

## **A STUDY ON THE IMPLEMENTATION OF SHORT STORIES IN TEACHING READING COMPREHENSION**

**\*Ika Mulya Sari<sup>1)</sup>, Mukrim<sup>2)</sup>, Afrillia<sup>3)</sup>, Anjar<sup>4)</sup>**

<sup>1,2,3,4)</sup>English Education Study Program, Teacher Training and Education Faculty  
Tadulako University, Palu

[ikamulyasari610@gmail.com](mailto:ikamulyasari610@gmail.com)

### ***ABSTRACT***

This research is to analyze short stories in teaching reading comprehension. This study was aimed at benefiting these readily used materials to improve the eighth graders' reading comprehension of narrative texts. The study applied action research design since it opens the opportunity for teachers-practitioners to be involved in research. Based on the results of the students' tests as well as their on-going assessments, it is found out that the students' reading comprehension was gradually improving. It means that there was a positive effect of using Online Short Stories towards the students' reading ability. The result shows that the combination of materials and worksheets that were implemented in both cooperative and individual learning had facilitated the students in improving their reading comprehension ability, as well as their social skills. Therefore, it is very important to implement this strategy to order to improve the students' reading comprehension.

***Keywords: Reading Comprehension; Short Stories; Ability***

## INTRODUCTION

Reading is a very important skill to learn in order to succeed in educational terms. According to McNamara (2007: 3), reading is an extraordinary achievement when one considers the number of level and components that must be mastered. Among of all the skills reading is considered as the most important skill. The ability to read is highly valued and important for social and educational advancement. When dealing with reading, it is obvious that reading is related to the text. Talking about reading, the ultimate goal of reading is being able to comprehend and understand the text. The readers should comprehend the text in order to get the information easily.

Reading is a skill that teachers expect learners to acquire in foreign language learning. It argues as the most essential skill for success in all education contexts. No wonder, through reading the students can learn many things. In other words, the more they read, the more knowledge they get; hence, a strong correlation between reading and academic success is shown. Reading is one of the fundamental ways of getting information in our society and academic setting in particular. In reading English text, it is not easy for Indonesian students because their inability to understand the context and information of the text. Based on 2013 ELT Curriculum, students are expected to be able to read, identify the main idea and understand the text. Thus, the students have to improve their reading comprehension.

In reading English, the students do not only read a text without having a good understanding, they also need an ability and intelligence to comprehend the text that she/he reads. It is called reading comprehension. Reading comprehension is the ability to process text and understand its meaning. Reading cannot be separated from comprehension because they are a package. Comprehension is the ability to understand words and construct meaning. Even though students are expected to comprehend the reading text, practically a lot of students still have problems in reading class. They were confused in comprehending the information of the text. This problem was caused by some reasons. First, students get difficulties to find out the information and the idea of the text, Second, students did not have interest to practice reading. Third, the students were lazy to practice the material given by the teacher. Last, the technique used in teaching reading was common, thus the students get bored when they in reading class.

Dealing with the problems mentioned above, the researchers needs to give a strategy or media that can help students to solve such problems. One of the ways that can be used is short stories. Ghasemi and hajizadeh (2011) stated that the short stories have the unique characteristics and suitable to be used in reading comprehension and it is easy to understand by the students and also can be developed any kind of teaching material so that the learning process will not become monotonous and boring. It can be assumed that by using this media, the students will be motivated and happy in learning.

There are some studies about the use of short stories in improving students' reading comprehension. All of those show positive results. First, Satria (2022) said that there was a significant difference between the students' reading skill before and after using short story as a media or it can be stated that the use of short story as a media can enhance students' reading skill.

Second, according to Suryani (2020), the use of short story media in reading comprehension can improve students' reading comprehension and learning activity. Third, there was a significant effect on students' reading comprehension by short story of narrative text, Hasibuan (2019).

By seeing some previous researches above, the researchers believe that short stories might be suitable on the students' reading comprehension in narrative text, junior high school students, particularly. Therefore, the researchers are interested to describe and to compare the short stories media based on some theories in some journals.

Based on the background stated above, the researchers' research question is How is the implementation of short stories in teaching reading comprehension? The objective of this research is to analyze short stories in teaching reading comprehension. The result of this research was expected to inform the teachers and the further researchers about the effects of short stories in teaching reading comprehension, how it is implemented to improve reading comprehension, and it can be used as additional resource and comparative research to conduct another research about reading comprehension. The researchers focused her research on searching the result of journal articles from 2013 to 2021.

## **METHOD**

Research design is the process that involves planning and conducting Research. According to Kumar (2018), the research design is a procedural plan that the research adopts to answer validly, objectively, accurately, and economically questions. In this research, the research used qualitative research design which is Library research methods to obtain and analyse data. Library research activity carried out by collecting information and data with the help of various material in the library, such as books, references, result of previous study.

The data are information or facts used in discussing or deciding the answer of research question. The source of data in the study was the subjects from which the data can be collected for the purpose of research (Arikunto, 2010: 129). The data in this research were collected from some sources. The researchers used the library which was collecting books, audio, documents, and other printed materials as the source of data.

Data collection method was the way to collect data used in this research. The researchers used qualitative approach which the form of data is utterances. According to Marshall (2006) "Qualitative approach typically relies on four methods for gathering information: 1) participating in the setting, 2) observing directly, 3) interviewing in depth, and 4) analyzing documents and material culture.

The technique used in this research was survey through the existing library. The data gotten were described and compared to the existing theory. The necessary steps of collecting data are searching and browsing some literatures/ theories, reading and understanding the literatures/ theories, and taking notes about the literatures/ theories chosen.

The data were analyzed to answer the research question. The researchers must determine whether the results answer the research questions (Perry, 2014). After the data were obtained from data sources, the data were analyzed through some procedures, such as: Reading the data, analyzing

the data, filtering and classifying based on the theories needed to support this research, connecting with the other theories, comparing the theories, and making the conclusion.

## **RESULT AND DISCUSSION**

The objective of this research is to analyze short stories in teaching reading comprehension. This research was a library research. The purpose is to give some information about some existing theories about the implementation of short stories in teaching reading comprehension. In implementing the short stories, there are some steps to do according to Hill (2010), such as: 1) explain the characteristic of short story 2) ask the students to read and introduces the characters of the story by mentioning the names of characters. 3) discuss the setting of short story that includes the place and time. 4) pronounce the name of characters and the key words then the students follow him/her. 5) discuss the main event of short story part by part by asking the questions to students. 6) give the conclusion of short story. 7) close the learning process by asking the students about the content of story or asking for the story according to their opinion.

The researchers took ten journal articles to be analyzed through some procedures, such as; reading the data, analyzing the data, filtering and classifying based on the theories needed to support this research, connecting with the other theories, and making the conclusion. Those ten sources have similarities and differences among them and each researchers had their own way to apply the short story.

The first research was from Bilal, et al (2013). This study examined the effectiveness of short story on the reading comprehension of the second language learners. The interface and joint association of literature and language education has been the focus of attention to numerous English as a Foreign Language investigators, particularly in the twentieth century. Predominantly the unique attributes of short story, i.e., its pithiness, modernism, and diversity render it alluring as well as fascinating to foreign language students along with a worthy source intended for the enhancement of second language reading comprehension. The short story can proffer learners ample lingual, rational, and emotive engagement and enhance their understanding.

The second study was from Handayani (2013). The study informed the use of children short stories in teaching reading comprehension in one of junior high schools in Bandung. Due to their length, vocabulary, and storyline, children short stories were selected for the purpose to increase students' motivation to read. The findings showed that the use of children short stories helped the students to improve their reading comprehension. The result of reading test showed a slightly improvement on the students' average score. The result of observation implied that the employment of reading strategies and the characteristic of children short stories gave influences to the improvement of students' reading comprehension. In addition, the results from questionnaire and interview indicated that students were aware of having progress in terms of vocabulary and comprehending the text generally. It is thus recommended for further studies to minimize the challenge found in this study and to vary kinds of children short stories used.

The third research was from Frimasary (2015). The title of this research was Using Short Story to Improve Students' Reading Comprehension. The objective of this research was to know the

differences in students score and also to know whether the students interest was improved or not. The result from short story was satisfactory. It can be concluded that the experiment was succesful.

The fourth study was from Gebre (2016). It was carried out to investigate the effect of short stories on students' reading comprehension, vocabulary power and attitude towards the skill and the new instructional materials. The study employed statistical techniques to analyze the data obtained from reading comprehension tests and vocabulary tests. The findings revealed that teaching reading skills through short stories is more effective than teaching through the passages prepared at the Ministry, and has a positive impact on students' academic achievement in reading and vocabulary power.

The fifth research was from Ceylan (2016). The use of literature to teach language has several advantages such as contributing to a better linguistic understanding, a development of creative skills, an authentic model of language use with its rich potential. Short story seems to be the most suitable one since it is short, and aims at giving a 'single effect', there is usually one plot, a few characters; there is no detailed description of setting. Also, research on short stories in EFL classrooms state that they can be a good indicator of increased motivation, increased interest in reading and improved reading skills. The results indicated that studying short stories has a number of benefits for the students such as broadening their perspectives, enabling them to think about the reasons rather than the result, showing them different life styles, providing them with a comparison between their own culture and other cultures, increasing their appreciation for literature and making them read more short stories.

The sixth research was from Manan (2017). This research was intended to figure out the effectiveness of the use of short stories in teaching reading comprehension to enhance the quality of using literature to teach language has several advantages such as contributing to a better linguistic understanding, a development of creative skills, an authentic model of language use with its rich potential. Short story seems to be the most suitable one since it is short. Also, research on short stories in EFL classrooms state that they can be a good indicator of increased motivation, increased interest in reading and improved reading skills. The result of the test showed that there was an improvement from pretest to posttest and there was significant difference between the score of experimental group and the control one. It can be assumed that the students who were taught by using short stories had a better achievement in reading comprehension than those who taught by using conventional study.

The seventh study was from Syafi (2018). Online Short Stories is one of the Internet resources which are completed with images and sound and quizzes. This study was aimed at benefiting these readily used materials to improve the eighth graders' reading comprehension of narrative texts. The Online Short Stories are combined with five worksheets that consist of guiding questions on comprehension, namely: Self - Monitoring Card, Key Concept, Story Map, Reading Journal, and Reading Log which are used for intensive and extensive reading activity. Based on the results of the students' tests as well as their on-going assessments, it is found out that the students' reading comprehension was gradually improving. It means that there was a positive effect of using

Online Short Stories towards the students' reading ability. The result shows that the combination of materials and worksheets that were implemented in both cooperative and individual learning had facilitated the students in improving their reading comprehension ability, as well as their social skills.

The eighth study was from Jeni (2020). Using short stories as teaching material and strategy in teaching is a very good way, especially to enhance their reading comprehension. This is because short stories provide motivation through moral lessons and get students involved in learning activities. Short stories also give students time to interact with the text by reading the whole story from various short stories. Besides, short stories are also exciting because short stories are very diverse and it enriches students' vocabulary. Finally, short stories also make students think critically through what is conveyed by the stories. This is due to the enthusiasm of students to join the process and short stories that are exciting to read. Hence, the students' mean score indicated that there is an enhancement during the teaching and learning process using short stories.

The ninth research was from Khofshoh and Arifin (2021). The focus of this teaching and learning activity was to improve students' reading comprehension through English short stories. Utilizing the existence of English short stories as a medium was expected to make a positive contribution to students through their characteristics that make readers feel happy. The results showed that before being given learning using short story books in English, the average value of reading comprehension was in the very low category. After learning reading comprehension was carried out using English short story book media the average value of students' reading comprehension increased. By using this media, there was a fairly good increase for the students.

The last one is from Franchisca (2021). Short stories as the proper one for first semester students. By using short stories, the students could enhance their vocabularies and their understanding in reading text. Besides, there is also moral value that they could get from the text. As the result, mean score indicates there is an enhancement during the teaching and learning by using short stories. Using short stories in basic reading class is a very good way and also exciting. Based on the ten sources above, it can be assumed that the use of short story as a media or tool in teaching and learning process is effective. It can be proved from the results of the research showed that short stories have effects in teaching and improving reading comprehension. In conclusion, short story is a good media or tool to be used in teaching reading comprehension although every researcher has their own way to apply it.

## **CONCLUSION**

The implementation of short story is effective in teaching and improving students' reading comprehension. Short story is a simple literary text which can be considered to be used as material in learning language because of its distinctive features that will make the reader be more enjoyable in reading it than others. In implementing this media, there are some steps to do, they are: 1). explaining the characters and setting of the story 2). reading, understanding, and discussing the story. 3). answering the questions and concluding the story. This media has some advantages based on the results of some studies, such as: Makes the students' reading task easier because it is simple and short, gives the students a better view of other people and other cultures, requires more attention

and analysis, helps the students to be more creative and raises the critical thinking skills. Yet, this media has disadvantage for the one who is hard to read and to understand the text.

Short story is a good media or tool to be used in teaching reading. Thus, the teacher can use it in teaching reading comprehension to the students. But it still has some disadvantages when it is used. Therefore, the researchers suggested that the teachers should pay attention to that disadvantage of this media and prevent it by preparing all the things completely before teaching and using this media. The teacher also can combine this media with some other medium or techniques to attract students' enthusiastic in learning English especially reading comprehension.

## REFERENCES

- Anderson, M. (1997). *Text Types in English 2*. South Yarra, : Australia, MacMillan Education.
- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktis*. Jakarta: Binarupa Aksara.
- Arroyani, F. (2010). *The Effectiveness of Teaching Using Comic Strips To Facilitate Students' Reading Comprehension Skill on Narrative Text*.
- Bates, N. (2006). *Real Time: An Interactive English Course for junior High School Students Year VII*. Erlangga. Jakarta.
- Bilal, H. A. 2013. Developing Second Language Reading Comprehension through Short Story. *International Journal of English Language Education*. Vol. 1, No. 3
- Brown, D. H. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. White Plains: Pearson Education Company.
- Ceylan, N.O. 2016. Using short Stories in Reading Skills Class. *Procedia - Social and Behavioral Sciences*. 232 ( 2016 ) 311 – 315
- Chard, Pikulski, J., & David J. (2013). *Fluency: The Bridge from Decoding to Reading Comprehension*. Houghton Mifflin Company.
- Clark, C and Rumbold, K. (2006). *Reading for Pleasure: A research overview*. National Literacy Trust.
- Cresswell, J. W. (2009). *Research Design. Qualitative, Quantitative, and Mixed Method Approaches*. Third Edition. Thousand Oaks, CA: Sage.
- Feng, L. (2010). *A Short Analysis of the Nature of Reading*. School of Foreign Languages, Qingdao University of Science and Technology, Qingdao, China.

- Franchisca, S. 2021. The Use of Short Stories as Materials for Basic Reading Classes for English Language Education Study Program at Universitas Ekasakti. *Jurnal Ilmiah Pendidikan Scholastic*. Vol. 5 No. 2
- Frimasary, A.E. 2015. Using Short Story to Improve Student's Reading Comprehension. *Center of Language Innovation Journal of Linguistics and Language Teaching*. Vol.2 No 2
- Gay, L.R. (1981). *Educational Research: Competencies for Analysis and Application*. Second Edition. Colombus, Ohio: Charles E Mermil Publishing Company.
- Gebre, B.M. 2016. Psycholinguistic Ambiance of Short Stories in Enhancing Students' Reading Comprehension and Vocabulary Power. *International Journal of Foreign Language Teaching and research*. Volume 4, Issue 13.
- Ghasemi, P. And Hajizadeh, R. (2011). Teaching L2 Reading Comprehension through Short Story. *International Conference on Languages, Literature and Linguistics*. Singapore: IACSIT Press.
- Guidance Curriculum and Standards. (2005). *Understanding Reading Comprehension:1 What is reading comprehension?Primary National Strategy*.
- Handayani, M.P. (2013). Using Children Short Stories to Enhance Students'Reading Comprehension.*Journal of English and Education*. Vol. 1(1) 133-141
- Harmer, J. (1991). *The Practice of English Language Teaching*. Essex: Longman
- Hasbaini & Manan, A. 2017. Teaching reading comprehension by using short stories. *English Education Journal*. Vol 8, No.3.
- Hasibuan, K. (2019). *The Effect of Short Stories on the Students Reading Comprehension*.UIN. Sumatera Utara.
- Hill. D.A. (2010) "*Resources For Teaching English: ( Library of Congress Cataloging-in-Publication Data)*
- Hollingsworth, A. (2007). *Increasing Reading Comprehension through Cooperative Learning*. Chicago: Illinois.
- Jeny, Y. (2020). The Using of Short Stories to Enhance Students'Reading Comprehension.*Borneo Education Journal*. Vol.02 No. 02
- Keegan, A. (2003). *What is A Short Story?* London: Writers Write, Inc.
- Kemendikbud. (2014). *Paparan Materi Pendidikan dan Kebudayaan RI.In Press Workshop: Implementasi Kurikulum 2013*. Jakarta: Kemendikbud.



- Kerlinger, F.N. (1986). *Foundation of Behavioral Research. Third Edition*. New York: CBS College Publishing.
- Khofshoh, Z.A. & Arifin, M. (2021). Improving Student's Reading Comprehension through English Short Story at Eleventh Grade of SMAS NU Centini Laren Lamongan. *Professional Journal of English Education*. Volume 4, No. 2.
- Klinger, K. J, Sharon, V, and Alison B. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.
- Kragler, S. (1995). *The transition from oral to silent reading*. *Reading Psychology: An International Quarterly*, 16, 395-408.
- Latief, M.A. (2013). *An Introduction of Research Methods on Language Learning*. Malang: Universitas Negeri Malang.
- Lazar, G. (1993). *Literature and Language Teaching. A Guide for Teachers and Trainers*. Cambridge: Cambridge University Press, p.73
- Learning Point Associates. (2004). *A Closer Look at the Five Essential Components of Effective Reading Instruction: A Review of Scientifically Based Reading Research for Teachers*. [www.learningpt.org](http://www.learningpt.org)
- Mayer, R.E. (2010). *What is Decoding?* Pearson Allyn Bacon Prentice Hall.
- McMillan. (1985). Literature Series, *Introducing Literature, Signature Edition*. New York: Glencoe/McGrawHill, p53.
- McShane, S. (2005). *Applying Research in Reading Instructions for Adults: Second Step for Teachers*. National Center for Family Literacy.
- McWhoter, K.T. (1989). *Guide to College Reading*. Harper Collins. United States of America.
- Pourkalhor, O. And Kohan, N. (2013). Teaching Reading Comprehension through Short Stories in Advance Classes. Islamic Azad University. *Asian Journal Sciences and Humanities*, Vol. 2 No.2, p.3.
- Robinson, F. (1961). *Effective Study*. New York: Harper & Row.
- Sadoski, M. (2004). *Conceptual Foundations of Teaching Reading*. London: The Guildford Press.
- Satria, I.A.R. (2022). *Using Short Stories to Enhance Students' Reading Comprehension Ability*. Muhammadiyah University. Makassar.

- Situs Pendidikan Indonesia. (2009). *Berbagai Jenis Media Pembelajaran*. Retrieved on 11 July 2023 from <http://eduarticle.com>
- Suryani, D. (2020). *The use of Short Stories to Improve Reading Comprehension Ability*. IAIN Metro. Lampung.
- Swanson, R. A. (2016). *Importance of Theory*.<http://libguides.usc.edu/writing-guide/theoreticalframework> on July 10th, 2022.
- Syafi, M.L. 2018. Using Online Short Stories to Improve the Reading Comprehension Ability. *Register Journal*. Vol. 11, No. 2, 2018, pp.121-138
- Taylor, E, S. (2011). *Exploring Silent Reading Fluency. Its Nature and Development*. Charles C. Thomas. Publisher, Ltd. Illinois.
- Widdowson, H. G. (1979). *Explorations in applied linguistics*. Oxford: Oxford University Press.
- Yuliana. (2016). *Improving Students' Reading Skill through Short Story*. IAIN Palopo.