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## THE USE OF SHORT STORIES AS MATERIALS FOR BASIC READING CLASSES FOR ENGLISH LANGUAGE EDUCATION STUDY PROGRAM AT UNIVERSITAS EKASAKTI

**Sherly Franchisca**

Universitas Ekasakti  
[sherlyfranchisca.sf@gmail.com](mailto:sherlyfranchisca.sf@gmail.com)

### *Abstract*

Basic reading is conducted to the first semester of English Language Education Study Program at Universitas Ekasakti Padang. There are several text which could be used to in teaching and learning process. One of them are 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. Through those, classroom action research about the use of short stories for Basic Reading class were done for the students which the data were taken from tests, observations, interviews and documentation. Sample of the research were consist of 2 (two) classes of the students. as the result, mean score indicate 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.

*Keywords: Short Stories, Basic Reading Classes, Reading Short Stories*

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## I INTRODUCTION

English is a major language for English Language Education Study Program. In the first semester, they have Basic Reading class. As the basic one, they should learn about the simple and attractive materials in order to make them easy to understand. In fact, stated by Poulkahor (2013) reading is not just a single skill but a combination of many skills and processes which the reader should interact with the text. Through reading, one can teach writing, speaking, vocabulary items, grammar, spelling and other language aspects. Also stated by Hismanoglu (2005) that the literature plays an important role in teaching four basic language skills such as reading, listening, speaking, and writing.

Since, the ability of learning English is divided into several part such as speaking,

reading, writing, and listening. Each of them are connected in learning process. Content knowledge is the most important factor in the learning process of reading. So for a good source of content knowledge it can be mentioned literary texts, and of course the short story. Using short stories in Basic Reading could enhance the students' reading comprehension. In addition, the students can try to draw the implications. Therefore, it make students sensitive to the hidden and implied meaning.

So far, Reading comprehension requires a complex acquisition process which can account for the way that learners comprehend what they read. In reading short stories, the students learn to read the lines and decode the meaning, in reading short stories they learn to read between

the lines. Regarding the issues of literary organization, Arens, Swaffar, and Byrnes (1991) in Ghasemi (2011) observe that “students have greater success with texts that convince, inform and persuade-text with rhetorical illocution-than they do with regards that are purely descriptive.

Thus, for teaching and learning activity, lecturer should decided short stroies text that would be used. Since, the issues of selection is a very significant one in language classes. Regarding literary material, appart from the readers’ linguistic proficiency, text difficulty, depends on text’s characteristics and the reader’s literary competence. Furthermore, the linguistic aspect of the text should concern the language,

style and diction, appropriate to the level of our students; Gillian Lazar in Ghasemi (2011) propose that “the text should be sufficiently challenging without being so difficult as to be demotivating... It should be within the student’s grasp, in terms of linguistic, intelectual, and emotional capacities.”

Throught those, the researcher will conduct a classroom action research about the use of short stories as materials for basic reading classes for English Language Education Study Program at Universitas Ekasakti. As the purpose of the research is to enhance the students comprehension by using short stories.

## II RESEARCH METHOD

This study uses classroom action research as the research design which focuses on the teaching and learning activities. The researcher found and the students could follow the learning process. Therefore, short stories are suitable to help the students understand reading materials. In implementing action research, the researcher teach and observe the students and researchers’ performance.

There are four cicles in this research. If the actions of the cycle show a positive result and reach the criteria of sucess the action will be implemented. The study was conducted at first semester of English Language Education Study Program at Universitas Ekasakti Padang. It involve 2 (two) classes. The researcher implemented the material by using short stories. Data collections in this research are in the form of observation, tests, and documentation. The

instuments were observation sheet and tests. The score obtained from the test given by the researcher. Since, the mean score used in this study to describe the enhancement in students’ learning outcomes by using the mean score in each meeting. This qualitative data is obtained by calculating students’ mean score of the result, and also to find the mean score, it uses formula:

$$x = \frac{\sum x}{N}$$

Description:

$\bar{X}$  = the mean score

$\sum x$  = the sum of the students’ score

N = total number of the students

## III RESULTS AND DISCUSSION

This research has been done in form of pre-activities, whiles activities, and post activities. The researcher focus on how short stories anhanse students’ reading comprehension in Basic Reading class.

### 1.1. Pre-Activities

This stage is greeting the students. After that checked the students’ attendance list. Then share power point view in the screen about the stories which will be given. After that, ask the

students about the picture and they answer it in English while dicuss it.

### 1.2. While-Activities

The researcher present a video about today’s short story while shared test form their first comprehension. After that, ask the students to answer the question in the form. After all of the students finished, the researcher presented slides of the short stories then ask them to read it randomly in order to checked their

pronunciation. Then, identifying plot, characters, conflict, new words, moral value, etc of the stories while discuss it.

### 1.3. Post-Activities

Collecting the students' work, gave evaluation and close the meeting.

Purpose of this study is to describe how short stories can enhance students' reading comprehension. Research question is: How can short stories enhance students' reading comprehension?

After conducted the study and from the research result, the researcher found that teaching reading by using short stories for Basic reading were effective. This is similar to Handayani (2013) entitled, "Using Children Short Stories to Enhance Students' Reading Comprehension". She found that the results showed enhancement in students. In this research also found the same thing.

## IV CONCLUSION

In finding and discussion, it can be concluded that this study answered the research question. The using of short stories can enhance the students' reading comprehension. It can be seen from the mean score of the student's results at all meetings and it reached the criteria of succes.

In the first meeting of action one, the students mean score was 70,05 and in action two, it was enhance 80,15. Then in the last meeting, the students mean score was enhance 85,75. This change proves that using short stories as a strategy that can help the students to enhance their reading comprehension.

Regarding the result of teaching and learning activities, the researcher found the mean score in action one was 70,05. It increased in the second became 80,15, and in the last became 85,75. The students learning result reached the criteria of success. This finding also confirmed by Kirkgöz (2012) about "Incorporating Short Stories in English Language Classes", he found that short stories are a good strategy because it is suitable, motivating students, fun, and it can help students to enhance their understanding.

From the finding of the study, the problem were answered that short stories is success to apply for Basic Reading class. This is because short stories are practical, it can help students to gain knowledge from what they have read, grow their critical thinking because of their interction with the text.

Using short stories as teaching materials and strategy in teaching and learning is a very good way. This is beacuse short stories provide moral lesson and make students could involved in learning activities.

Short stories also give the students time to interact with the text by reading the whole story from various short stories. Besides that, short stories are also interesting because the stories are very diverse and it enriches students' vocabularies. Finally, short stories also make students thinnk critically through what it is conveyed in the stories.

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