

The Effect of Using Short Story Technique Toward Reading Skills

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ABSTRACT

The purpose of this research is to investigate whether the students who are employed by using short story have better reading skill than the students who are employed by using conventional teaching. This research method is quantitative and quasi-experimental design. The population in this research were eighth grade students at SMP N 1 Balerejo, especially grades VIII A and VIII C. Data collection in this study used a narrative text reading test in the form of multiple choice questions. Researchers used SPSS version 16 and Independent Sample T-test to analyze student scores. The results show that the use of the short story technique has an effect on students' reading ability. The reading score of the experimental class was proven to be higher, as evidenced by the mean score of 75.31 in the experimental class and 42.18 in the control class. The result that there is a significant difference in the reading skills of students who are treated with the short story technique and those who are treated with conventional teaching. Based on the explanation above, the use of the short story technique has an effective influence in teaching reading narrative texts.

Keywords: Teaching Reading; Narrative text; Technique; Short story

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INTRODUCTION

In language skills, students must master four skills. Those four skills will help students in the learning process. The four skills include speaking, listening, reading and writing. Among the four language skills, reading is one of the skills that many parents pay attention to. Since childhood, many parents are competing to teach their children to read from an early age. However, just like other language skills, reading is not only able to understand a series of words contained in a book, but reading is a way to train the brain to try to digest and remember information.

Reading is also one of the important skills in the process of learning English, besides that reading can also provide many benefits for readers. According to Brown (in Rustamovna 2021), reading is the most important skill in education, because reading can be an assessment of student's language skills in general. Through reading, people will try to understand any information contained in the book. This means that by reading people will have critical thinking to understand the contents. Reading can also be interpreted as a window to the world, because by reading, a person will have more knowledge and information from books, newspapers, magazines and others. In addition, reading is also included in the most important component in the process of teaching English in the classroom.

In teaching English in the classroom, teaching reading is a way for a teacher to impart knowledge to students through the use of certain techniques, strategies and materials with the aim of making students proficient in reading. According to Harmer (in Rangi 2019), teaching reading is an activity of teaching and managing the environment in the best conditions that can be used to provide opportunities for students in the learning process to achieve goals by selecting or making appropriate texts and making them useful reading assignments, arranging teaching procedures to be effective to encourage students to read critically and to create a supportive teaching environment for practicing reading.

In the process of teaching reading, the teacher plays an important role in providing materials, techniques and media so that students can learn something new in the classroom and can enjoy the process. One way that

teachers can do is to use the right technique. Using the right technique will have its own charm compared to other technique, so students will feel more comfortable in reading. The selection of the right technique is also important in the learning process in the classroom.

In the classroom learning process, reading has a purpose, namely through reading it is hoped that students can add broader knowledge and insight, add new vocabulary, can improve students critical thinking skills and students can also increase their creativity through reading. Therefore, reading is very important especially for students. To achieve the objectives of reading, teacher need to develop the student's skills in the classroom to understand more complex texts and students are also expected to be able to more easily understand the contents of a reading text.

In learning English in class, students are asked to pay attention to a given text and after that students are asked to read the text. In this process, students still have problems in learning English, especially reading texts. Students still find it difficult and foreign to pronounce words in English and they also find it difficult to understand an English reading text. In this case, it can be interpreted that students skills in reading English texts are still relatively low, because there are still many students, especially at SMP N 1 Balerejo who have difficulty in pronouncing words in English and also have difficulty understanding a reading text.

In teaching reading, there are many techniques that can be used. One of the techniques used by researchers in this research is to use the short story technique in teaching reading narrative texts. In this case, the researcher tries to use the short story to teach students to read in class, because one of the interesting literary works is the short story.

In general, short story are story that have shorter texts than other texts. Short story can make readers interested in reading the text. Although, short story have a shorter text, short story already have a complete story section, which consist of the beginning, middle and ending. According to Ghasemi (2011), short story have their own characteristics compared to other texts, including short story that have a more modern text, the reading texts that are shorter than other texts and short story also have many variations of text that will make readers more interested in reading them. The selection of story texts in reading lessons in the classroom is very important for the teacher because the teacher will see whether the students can read or not, understand and complete something in English or not and it will give the students a sense of achievement and confidence.

Therefore, researcher uses the short story as a teaching technique in class, because short story can help students understand the contents of the reading text. According to Poejilestari (2019), short story technique is a technique that has a relationship between students and a text, intonation, word pronunciation and word emphasis with the aim of getting information from the text. In this case, students must have a relationship with the reading text that is useful to complete the task given by the teacher.

In this research, the researcher found inspiration from previous research which had a similar discussion about teaching reading. The research conducted by Irma (2016), focuses on the effectiveness of using short story toward students reading comprehension of narrative texts. In addition, to find out whether the short story technique has an effect on students reading learning at MTS At-Taqwa Batu Ceper, Tangerang. This research has several steps used in reading class, including : (1) Pre-reading activities (2) While-reading activities (3) After-reading activities. The similarity of previous research with the current research, namely : (1) The use of short story techniques in teaching reading (2) By using quantitative data. In addition, the result showed that there are differences between previous research with this research, namely : (1) Previous research examined students reading comprehension, while this research examined students reading skills through short story used as a technique for learning English in the classroom as a reading resource (2) Previous research used the short story technique on students reading comprehension at MTS, while this research used short story technique on students reading skills in SMP. In previous research, the result showed that learning to read using the short story technique had a positive influence on students to develop reading comprehension. Therefore, in this research the researcher wanted to know the effect of using short story techniques in teaching reading in the classroom. They also suggest for further researchers to apply the short story technique in the process of teaching English in the classroom at other levels.

Based on this description, researchers are interested in conducting new research on class VIII SMP N 1 Balerejo students in Semester II of the schooling years of 2021/2022. This research entitled " The Effect of Using Short Story Technique Toward Reading Skills of The Eighth Grade Student of SMP N 1 Balerejo". The researcher believes that by using this technique, students' reading skills and comprehension will be further improved compared to using conventional teaching.

RESEARCH METHOD

This research aims to determine the effectiveness of using short story techniques in teaching narrative text reading to 8th grade students of SMPN 1 Balerejo. Based on the problems and expectations to find out the

effectiveness of using short story as a technique in reading narrative texts, it is assumed that the research used in this research is an experimental design with a quantitative approach, with a pre-test post-test design. According to Dinardo (in Rofi'ah & Ma'rifah, 2017), experimental research is used to predict the causal relationship between the independent variable and the dependent variable. Therefore, in this research, the researcher took two classes and obtained the results of the treatment by comparing the pre-test and post-test scores.

The dependent variable in this research is the teaching of reading narrative texts through short story techniques and the independent variable is the eighth-grade students of SMP N 1 Balerejo. There are two classes that were chosen randomly, namely the experimental class and the control class. The experimental class received treatment by using the short story technique and the control class did not use treatment but used conventional teaching. In the post-test the researcher compared the scores of the two groups.

The use of treatment by using the short story technique is intended to prove there is a significant difference between students' scores before and after treatment. So, the effectiveness is known from the significant score when teaching students by using short story as a technique in teaching. In addition, the research design can be described as follows :

Table 1. Research Design

Experimental Group	Pre-test	Short Story Technique	Post-test
Control Group	Pre-test	Conventional Teaching	Post-test

In this study, the researcher collected data by conducting a reading test. Reading test is a test that requires test takers to read a text that has been given along with the questions. The researcher used the test as a learning instrument to determine the effect of short story techniques in teaching reading in the classroom.

The data obtained from the research results are the results of student tests which are analyzed quantitative. This data was taken from the experimental and control classes at SMP N 1 Balerejo. The researcher used statistical calculations from the T-test (SPSS) to analyze the data from the pre-test and post-test. After completing the pre-test, treatment, and post-test processes, the researcher analyzed the data statistically. To find out the average difference between the control and experimental classes, the researcher calculated the data using the Independent T-test in this research. T-test is a statistical test used to detect a significant difference between two samples. This means to find out whether the experimental class versus the control class has the same score or not when taking the same test. Data is analyzed using SPSS to determine the significance of the final result. Before conducting the hypothesis using the independent sample t-test, there are three test requirements that must be carried out, namely normality and homogeneity.

RESULTS AND ANALYSIS

In this section, the researcher explains the results obtained through the pre-test and post-test data. Data in this research obtained from class VIII A as the experimental class and class VIII C as the control class. The results of the pre-test showed the students' basic ability in reading.

Homogeneity test is used to determine whether the experimental class and control class have the same variance or not. Homogeneity in this research is to use *Lavene's t-test*. The results are as follows :

Table 2. The Result of Homogeneity Testing

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Experimental Class	32	53.12	18.568	3.282
	Control Class	32	37.81	14.970	2.646

Table 2.1 shows that there is a significant difference in students' reading ability between the pre-test experimental class and the control class. The table shows that the sample of the experimental and control classes is 32 students. Then, the mean scores for the two classes differed significantly. The mean of the experimental class is 53.12 and the mean of the control class is 37.81. The mean score of the experimental class is higher than the mean score of the control class.

In addition, to ensure that the data is homogeneity, the researcher used an independent sample t-test to calculate the data. By using this test, the researcher found out the significant difference between the two classes. The results of the independent sample t-test are as follows :

Table 3. The Result of Independent Sample T-test

Independent Samples Test	
	t-test for Equality of Means
Levene's Test for	

		Equality of Variances				Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df				Lower	Upper
Reading Score	Equal variances assumed	1.821	.182	3.632	62	.001	15.312	4.216	6.884	23.741
	Equal variances not assumed			3.632	59.330	.001	15.312	4.216	6.877	23.748

Based on table 2.2 above, it shows the independent sample test from pre-test data of experimental class and control class. The table shows that the two classes are significance. It can be said that because the researchers seen by Levene's test for Equality of Variances. From the column of score of Equal variances assumed, the significance is 0.182. Then, it can be concluded that the data is homogeneous because the significance is higher than the alpha level ($0.182 > (\alpha = 0.05)$).

Table 4. Tests of Normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.175	32	.013	.938	32	.066
Control Class	.140	32	.115	.954	32	.182

a. Lilliefors Significance Correction

Based on table 2.3 above, the researcher concludes that the data is normal. From the table, it can be seen that the significant result of the experimental class score is 0.066, which means that the experimental class data is normally distributed because the significance value is higher than α value ($0.066 > 0.05$). Furthermore, the results of the control class were also higher, that is 0.182 which is higher than 0.05 ($0.182 > 0.05$). Therefore, it can be concluded that the significance of the post-test data for both classes was normal because the results were more than $\alpha = 0.05$ ($0.066 > 0.05$; $0.182 > 0.05$) and the independent sample t-test was performed.

Hypothesis testing is the final calculation. This section is to compare the pre-test and post-test scores of the two classes, namely the experimental class and the control class. In this case, it aims to find out whether there is a difference in the average pre-test and post-test scores of the two classes. To find out whether there is a difference in students' prior knowledge in the experimental class and the control class, hypothesis testing is carried out, as follows:

Table 5. Group Statistics

Group Statistics					
Class		N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental Class	32	75.31	14.365	2.539
	Control Class	32	42.19	18.963	3.352

Table 2.4 shows that the post-test group statistics from both classes. From the table above, the mean score of the experimental class is 2.539. Then, the mean score of the control class is 3.352. From this, the researcher concluded that the mean of the two classes is different. However, the researcher cannot conclude the successfulness of the treatment in this research directly through this table, especially in the experimental class. Thus, the researcher needed an independent sample t-test to determine whether the treatment was successful or not and to determine the significance of the two classes.

Table 6. The Result of Independent Sample T-test

Independent Samples Test										
Levene's Test for Equality of Variances				t-test for Equality of Means						
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference			

									Lower	Upper
Reading Scores	Equal variance assumed	1.779	.187	7.877	62	.000	33.125	4.205	24.719	41.531
	Equal variance not assumed			7.877	57.765	.000	33.125	4.205	24.706	41.544

The test results show that there is a difference in the mean score between the experimental class and the control class which treated by using story story technique and which was not. If sig (2-tailed) < 0,05 then there is a significant difference in the mean score between the experimental class and the control class. Otherwise, if sig (2-tailed) > 0,05, there is no significant difference in the mean score between the experimental class and the control class. Based on the test score table above, the assumed significance value of equal variances is 0,000 which means less than 0,05 (0,000 < 0,05). Based on formula by hypothesis of testing normality, H_0 shows that there is no significant difference in the reading skills of students who are treated by using short story techniques and conventional teaching. Meanwhile, H_1 shows that there is a significant difference in the reading skills of students who are treated by using short story technique and those who are treated conventional teaching. The results of this research shows that there is a significant difference in the reading skills of students who were treated by using short story technique and those treated conventional teaching. It can be concluded that the results of this research shows that the use of short story technique has a significant effect on students' reading skills, especially in teaching narrative texts.

From this, the researcher concludes that the data above shows that the students' reading ability improves because they receive the material clearly from their teacher. In this research, the experimental class got a big influence because the class was treated by using the short story technique from the teacher, so that it had a positive impact, namely they were able to answer the questions given by the teacher and get a high score after they learned short story technique. However, the control class taught without the short story technique also got a good score because they also got the material clearly even though the teacher used conventional teaching. Therefore, the researcher concludes that the short story technique is effective to teach reading narrative texts for the eighth grade students of SMP N 1 Balerejo.

From the data analysis in the previous section, the researcher has obtained the results. The results found in this research indicate that the use of the short story technique in teaching reading narrative texts to eighth grade of junior high school is effective. The description of the data in the previous section shows that the two classes have done the pre-test and the results of the pre-test are different. The experimental class got the mean score of 53,12 and a total score of 1700, while the control class got the mean score of 37,5 and a total score of 1200. From this, the total score and the mean score in the experimental class were higher than the control class. Then, the researcher gave treatment to the experimental class and conventional teaching to the control class. After the researcher conducted the pre-test and delivered the material, the researcher also conducted a post-test in both classes. The results show that the experimental class got a total score of 2410, with the mean score of 75,31. While the control class got a total score of 1350, with the mean score of 42,18. From this, it can be seen that there are significant differences between the two classes, namely the experimental class got a total score and the mean score was higher than the control class.

In addition, the alpha value used by researcher is 0,05. The result of this research indicate that the significant of the homogeneity and normality testing are homogeneous and normal. The result of homogeneity is 0,001 and normality is 0,133 from the experimental class and 0,065 from the control class. Then, the result of hypothesis testing from the post-test data of the two classes also have significant differences. The significant is 0,187, which means it has a higher result than the alpha value (0,187 > 0,05).

Students who are taught by using short story get higher scores than students who are taught by using conventional teaching. This means, that the short story technique provides many advantages for students to improve students' reading skills. The researcher summarizes several advantages of by using the short story technique. First, by using the short story technique in the teaching and learning process, students can be more motivated and interested in reading narrative texts. This is related to previous research from Poejilestari (2019), which stated that the use of short story techniques could motivate students to improve students' reading skills and make students more interested in reading narrative texts. In addition, the second, according to Zainollah & Bairi (2017), also states that the use of short story techniques to increase student motivation with the aim that students will enjoy the reading texts that students read more.

Third, by using the short story technique in the teaching and learning process, students can better understand a reading text more easily. This is related to previous research from Irma (2016), which states that the use of short story techniques can make students better understand the content of a reading, because short stories have elements

contained in the text that are easily understood by students. Fourth, by using the short story technique in the teaching and learning process, students can hone their thinking power and imagination. This is related to previous research from Paramita (2018) which states that the use of short story techniques can make students train their thinking power, because by reading short stories students will imagine the contents in the story. In this case, the use of the short story technique will be more effective for teaching reading in the classroom.

Fifth, the short story technique has a short text. This is related to previous research from Kohan (2013), which stated that short stories have short texts, making it easier for students to make reading assignments. The results show that the selection of short story techniques is effective for teaching reading.

It can be concluded that students who are taught by using short story techniques have better abilities than students who are taught by using conventional teaching. In other words, the short story technique has a significant positive effect on students' reading skills, especially in reading narrative texts. Several things that can support these results are that the short story technique makes students motivated and interested in reading and understanding the contents of the reading text, the short story technique has clear elements for students to understand, the short story technique can hone students' thinking power and imagination and the short story have short text. Therefore, short story are used as a technique that can help students in teaching reading narrative texts in class.

CONCLUSION

Based on the explanation in the previous chapter and the results of the research, the researcher concluded that the use of the short story technique had a positive effect on teaching students to read in the classroom. The use of short story techniques can increase the students' reading skills and increase their reading scores. This is evidenced by the data analysis that has been calculated in the previous chapter. The results of data analysis show that the significance score is greater than 0.05, it means that H_0 is rejected and H_1 is accepted. Thus, the students who are taught by using the short story technique have better reading skills and understanding than the students who are taught by using conventional teaching.

However, this research also has a drawback, namely when there are the students who cannot attend lessons because of illness. The researcher must contact the student so that the student also has the same score as other students. In addition, the researchers also have to adjust the schedule from the school which makes researchers have to wait according to the school schedule.

Based on the conclusions above, it can be concluded that the students who are treated by using short story techniques in reading narrative texts can be said to be successful because they can have an effect on students, especially in teaching reading narrative texts. The use of short story techniques can increase the students' ability to understand the content of reading texts and can also make the students able to increase their reading scores. Then, by using the short story technique can make the students more excited and enjoy the lesson. The students who are given short story techniques are more active and motivated to learn to read narrative texts. So as to create an effective and successful learning process.

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