

Improving Students Reading Skill Through Short Story at Eleventh Grade of SMA Negeri 4 Kepulauan Aru.

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Abstract : The aim of this research is to describe using short story to improve students' reading skill to getting information in reading. The subject of this research consisted of 17 students took one class at eleventh grade of SMA Negeri 4 Kepulauan Aru. The researcher used quantitative research method. In this quantitative research the design experimental the researcher used a pre-test and post-test design in one group, the data were collected using objective test in multiple choice format. The result of this research the students got significant improvement after the researcher teaching short story in the learning English for students. The result of the pretest students got lowest scores was 35,88 but after the researcher was gave treatment through short story for students the result of posttest the students got highest scores was 74,11. It means that, short story was successful in the teaching and learning English for students.

Keywords: *Reading Skill, Short Story, Getting Information.*

INTRODUCTION

Language is a means of communication. Using language, someone can express his or her ideas, desires, thoughts, and feelings to others. One of the critical languages in the world is English. English is used for communication and to develop science and technology. Language is important to human beings. Without language, people cannot converse with other people. By learning the English language, we are able to establish relationships with people from different countries.

English is a language frequently used by many people worldwide, so it is considered an international language. As an international language, it is used in people's activities

for many purposes. English is also used in formal and informal education as a second or foreign language. In Indonesia, English is a foreign language that consists of four skills: listening, speaking, reading, and writing. These four skills are usually considered integral systems because they support each other.

Reading is one of the most essential skills that the student should master. People do their activities by reading to get the newest information from printed materials, such as textbooks, newspapers or magazines. Finnochiaro and Bonomo (1973: 199) state, 'Reading is bringing meaning to getting meaning from printed or written material'. In teaching a foreign language, reading is an essential basic skill. Through reading, students may improve their knowledge about the language itself. Grabe and Stoller, as cited in Murcia (2001), pointed out that students can enrich their knowledge by reading.

Besides that, reading is a complex process in which the reader uses mental content to obtain the meaning of materials, and the understanding of skill is an ability to increase the quality of the reading process. It would be needed to get information and messages from the text. It would be easy if a student had a strong desire for or high motivation and skill in reading the text. Reading is also crucial and indispensable for students because the success of their studies depends on their ability to read. If their reading skill is poor, they are very likely to fail in their study, or at least they will have difficulty making progress with others; if they have a good ability in reading, they will have a better chance to succeed in their study.

Based on the researcher's observation in learning English at SMA Negeri 4 Kepulauan Aru, most learners still lack in the English teaching process, especially in reading class. The researcher found that some of the students had problems in reading English. Some students read very slowly and do not understand the text because they do not know the word's meaning or vocabulary. So, the students did not know how to read and locate information in the text.

In order to make students understand the reading texts in English, teachers need to use techniques in the learning process. Moreover, teachers must know how to make students interested in learning. So, teachers should make various exciting activities and materials to interest students in the teaching and learning process. If the teacher has a good mastery of various learning strategy techniques taught to students, students will be interested and motivated to learn. In this study, the researcher conducted research by using a short story.

The students need simple, attractive, authentic, and enjoyable material for reading comprehension. The short story tells us about an exciting story that can make students enjoy.

RESEARCH METHOD

In this research, the researcher used quantitative research method in Experimental. The researcher used a pre-test and post-test design in one group. Pre-test and post-test was a form of evaluation that serve to determine the progress or development of student learning. Pre-test was a test that was done at the beginning of learning, while post-test is a test was done at the end of the learning.

According to Hatch and Farhady (1982:20), Pre-test is give before treatment and post-test is give after the treatment. The design could be seen in the folowing the representation of the design :

Table 1. Representation of The Design

| Pre-test | Treatment | Post- |
|----------|-----------|-------|
| | | test |
| T1 | X | T2 |

Where :

T1 = Test before the Treatment (Pretest)

X = Experimental Treatment

T2 = Test after the Treatment (posttest)

The subject of this research was one class of eleventh grade students of SMA Negeri 4 Kepulauan Aru with 17 students in all.

1. In analysis the data, the researcher used mean score formula. According to Hatch and Farhady (1982) state that :

$$\text{Score formula : } X = \frac{\sum x}{N}$$

Where :

X = Mean Score

$\sum x$ = All score of the sample

N = Total of students

2. To measure the data pre-test and post-test, researcher did mean score, standard deviation, t-test, gain score analyzed by SPSS (statistic product and statistic solution) version IBM SPSS statistics 29.0.2.0 program.

FINDINGS AND DISCUSSION

Presentation of the Data

In this research was a quantitative research, the data were collected from 17 students from XI IPA as subjects in this study. The data collected was presented in table 1.

The scores of the students in pretest and posttest

| NO | Pretest Scores | Posttest Scores |
|----|----------------|-----------------|
| 1 | 20 | 50 |
| 2 | 30 | 80 |
| 3 | 50 | 80 |
| 4 | 30 | 70 |
| 5 | 20 | 60 |
| 6 | 30 | 70 |
| 7 | 60 | 80 |
| 8 | 30 | 70 |
| 9 | 40 | 80 |
| 10 | 30 | 70 |
| 11 | 30 | 80 |
| 12 | 30 | 80 |
| 13 | 30 | 70 |
| 14 | 30 | 70 |
| 15 | 40 | 80 |
| 16 | 50 | 80 |
| 17 | 60 | 90 |

Analysis of the Data

Based on the pretest data mentioned in the table 1 above. The frequency distribution of pretest scores and posttest scores was calculated. Result of frequency distribution of the pretest scores was shown in table 2.

Calculation of Frequency Distribution

The frequency distribution of the pretest was shown below.

Table 2. The Frequency Distribution of pretest scores (x)

| Scores | Tally | Frequency (F) | Frequency % | Cumulative Frequency | Cumulative Percentage % |
|--------|-------|------------------|----------------|-------------------------|----------------------------|
|--------|-------|------------------|----------------|-------------------------|----------------------------|

| | | | | | |
|-------------|-------------|---|--------|----|------|
| 60 | <i>II</i> | 2 | 11,76% | 17 | 100% |
| 50 | <i>II</i> | 2 | 11,76% | 15 | 88% |
| 40 | <i>II</i> | 2 | 11,76% | 13 | 76% |
| 30 | <i>IIII</i> | 9 | 52,94% | 11 | 64% |
| <i>IIII</i> | | | | | |
| 20 | <i>II</i> | 2 | 11,76% | 2 | 11% |

From the table above, in the pretest, two or (11,76) students got a score of 60, two or (11,76) students got a score of 50, two or (11,76) students got a score of 40, nine or (52,94) students got a score of 30, and two or (11,76) students got a score of 20. From this data of pretest the highest score is 60, and the lowest score is 20.

From the table of pretest above, it can be seen that, in the pretest there were two students got the lowest score of 20, nine students got a score of 30, two students got a score of 40, two students got a score of 50, and two students got the highest score of 60.

As with frequency distribution of pretest scores, frequency distribution of posttest scores was calculated using the same formula. Result of frequency distribution of the posttest scores was shown in table 3.

Table 3. The Frequency Distribution of posttest scores (y)

| Scores Y | Tally | Frequency (F) | Frequency % | Cumulative Frequency | Cumulative Percentage % |
|-------------|-------------|------------------|----------------|-------------------------|----------------------------|
| 90 | <i>I</i> | 1 | 5,88% | 17 | 100% |
| 80 | <i>IIII</i> | 8 | 47,05% | 16 | 94% |
| <i>III</i> | | | | | |
| 70 | <i>IIII</i> | 6 | 35,29% | 8 | 46% |
| <i>I</i> | | | | | |
| 60 | <i>I</i> | 1 | 5,88% | 2 | 10% |

| | | | | | |
|----|----------|---|-------|---|----|
| 50 | <i>I</i> | 1 | 5,88% | 1 | 4% |
|----|----------|---|-------|---|----|

From the table above, in the posttest scores, one or (5,88%) student got a score of 90, eight or (47,05%) students got a score of 80, six or (35,29%) students got a score of 70, one or (5,88%) student got a score of 60, and one or (5,88%) student got a score of 50. From this data of posttest the highest score is 90 and the lowest score is 50.

From the table of posttest above, it can be seen that, in the posttest there was only one student have the lowest score of 50, one student got a score of 60, six students got a score of 70, eight students got a score of 80, and only one student got the highest score of 90.

Calculation of the mean and Standartd Deviation of X and Y mean

Table 4. Results of Sum and sum Square Calculation

| NO | Pretest (X) | X ² | Posttest (Y) | Y ² |
|----|----------------|----------------|-----------------|----------------|
| 1 | 20 | 400 | 50 | 2.500 |
| 2 | 30 | 900 | 80 | 6.400 |
| 3 | 50 | 2.500 | 80 | 6.400 |
| 4 | 30 | 900 | 70 | 4.900 |
| 5 | 20 | 400 | 60 | 3.600 |
| 6 | 30 | 900 | 70 | 4.900 |
| 7 | 60 | 3.600 | 80 | 6.400 |
| 8 | 30 | 900 | 70 | 4.900 |

| | | | | |
|-------|------------------|----------------|----------------|----------------|
| 9 | 40 | 1.600 | 80 | 6.400 |
| 10 | 30 | 900 | 70 | 4.900 |
| 11 | 30 | 900 | 80 | 6.400 |
| 12 | 30 | 900 | 80 | 6.400 |
| 13 | 30 | 900 | 70 | 4.900 |
| 14 | 30 | 900 | 70 | 4.900 |
| 15 | 40 | 1.600 | 80 | 6.400 |
| 16 | 50 | 2.500 | 80 | 6.400 |
| 17 | 60 | 3.600 | 90 | 8.100 |
| N= 17 | $\Sigma X = 610$ | $\Sigma X^2 =$ | $\Sigma Y^2 =$ | $\Sigma Y^2 =$ |
| | | 24.300 | 1.260 | 94.800 |

Thus,

The mean of pretest (X):

$$X = \frac{\text{Score Total}}{\text{Sample}}$$

$$X = \frac{610}{17}$$

$$= 35,88$$

The mean of posttest (Y):

$$X = \frac{\text{Score Total}}{\text{Sampel}}$$

$$X = \frac{1.260}{17}$$

$$= 74,11$$

It can be seen that, the mean of the pretest and posttest of student result, the pretest was 35,88 while the posttest was 74,11. The average posttest is greater than the pretest. Before teaching short story for students, they have low score. With the result of students after given first test or pretest they only got a score was 35,88.

But after teaching short story as a treatment for students, they had improvement with in the second test in posttest they got a score was 74,11. It means after using short story in learning english for students can improving students reading skill trough short story.

4.3 The pre-test and post-test using SPSS Version IBM SPSS Statistics

29.0.2.0 Program

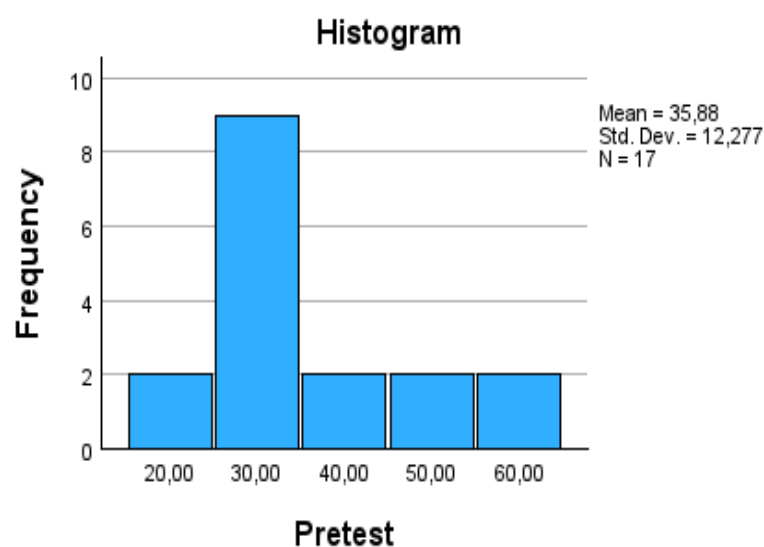
Table 5. Normality Test

| Tests of Normality | | | | | | |
|--------------------|---------------------------------|----|-------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | Df | Sig. |
| Pretest | ,331 | 17 | <,001 | ,827 | 17 | ,005 |
| Posttest | ,264 | 17 | ,003 | ,851 | 17 | ,011 |

a. Lilliefors Significance Correction

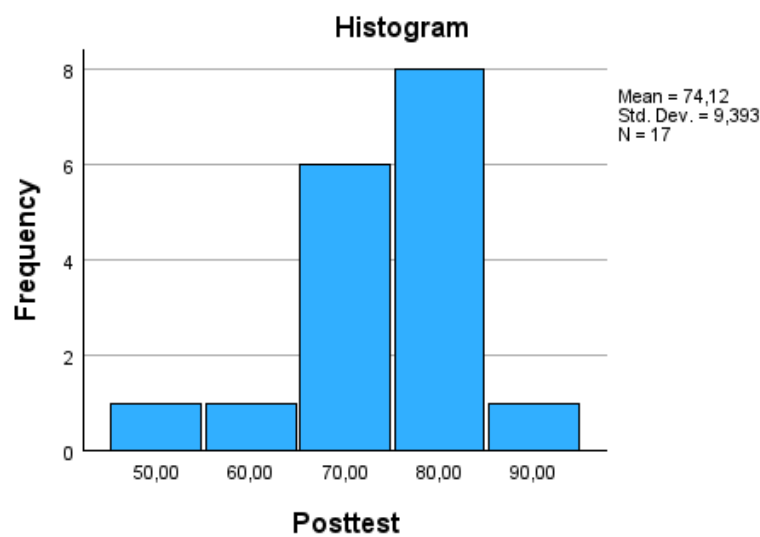
Based on table 5 above, it can be seen that the value of the pretest 0.005 and posttest was 0.011. The results of the normality test on the pretest and posttest on the sample have higher scores from a significance value 0.05. It means that all data obtained normally.

4.3.1 The Result of Student's Pre-Test Score of Frequency



The histogram above shown the level of pre-test scores of 17 students which is quite low from the lowest 20 to the highest only 60. There are 2 students got score 20, 9 students got score 30, 2 students got score 40, 2 students got score 50, and 2 students got score 60.

4.3.2 The Result of Student’s Post-Test Score of Frequency



The histogram above shown the high level of achievement of the post-test scores of 17 students from the lowest score of 50 to the highest score of 90. There are 1 student got score 50, 1 student got score 60, 6 students got score 70, 8 students got score 80, 1 student got score 90.

Table 6. Homogeneity Test

Tests of Homogeneity of Variances

| Levene Statistic | df1 | df2 | Sig. |
|---------------------|-----|-----|------|
|---------------------|-----|-----|------|

| | | | | | |
|----------------------|--------------------------------------|-------|---|--------|------|
| Pretest and Posttest | Based on Mean | 1,482 | 1 | 32 | ,232 |
| | Based on Median | ,125 | 1 | 32 | ,725 |
| | Based on Median and with adjusted df | ,125 | 1 | 30,374 | ,726 |
| | Based on trimmed mean | 1,296 | 1 | 32 | ,263 |

Based on table above it can be seen that the value of the pretest and posttest was higher score than the significance 0,05. It can be concluded the data were homogeneous. The next step is to do parametric test using the t-test analysis results from the average value of students' reading skill can be obtained from the results of the paired sample t-test

Table 7. Paired Sample t-test

| Paired Samples Correlations | | | | Significance | |
|-----------------------------|---------|------------|----|--------------|-------------|
| | | | | One-Sided p | Two-Sided p |
| Pair 1 | Pretest | & Posttest | N | Correlation | |
| | | | 17 | ,752 | <,001 |

| Paired Samples Test | | | | | | | | | |
|---|----------------|-----------------|------------|-------|---|----|--------------|-------------|--|
| Paired Differences | | | | | | | Significance | | |
| 95% Confidence Interval of the Difference | | | | | | | One-Sided p | Two-Sided p | |
| Mean | Std. Deviation | Std. Error Mean | Difference | | t | df | | | |
| | | | Lower | Upper | | | | | |

| | | | | | | | | | | |
|------------|----------------------------------|-------------------|-------------|-------------|-------------------|-------------------|-----------------|---|-----------|-----------|
| P air 1 | Pr etest – Postt est | - 38,23 529 | 8,0 8957 | 1,9 6201 | - 42,394 57 | - 34,07 602 | - 19,48 8 | 6 | <,0 01 | <,0 01 |
|------------|----------------------------------|-------------------|-------------|-------------|-------------------|-------------------|-----------------|---|-----------|-----------|

Based on table above that shown the result of sig. (2-tailed) is at 0,001 which is indicate that alternative hypothesis (H1) can be accepted and the null hypothesis (H0) is rejected. Based on the hypothesis statement, it can be concluded that the short story is effective to improve student reading skill.

Table 8. N gain Score

| Descriptive Statistics | | | | | |
|------------------------|----|-------------|-------------|-------------|-------------------|
| | N | Minim um | Maxim um | Mean | Std. Deviation |
| Ngain_Score | 17 | ,38 | ,75 | ,6018 | ,09554 |
| Ngain_Percenta ge | 17 | 37,50 | 75,00 | 60,175 1 | 9,55391 |
| Valid (listwise) | N | 17 | | | |

The data of this research then analyzed statistically by testing the pretest and posttest values the average value between pretest and posttest using the N-gain test to determine the level of effectiveness of the action. The categorized into the criteria for average N-gain score is moderate. The gain score of the pretest is 0,6018. While gain score of the posttest is 0,60,1751. The categorized from N-gain score if the N-gain value is greater than 0.7, so the category is high. And if the N-gain value is between 0.3 to 0.7, so the category is medium. The category of interpretation of the effectiveness of the N-gain score in percentage form. If the N-gain score is between 56 to 75% so the interpretation is quite effective. So, it can be concluded that this research is quite effective improving students reading skill through short story.

Discussion

This research, the researcher used quantitative research method through experimental design in one group with pretest and posttest. The subject of this research was one class of SMA Negeri 4 Kepulauan Aru, the eleventh grade, which consists of 17 students. The researcher used short story in the teaching and learning English for students to improve students reading skill in getting information from the reading text.

To know the ability of students in getting information in reading text in English, the researcher given the first test as a pretest with 10 questions and the type of test multiple-choice format, the multiple-choice test select the one with four options per item. After the researcher know the ability result of students got a lowest scores. The researcher given the treatment about several short story after pretest. And then the researcher given the second test as a posttest with 10 questions with the same type of test in pretest for students after treatment. And the result of students ability in getting information and understand the reading text they got the highest score. It means the short story effective to improve students reading skill.

the statistical analysis carried out as followed :

In the pretest, two or (11,76) students got a score of 60, two or (11,76) students got a score of 50, two or (11,76) students got a score of 40, nine or (52,94) students got a score of 30, and two or (11,76) students got a score of 20. From this data of pretest the highest score is 60, and the lowest score is 20. The total score in pretest (T1) of 17 students is 610. In the posttest scores, one or (5,88%) student got a score of 90, eight or (47,05%) students got a score of 80, six or (35,29%) students got a score of 70, one or (5,88%) student got a score of 60, and one or (5,88%) student got a score of 50. From this data of posttest the highest score is 90 and the lowest score is 50. The total score in posttest (T2) of 17 students is 1.260.

Before researcher give treatment, in pretest students got low scores, and after the researcher given treatment for student and given second test in posttest some of students still got low score. The researcher concludes that the students are still got

low score in posttest, this is because some of students still lack of knowledge in english they still fell difficulty in learning english. So students did not understand and difficult to getting information in reading text in english.

The results of the data analyzed with using SPSS, the data used in this research has met the pre-requisite tests because all data is normally distributed and homogeneous, and based on paired sample t-test shown the result of sig.(2-tailed) is at 0,001 that alternative hypothesis (H1) can be accepted and the null hypothesis (H0) is rejected. From the data that has been included that the posttest results are highest then the pretest. It means the short story is effective to improve student reading skill.

With using short story in learning english for students are easy to learn student can get a new vocabulary in reading text to improve their ability and help them to understand the meaning of word in reading text in english. The use of short story as a media in the learning process is effective for english teacher and interesting for student learning english through short story and help students to improve students reading skill. According to Crumpley & Smith state that, short stories link education with entertainment to make learning easier and more interesting. So, short story very important to help students in learning english and as a way to improve students ability. According to Collie & Slater (1988) state that, short stories are an ideal way to introduce literature to students. Through short story students can lern more about vocabulary.

Conclusion

The result of this research with used short story in the learning english for students at eleventh grade of SMA Negeri 4 Kepulauan Aru, improved through the use of short story. It can be seen from difference between the result of the pretest before use short story as a treatment so the students get lowest score, after given the first test. But after given treatment used short story in learning were better than and given the second test for the students the result of posttest the students got the highest score.

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