

Improving the Reading Comprehension of the Eight Grade Students of SMP Negeri 3 Parepare by Using Short Story

Citra Dewi

Universitas Muhammadiyah Parepare

Citra_yusuf69@yahoo.com

Abstract:

Citra Dewi. 2018. *Improving the Reading Comprehension of the Eight Grade Students of SMP Negeri 3 Parepare by Using Short Stories text.* Supervised by Rafi'ah Nur and Patahuddin.

Reading skill is one of the important abilities in learning and teaching process. Reading very important for student, because by reading the student can explore their ideas, creativity and knowledge. Besides, most students feel bored with reading. Those become some of the considerations of the researchers to conduct this research when doing an observation SMP Negeri 3 Parepare. Thus, the objective of this research was to find out whether or not the implementation of short stories text can improve the reading comprehension of the eight grade students of SMP Negeri 3 Parepare. Because students to showing the low ability in reading. Then, modifying the instructional methods can become a problem solving for the lack of the students in reading. In this case, the implementation of the short story as an instructional method is suggested to overcome the problem. Then, objective of the research is to find out whether or not the use of short story method can improve the reading comprehension of the eight grade students of SMP Negeri 3 Parepare significantly.

The method used in this research was quasi-experimental method that used two classes which consisted of one experimental class and control class. The experimental class consisted of 20 students and the control class consisted of 20 students. So, the total of the sample was 40 students. The data required from reading comprehension test was analyzed by using SPSS 21.

The result of the data analysis shows that the students' reading comprehension improved. It can be seen from the mean score of pre-test and post-test between experimental class and control class. The mean score of experimental class in pre-test was 36.50 and in post-test was 59.50. Meanwhile, the mean score of the control class 34.45 and in post-test was 45.65. It indicated that the improvement of the experimental class who got treatment by using short stories text was higher than control class who did not get treatment by using short stories text. After analyzing the data by using the test formula, the result of the t-test value in post-test was 4.009 and t-table value was 2.032. It means that the t-test value (4.009) was higher than t-table value (2.032). This indicates that H1 was accepted and H0 was rejected and the students who were taught through Short Story are better than the students who were taught through Longer Story.

Keyword : Short Stories Text, Reading Comprehension, Teaching Method

ABSTRAK

Citra Dewi.2018.*Meningkatkan Pemahaman Siswa Kelas Delapan SMPN 3 Parepare Dengan Menggunakan Teks Cerita Pendek.* Dibimbing oleh Rafia'ah Nur dan Patahuddin.

Membaca adalah salah satu kemampuan yang sangat penting dalam proses pembelajaran. Membaca sangat penting untuk siswa karena membaca dapat mengembangkan ide-ide, kreativitas dan pengetahuan siswa. Selain itu, kebanyakan siswa merasa bosan dengan membaca. Hal hal tersebut menjadi beberapa pertimbangan peneliti dalam melaksanakan penelitian ini pada saat melakukan observasi di SMP Negeri 3 Parepare. Sehingga tujuan dari penelitian ini yaitu untuk mengetahui apakah penerapan teks cerita pendek dapat meningkatkan pemahaman membaca siswa kelas delapan SMPN 3 Parepare karna siswa menunjukkan kompetensi yang lemah dalam membaca. Selanjutnya memodifikasi metode pembelajaran diharapkan dapat menjadi pemecahan masalah pada kekurangan siswa dalam membaca. Dalam hal ini, penerapan metode Short Story sebagai sebuah metode pembelajaran diharapkan dapat mengatasi masalah tersebut. Selanjutnya, tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan metode Short Story dapat meningkatkan kemampuan membaca siswa kelas delapan SMP Negeri 3 Parepare secara signifikan atau tidak.

Metode yang digunakan pada penelitian ini yaitu metode kuasi-eksperimen, yang menggunakan dua kelas yang terdiri dari satu kelas eksperimen satu kelas control. Populasi adalah siswa kelas delapan SMP Negeri 3 Parepare. Sampel penelitian ini menggunakan teknik pengacakan pada sampel Kelas eksperimen terdiri dari 20 siswa dan kelas control terdiri dari 20 siswa, jadi jumlah keseluruhan sampel adalah 40 siswa. Data penelitian diperoleh dengan menggunakan tes pemahaman membaca, terdiri dari pre-test dan post-test. Data yang diperoleh dari tes pemahaman membaca di analisa dengan menggunakan SPSS 21.

Hasil dari analisis data menunjukkan bahwa pemahaman membaca siswa ada peningkatan. Hal ini dapat dilihat dari skor rata-rata pada pre-test dan post-test antara kelas eksperimen dan kelas control. Skor rata-rata kelas eksperimen pada pre-test adalah 36.50 dan post-test adalah 59.50. Sementara itu skor rata-rata kelas control pada pre-test adalah 34.45 dan post-test adalah 45.65. Hal ini menunjukkan bahwa peningkatan pada kelas eksperimen yang memperoleh perlakuan melalui materi short stories text. Setelah menganalisis data dengan menggunakan rumus t -test pada post-test adalah 4.009 dan nilai t -table adalah 2.023. Ini berarti bahwa nilai t -test (4.009) lebih tinggi dari nilai t -table (2.023) hal ini menunjukkan bahwa H_0 diterima dan H_1 ditolak dan siswa yang diajar melalui Short Story lebih baik dari siswa yang diajar melalui Longer Story.

Kata Kunci: Cerita Pendek, Pemahaman Membaca, Metode Pembelajaran

INTRODUCTION

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

In English, there are four skills that should be mastered namely: listening, speaking, reading, and writing. English teaching is focused on those four language skills, and also there are four English aspects, namely structure, pronunciation, vocabulary, and grammar. The reading skill became very important in the education field, students need to be exercised and trained in order to have a good reading skill.

Reading is about understanding and comprehending written texts. Reading skill is one of the important aspects in learning English. Reading also has an influence in teaching and learning process. Building the reading habit should be started as early as possible. If the students want to read, they will understand the lesson easily. Many students dislike reading even though reading can support other English learning activities, By reading the students are demanded to get the knowledge of other skills in teaching English. According to Ucta (2005), reading include intricate processes and skills wich differ according to task. Purpose and language abilities. It is very important in the educational field and one of the aspects to get information well. Unfortunately, most of the students cannot understand the meaning it means that they cannot apply the reading comprehension.

Reading is an activity that becomes a principle to get more all kinds of learnings. The students can improve their skill and ability to read the scientific book, journal or

article mostly written in English. Reading is the key to look around the reading is a kind of study that easy, we can do that wherever and whenever. Because we can get some information from the text we have read. Through reading we can enrich our knowledge without learn in the classroom. Besides that, students can get more times to study and they can limit their time to play or the other activity is not important.

Based on the researcher's pre-observation at SMP Negeri 3 Parepare, the researcher observed that the process of comprehending a reading text was still a serious problem for the students, the researcher considers that two problems in this class, the first are reading strategy is the use in teaching is not interest because the students bored with same strategy every meeting. And the second is reading materials is the use of the problem of reading because in teachng reading for teachers who here the comprehension to perform to English learners exciting. The strategy uses in this research is short story. It is because this strategy have skill and competence to apply the appropriate teaching strategy which can be stimulate or motivate the students to enjoy in the studying.

Based on the observation the researcher found that most students mean score in reading comprehension test was only 4.76. Based on the score criteria of Dirjen Pendidikan Menengah 61.57 categorized as fair classification.

As we know, short story strategy used to teaching reading as a straegy to improve the reading comprehension of students. In this case, the students read a text and analyze the text to find the information through short story. the students divide two parts of the text and every students read their part. The next, after read the students exchange the information based on their part to understand all part of the text.

The short story used as a strategy to giving and receiving information. Not only had that, in this era the short story used to make easily the students getting information. Because that, the researcher has idea to develop learning process. This strategy can

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increase the motivation of students to study especially in reading. By using the strategy, the researcher is able to motivate the students and the researcher is interested to do their a research entitle “Improving the Reading Comprehension of the Eighth Year Students of Smpn 3 Parepare by Using Short Story”

REFERENCES

Handayani (2013) in her research entitled “*Using Children Short Stories To Enhance Students Reeadng Comprehension*” stated that despite some limitations, the use of children short stories helped the students to improve their reading comprehension. The study informs 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. A classroom action research was conducted in this study in form of three cycles of treatment. The data were collected through various sources: observation sheet, reading test, questionnaire, and interview. The data then were analyzed through triangulation method and reported in qualitative descriptive analysis. The findings revealed despite some limitations, 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 from 61.09 in diagnostic test increased to 76.28 in Cycle 3 therapeutic test. 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.

Poulkalhor and Kohan (2013) in his research entitled “*Teaching Reading Comprehension Through Short Stories In Advance Classes*” stated that this study examined the effects of short story instruction on 20 advanced-level tenth-grade students to show if the method had an impact on student reading comprehension. The instrument

was used in this study: a reading comprehension test. We have 2 groups. In one, students were exposed to a method of reading instruction over ten weeks. The other just get the traditional way of teaching reading comprehension. The data obtained from the instrument was analyzed using t- tests. The result showed that students in experimental group did better on the comprehension test than those in the control group. There are several benefits of short stories including motivational, cultural and higher-order thinking benefits. Nevertheless, before instructors look at these benefits in more details, they need to be reminded of one benefit that all instructors should take advantage of, reinforcement of skills.

METHODOLOGY OF THE RESEARCH

In this research, the researcher whose use quasi experimental design which involves two groups with different treatment, namely experimental class and control class. The design is illustrated.

Population of this research is the eight year students of SMPN 3 PAREPARE in academic year 2017. There are Two classes. They are VIII.4 consist of 20 students, VIII.5 consist of 20 students. So the total number of population 40 students.

Sample In this research, the researcher chooses two classes from population which represents the experimental class and control class. The number of total sample is 40, where the experimental class consists of 20 students and the control class is 20 students

The instrument of the research was writing test. The researcher focuses on writing recount text to improve the writing skill. The resercher asked te students to make some paragraph based on the student's personal experience wich generic structure of recount text consists of orientation, events, and re-orientation.

FINDINGS

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To find out the significance different of the students achievement on reading skill, the researcher does the three steps, namely finding mean score of the students pre-test and post-test, finding standard deviation of the students pre-test and post-test and employing t-test between pre-test and post-test

The Mean Score and Standard Deviation of the Students in Pre-test and

Post-test:

Class	Mean Score		Standard Deviation	
	Pre-test	Post-test	Pre-test	Post-test
Experimental	36.50	59.50	9.82	9.88
Control	34.45	45.65	9.49	11.87

The table above shows that the mean scores obtained by the students before giving the treatment in both experimental class and control class is almost equal. It indicates that the ability of students in reading comprehension both class was almost same. The mean score both of experimental and control were classified into fair classification. It means that the mean score of the pre-test obtained by the two classes were almost same before giving treatment.

The Mean Score Difference Between Experimental Class and Control Class:

Class	Pre-test	Post-test	Mean Difference
Experimental	36.50	59.50	23
Control	34.45	45.65	11.2

The table above shows that the mean scores difference for the experimental class was greater (23) than the control class (11.2). The mean score of the experimental class has good significance than in control class.

The result of t-test and t-table value is tabulated as follows :

Test	T-Test Value	T-Table Value
Post-test	4.009	2.023
Pre-test	0.671	2.023

The table above shows Based on the table t-test value on the pre-test was smaller than post-test with the score 4.009 in post-test and 0.671 in pre-test.

DISCUSSION

In this part, the researcher discussed about the result of the pre-test and post-test in the findings.

In the pre-test, the researcher found that most of the students' reading comprehension was still low. It was proved by the mean score of students in experimental class was only 36.50 with standard deviation 9.82. While in the control class, the mean score of the students was 34.45 with standard deviation 11.87. It means that the students' reading comprehension both in experimental class and control class before gave treatment was classified as fair based on the score criteria of Dirjen Pendidikan Menengah

It was caused by most of them only able to express their idea by making the frame of the ideas in a paper first also found another problem based on the observation where the teacher did not have any variation materi in the learning process.

There were two classes in this research namely experimental class and control class. The researcher gave same treatment in four meeting in both of classes with different material in every meeting. In the experimental class, the researcher applied Short stories text. The

researcher gave four topics of narative text for each meeting. The topics were, The legend of danau toba, Cinderella , Snow white, Maling kundang.

After explained about the narative text, the researcher gave students short stories in the form of narative text, then the researcher asked the students to read the text in pair. The researcher helped the students to understand unfamiliar vocabulary and corrected their spelling. The researcher asked the students to learn the text and identified main idea, setting, actors, and their character; determine the generic structure. The researcher gave worksheet to the students related to the text. The last activity, the researcher gave a reiew of the subject.

In the control class, the researcher applied longer stories text. The researcher also gave four topics of narative textfor each meeting. The topics were, The legend of danau toba, Cinderella , Snow white, Maling kundang.

After explained about the narative text, the researcher gave students longer stories in the form of narative text. Then the researcher asked the students to read the text in individually. The researcher helped the students to understand unfamiliar vocabulary and corrected their spelling. The researcher asked the students to learn the text and identified main idea, setting, actors, and their character; determine the generic structure. The researcher gave worksheet to the students related to the text. The last activity, the researcher gave a reiew of the subject.

After giving treatment, the researcher gave post-test to the students in both experimental class and control class. The researcher found that the mean score of the students in the experimental class was 59.50. While in control class, the mean score of the students was 45,65. Based on Departemen Pendidikan Nasional Republik Indonesia (2005:1), it could be classified as good in experimental class and also good in control class, but the mean score in experimental class higher than in control class. It showed that

there was an improvement of the students' reading comprehension after giving treatment. The researcher also got the result of the standard deviation of experimental class was 9.82 in pre-test and 9.88 in post-test. While in the control class, the standard deviation of the students was 9.49 in the pre-test and 11.87 in post-test. It means that all of the students both in experimental class and control class understood the material well.

In testing hypothesis, after used the t-test formula, the result computation of t-test was .671 for pre-test and 4.009 for post-test. If we consulted with t-table value with degree of freedom (df) N_1+N_2-2 , the values were significantly different. This indicated that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted because t-test value in the post-test (4.009) was higher than t-table value (2.023). Therefore, the researcher concluded that teaching the reading comprehension by using short stories text increase the students' reading comprehension of the eleventh grade students of SMP Negeri 3 Parepare.

This research supports some previous research findings. The first was Handayani (2013) in her research entitled "*Using Children Short Stories To Enhance Students Reading Comprehension*" stated that despite some limitations, the use of children short stories helped the students to improve their reading comprehension. The study informs 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. A classroom action research was conducted in this study in form of three cycles of treatment. The data were collected through various sources: observation sheet, reading test, questionnaire, and interview. The data then were analyzed through triangulation method and reported in qualitative descriptive analysis. The findings revealed despite some limitations, 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 from 61.09 in diagnostic test increased to 76.28 in Cycle 3 therapeutic test. 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.

The second was conducted Poulkalhor and Kohan (2013) in his research entitled *"Teaching Reading Comprehension Through Short Stories In Advance Classes"* stated that this study examined the effects of short story instruction on 20 advanced-level tenth-grade students to show if the method had an impact on student reading comprehension. The instrument was used in this study: a reading comprehension test. We have 2 groups. In one, students were exposed to a method of reading instruction over ten weeks. The other just get the traditional way of teaching reading comprehension. The data obtained from the instrument was analyzed using t- tests. The result showed that students in experimental group did better on the comprehension test than those in the control group. There are several benefits of short stories including motivational, cultural and higher-order thinking benefits. Nevertheless, before instructors look at these benefits in more details, they need to be reminded of one benefit that all instructors should take advantage of, reinforcement of skills.

The third was Khatib (2012) in his research entitled *"Enhancing Reading Comprehension Through Short Stories In Iranian EFL Learners"* stated that this study tries to test using literary text in improving reading comprehension ability of Iranian foreign language learners. A group of 26 students majoring in English at the Islamic Azad University Babol Branch and Amol Branch has been sampled for the purpose of this study. The students were then divided into two groups—the control group and the

experimental group. Both the groups were administered identical Pre-Test and Post-Test which consists of selected reading passage from different TOEFL books. Contrary to the previous researches the result of the present study shows that the experimental group did not show a significant improvement over the control group. So the using of literary texts seems unsatisfactory for Iranian EFL learners'.

From these previous related researches, researcher highlights that short stories text commonly effective in improving students skills and competences in English. It has various significant effects towards the implementation of the material. In addition, according to these research, short stories text was considerably fit with reading comprehension based on the evidences provided.

CONCLUSION

Based on the findings and discussion of the study, the result of data analysis shows that the use of short stories text can improve the reading comprehension of the eighth grade students of SMP Negeri 3 Parepare. It was proved by the t-test in the post-test was higher than t-table. It means that the null hypothesis was accepted. Therefore, there was significant difference of the students reading comprehension between experimental class and control class before and after they were taught short stories text.

SUGGESTION

Based on the result of data analysis and conclusions, the researcher gave some suggestions for some elements related to this study.

1. For students

The researcher suggest to the students to learn through English short stories text because this material can help them to improve their reading comprehension and make them enjoy in learning process.

2. For English teacher

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The researcher suggest to the English teacher to applied short stories text as one of alternative ways to improved the students' reading comprehension because it is more effective for senior high school especially the eleventh grade students.

3. For the next researcher

This research was expected to be meaningful information and to give motivation for the next researcher to create another research with different material about teaching English, especially in teaching reading comprehension.

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