah. The total population is 62 students which are divided into two classes. Based on the research design, the researcher used static group comparison and took two classes as samples. They were divided into experimental class and control class. Researcher chose grade VIII-1 students as many as 32 students and VIII-2 as many as 30 students. So, the number of samples was 62 students.

The research instrument is a short story reading test in English. The form of the test is multiple choice, students' reading ability and the other is a short story reading test in English. Students are asked to answer the question. Each test item is given a score of "1-5". There are twenty questions from each test. If the respondent can answer all the tests, they can get a score of "100".

To analyze the data, the researcher used t-test and t-table compared with the degrees of freedom (df) test, t-test as follows (Arikunto, 2006):

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X2 + \sum Y2}{Nx + N\gamma}\right)\left(\frac{1}{Nx} + \frac{1}{N\gamma}\right)}}$$

Where:

Mx = mean of experiment group
My = mean of control group
X² = the deviation score of the experimental group
Y² = the deviation score of the control group
Nx = the total sample of experimental group
Ny = the total samples of control group

RESULT AND DISCUSSION

The data were taken from 30 students in the experimental control class and 30 students in the control class.

Table 2.
The Score of Pre-Test and Post-Test of Control
Class and Experimental Class

N=30		Control Class		Experimental Class	
		Pre-Test	Post-Test	Pre-Test	Post-Test
	Total	990	1560	1470	2250
	Mean Score	33	52	49	75

The experimental class which had an average pretest of 49 before the application of short stories was given as care. After students were treated in the

experimental class using short stories, the average post-test was 75 and the average score obtained was 2250. Meanwhile, the control class scores were as follows, the pre-test average was 33. deep short story app. narrative text learning. The average post-test is 52 while the average score obtained is 1560.

The reability of the test is itended to find whether the test is reliable or not in the Rxy = $\frac{N(\Sigma XY)-(\Sigma X)(\Sigma Y)}{\sqrt{\{N(\Sigma x^2)-(\Sigma x^2)-\left(N(\Sigma y^2)\right)-(\Sigma y^2)\}}}$

Explanation:

ΣX :2250

ΣY :1560

ΣX^2 :172900

ΣY^2 :86600

ΣXY :3510000

N   :30

$$Rxy = \frac{30(3510000)-(2250)(1560)}{\sqrt{\{30(172900)-(2250)2)-30(86600)-(1560)2)\}}}$$

$$= \frac{105300000-3510000}{\sqrt{\{(5187000-5062500)-(2538000-2433600)\}}}$$

$$= \frac{101790000}{\sqrt{\{(125500-(1044)\}}}$$

$$= \frac{101790000}{\sqrt{129978000}}$$

$$= 0,78$$

According to Arikunto (2010:319) the confenciency of (r) can be interpreted using the criteria. And Information the validity;

1. 0,00-0,20 : the reability is very low

2. 0,20-0,40 : the reability is low

3. 0,40-0,60 : the reability is fair

4. 0,60-0,80 : the reability is high

5. 0,80-1,00 : the reability is very high

After the calculated the reability of the test wass 0,78, the reability of the test is high when is between 0,60-0,80. It means the test reliable.

Table 3.

The Differences Score Between Pre-Test and Post-Test

of Experimental Class

No.	Intial of Students	Pre-Test	Post-Test	T2-T1
1.	FAF	30	70	40
2.	G	60	80	20
3.	IBD	70	60	10

4.	JWSP	40	100	60
5.	JSS	40	70	30
6.	KA	30	80	50
7.	KVA	20	70	50
8.	KNAZ	50	80	30
9.	KL	60	70	10
10.	MFS	70	90	20
11.	MAM	60	50	10
12.	MFR	40	60	20
13.	MSS	50	100	50
14.	MA	40	90	50
15.	MDPA	60	80	20
16.	MD	30	80	50
17.	MF	60	70	10
18.	MHH	20	60	40
19.	MI	40	90	50
20.	MI	70	80	10
21.	MP	80	70	10
22.	MR	70	80	10
23.	MEL	60	70	10
24.	NDP	50	60	10
25.	NNBS	60	80	20
26.	NBP	30	80	50
27.	NK	30	70	40
28.	NMA	40	60	20
29.	NI	50	70	20
30.	NR	60	80	20
	Total :		740	

Based on the table above, it could be seen that the differences score between pre-test and post-test of experimental group. In pre-test highest score was 80 and lowest score was 20, while in post-test highest score was 100 and the lowest was 50. It could be counted that the total of X= T2-T1 was 740, in the order to found out the mean of experimental group the score was calculated as below:

$$MX = \frac{X}{Nx}$$
$$= \frac{740}{30}$$

= 24,66

From the result of the calculated above that obtain mean score of experimental group was 24,66. After that the researcher found out the diffrencess score between pre-test and post-test control class as table below:

Table 4.
The Differences Score Between Pre-Test and
Post-Test of Control Class

No.	Initial of Students	Pre-Test	Post-Test	T2-T1
1	AK	20	30	10
2	ANS	30	40	10
3	AI	50	60	10
4	AIF	40	70	30
5	ASHW	50	60	10
6	AP	30	40	10
7	AS	10	40	30
8	ADM	30	80	50
9	APA	60	70	10
10	ASH	30	50	20
11	AP	50	60	10
12	AGF	20	40	20
13	AA	10	20	10
14	ARS	10	30	20
15	AMEZ	30	50	20
16	AS	60	70	10
17	BAP	30	50	20
18	CMSN	40	50	10
19	CKE	50	60	10
20	CN	20	60	40
21	CR	30	40	10
22	DP	40	50	10
23	DF	20	60	40
24	DS	40	70	30
25	DPS	20	50	30
26	DF	40	50	10
27	DF	50	60	10
28	DCSC	20	40	20
29	DNH	40	60	20

30	EA	20	50	30
	Total		570	

Based on the table above, it could be seen that the differences score between pre-test and post-test of control class. In pre-test highest score was 50 and lowest score was 10, while in post-test highest score was 80 and the lowest was 30. It could be counted that the total of X= T2-T1 was 570, in the order to found out the mean of experimental group the score was calculated as below:

$My = \dfrac{y}{Ny}$

$= \dfrac{570}{30}$

$= 19,33$

From the result of the calculated above that obtain mean score of control class was 19,33. Related to the data in order to known the standard deviation of experimental and control class, the researcher calculated by the formula as below.

$SDX = \sqrt{\dfrac{X_2}{N_x}}$

$= \sqrt{\dfrac{172900}{30}}$

$= \sqrt{5763,33}$

$= 75,91$

$SDY = \sqrt{\dfrac{\Sigma y^2}{N}}$

$= \sqrt{\dfrac{86600}{30}}$

$= \sqrt{2886,66}$

$= 53,72$

Based on the calculated of the scores, the following formula of t-test was implemented to found out the critical value of both samples in group as the main basic implemention to the hypothesis in this research.

$t = \dfrac{M_x - M_y}{\sqrt{\left(\dfrac{\Sigma X^2 + \Sigma y^2}{n_x + n_y - 2}\right)\left(\dfrac{1}{n_x} + \dfrac{1}{n_y}\right)}}$

$= \dfrac{24,66 - 19,33}{\sqrt{\left(\dfrac{75,91 + 53,72}{30 + 30 - 2}\right)\left(\dfrac{1}{30} + \dfrac{1}{30}\right)}}$

$= \dfrac{5,33}{\sqrt{\left(\dfrac{129,63}{58}\right)(0,03)}}$

$$= \frac{5,33}{\sqrt{(22,35)(0,03)}}$$

$$= \frac{5,33}{\sqrt{0,67}}$$

$$= \frac{5,33}{0,81}$$

$$= 6,58$$

Based on t-table with 58 (n + n - 2 = 30 + 30 - 2 = 58) in t-critical 0.05 obtained 1.67. T-observed is the result of the t-test formula, while T-Table is taken from the table. T-observed> T-table. T-observed with 6.58. From the test of the t-above, it can be concluded that the hypothesis is accepted. This means that the use of short story has a significant effect on the achievement of reading the students of class VIII MTS. YP Haji Datuk Abdullah. In other words, with Short Story students in reading the understanding is better than conventional teaching techniques.

CONCLUSIONS

After the implementation of the Short Story Media, there was improvement in the teaching and learning process of reading as well as the students' reading comprehension. The findings of the research were presented below:

1. The implementation of the Short Story Media improved students' reading comprehension Ability. It helps the students read strategically and allowed them to have practices, identify meaning and function of T-test.
2. The implementation of the Short Story Media improved students' learning activity. The students were the in to be active in giving their ideas. They discussed their reading and used the media to find out the contents in the story such as the title, beginning, plot, characters and settings to understand the text.

REFERENCES

Andrew, P., J. (2008). *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*. Maryland: Rowman and Littelefield Education.

Ghasemi, P. (2011). Teaching the Short Story to Improve L2 Reading and Writing Skills: Approaches and Strategie. *International Journal of Arts & Sciences.Shiraz University, Iran*. P. 267

Grellet, P., H., & Manan, A. (2017), Teaching Reading Comprehension by Using Short Stories. *English Educational Journal*, p.2

Khoirunnisa, H. (2019*). The Effect Of Short Stories On The Students Reading Comprehension At Madrasah Tsanawiyah Islamiyah   Medan*. Skripsi. FKIP. Universitas Muslim Nusantara Al Washliyah : Medan.

Milla, D. (2021). *The Effect Of Using Partner Reading Strategy On Students Achievement In Reading Comprehension.* Skripsi. FKIP. Universitas Muslim Nusantara Al Washliyah : Medan.

Purnama, S. (2018). *The Effect Short Stories Toward Students Reading Skills Ten Grade Sma Swasta Al-Hidayah*. Skripsi. FKIP. Universitas Muslim Nusantara Al Washliyah : Medan.

Pathan, M., M. & Mar'ei, Z., E. (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.*

Setyani, S., G. (2009). *The Use of Short Stories to Develop Student's Reading Comprehension Skill*. Thesis. Semarang: State University. Jepara

Setiyadi. (2015). *The effect of using short story on students english reading comprehension*. Skripsi. FKIP. Universitas Muslim Nusantara Al Washliyah : Medan