

THE USE OF SHORT STORIES AS MEDIA TO DEVELOP STUDENTS READING COMPREHENSION AT ELEVENTH GRADE STUDENTS AT SMK KRISTEN 2 TOMOHON

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Abstract: This research focuses on the use of short stories as media to develop students' reading comprehension at eleventh grade students at SMK Kristen 2 Tomohon. The research sample consisted of 20 students at class Fase F XI TJKT 1. A quantitative research method was used, employing a Pre-Experimental Design form of one group pre-test and post-test design. The instrument used in this research was a multiple-choice test consisting of 20 items. Data were analyzed using mean score formula to see significant differences between the pre-test and post-test scores. The results showed that there was a significant difference between pretest and posttest scores. The result of students' pre-test was 44,1 and the post-test was 76,25. The different score between pre-test and post-test was 32,15. The result of this research indicates that the mean score of post-test was higher 32,15% more than pre-test. This shows that the use of short stories method is effective to develop students' reading comprehension at eleventh grade students at SMK Kristen 2 Tomohon. In addition, students report that the short stories help them to focus more and understand the text better. In conclusion, this research recommends that the short stories method be used as an alternative learning in teaching reading especially reading comprehension in schools.

Keywords: *Short Stories, As Media, Develop, Reading Comprehension.*

INTRODUCTION

One of the most crucial abilities for learning is reading. The majority of the course topics were built around reading assignments. Nearly all academic programs place a high value on reading. Many children read for a variety of reasons, including to comprehend any texts they come across in their daily lives as well as the information provided by their teachers. Since students will read to learn a variety of

things in their reading, such as new facts and concepts, it implies that reading is the initial step to studying in many subjects.

Most kids have trouble reading literature written in English. According to Kenneth Beare, reading is a crucial component of learning English. When learning English as a foreign language, pupils should have the ability to read well. Reading, in Harmer's opinion, is particularly helpful for learning a language and improves pupils' writing, spelling, and vocabulary. Students constantly deal with texts that they must comprehend, thus it is crucial. Reading is a technique to access knowledge and information. Students who are proficient readers will advance and develop significantly across the board throughout their academic careers. Students should have the ability to read comprehension in order to grasp reading.

Reading comprehension is the process by which we make sense of the written content we have read using prior knowledge of the text. To comprehend what has been read and comprehend the implied meaning, Laura claims that reading comprehension is a crucial skill. Students may attempt to make sense of what they read by linking personal experiences and other information to the concepts in the book in order to better understand it. It serves as reading's objective. Reading comprehension is the process of determining the topic, primary concept, supporting ideas, and writer's message based on prior knowledge or experience, according to the definition provided above.

In general, there are numerous approaches and methods for develop students' reading comprehension. However, there are situations when educators are not aware of useful technological applications for the teaching and learning process. There are numerous methods for assisting children in develop their reading comprehension. Using engaging teaching materials is one method. The author of this study hopes to develop pupils' reading comprehension by using short stories.

In fact, based on the writer's experience during PPL/PLP 2 in SMK Kristen 2 Tomohon, Many students find it difficult to understand and comprehend the English text, including narative ones. The difficulty could be seen in the teaching and learning process, and as a result of observation, of the 20 students, only ten had to understand; the others did understand. The difficulties are caused by many factors,

such as student passiveness toward reading. The students do not have motivation to read text. Most of the students are not interested in studying reading. They feel bored reading narrative text comprehensively. It is accepted that motivation will influence the students' reading habits. Based on the previous problems, the writer intends to study more about "The Use of Short Stories As Media to Develop Students' Reading Comprehension at Eleventh Grade at SMK Kristen 2 Tomohon. Based on the observation at SMK Kristen 2 Tomohon, the researcher found out that most of the eleventh grade students do not understand and comprehend what they have read; therefore, they do not answer the question related to the text given. The writer was interested in applying short stories as media in teaching reading comprehension because it is considered an effective and interesting strategy to develop student reading comprehension, especially in narrative text. Can the use of short stories as media develop students' reading comprehension at Eleventh Grade of SMK Kristen 2 Tomohon. The purpose of the studies is to know whether short stories as media can develop students reading comprehension at the Eleventh Grade of SMK Kristen 2 Tomohon. The Latin word *media*, which literally translates to "middle," "intermediate," or "introduction," is called *medius*. *Media* in Arabic refers to the transmission of a message from the sender to the recipient. The *media*, when viewed broadly or as human content or events, according to Gerlach and Elly (2971), fosters the development of knowledge, abilities, and attitudes in pupils.

Messages can be transmitted through the use of *media* (Bovee, 1997). The phrase "*media*" can be used to mean anything that serves as a conduit or disseminates information from the message's source to its intended audience. According to John D. Latuheru, the *media* serves an educational purpose through disseminating knowledge that has educational values.

Some of the aforementioned viewpoints serve as examples of how learning *media* are tools used to transmit messages from sender to receiver or from instructor to student in order to successfully and efficiently pique students' interests and excite their thoughts, feelings, and concerns during the learning process. Short stories contain distinct components much like other narratives. Regarding how many aspects the short story contains, some people anticipate differing viewpoints.

The short story reportedly comprises six elements, according to Gordon and Kuehner. As for the short story itself, Diyanni claimed that it has seven components. Irony and symbolism are among the distinctions. According to Diyanni, irony and symbolism are components that will aid the reader in condensing a substantial amount of meaning into a condensed amount of time and comprehending the work. When the two works expound on other features like story, setting, character, topic, and style, it still makes sense. The author of this study describes the concepts that are exclusive to Gordon and Kuchner's book. One of the most crucial abilities in learning a language is reading. Reading is a tool for learning a language, communicating, and exchanging ideas. It is a complex interplay between the text and the reader, like all languages. Reading is more than just speaking the written words out or reading each line of a page of text line by line. It consists of a variety of combined activities. Reading is an active process in which readers connect information in the text to what they already know. It is not intended to be a passive activity.

According to Brown (1994), your prior experience learning a language will probably have an impact on your ability to read definitions in a foreign language. According to Brown (2004:185), teachers should not be surprised if students are able to read in a foreign language. He adds that reading, which is undoubtedly the most important skill for success in all educational environments, continues to be a talent of paramount relevance as we develop general language proficiency assessments. It might be said that reading in a foreign language involves learning because it is a skill that students must develop. Reading is therefore the most crucial skill for success in the educational setting. Reading is not just a tool for comprehension; it also helps us comprehend how authors convey meaning and develops our capacity to translate that meaning for our own understanding. Reading can therefore increase our knowledge because every word has to be understood in order for it to have meaning. Reading helps us learn more and acquire more information. It implies that learning to read is crucial.

RESEARCH METHOD

The author's investigation was carried out using quantitative research. "Quantitative research methods can be interpreted as the research method used based on the philosophy of positivism to examine the population or a particular sample," Sugiono (2010:14) stated. "The sampling technique is generally carried out at random, using a data collection instrument and quantitative research data analysis or statistics with the aim of testing the hypothesis set." With a pre-experimental design, researchers employ quantitative research techniques. A one group pretest-posttest design was adopted as the pre-experimental strategy.

Table 1. Paradigm of Research

CC	Class	Pre-test	Treatment	Post-test
	Class of XI fase F TJKT 1	T1	X	T2

Where:

Class XI fase F TJKT 1 = Experiment class
 T1/T2 = Pretest/Posttest
 X = Symbolize of the treatment

The subject of this study the elevent grade students (class XI fase F TJKT 1) SMK Kristen 2 Tomohon which consist 20 stdents. The mean score was computed by adding the results of the actual test (pre- and post-test). The following is the formula for calculating the mean score:

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

Where:

M = The mean score

$\sum X$ = The Sum of item Scores

N = The Sum of student

FINDINGS AND DISCUSSION

Findings

The data from the research that had been carried out were taken from one class, consisted of 20 students in class XI fase F TJKT 1 at SMK Kristen 2 Tomohon . This research used quantitative research through Pre-Experimental design with one group pre-test and post-test design. The data taken was collected based on a test given with a number of 20 numbered multiple choice questions. Finally, the data was presented in tabular form as follow.

Tabel 2. The computation of the pre-test mean score

Sum of Student	T1
1.	70
2.	49
3.	42
4.	36
5.	39
6.	40
7.	59
8.	30
9.	30
10.	38
11.	36
12.	36
13.	40
14.	30
15.	65
16.	40
17.	32
18.	67
19.	54
20.	49
Total	882

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

$$M = \frac{882}{20}$$

$$M = 44,1$$

The pre-test's average score was 44,1. According to the results of the pre-test, out of the 20 students that participated (T1), the highest score was 70 and the lowest was 30. It revealed that pupils' pre-test performance was poorer.

Table 3. The computation of post-test mean score

Sum of Student	T2
1.	91
2.	89
3.	54
4.	87
5.	60
6.	60
7.	80
8.	75
9.	50
10.	50
11.	89
12.	75
13.	91
14.	79
15.	86
16.	89
17.	80
18.	85
19.	75
20.	80
Total	1525

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

$$M = \frac{1525}{20}$$

$$M = 76,25$$

The post-test had a mean score of 76,25. 50 was the lowest and 91 was the highest score. It demonstrated the growth in student achievement.

Table 4. Matrix of Pre-test and Post-test

Sum of Student	Pre-test	Post-test
1.	70	91
2.	49	89
3.	42	54
4.	36	87
5.	39	60
6.	40	60
7.	59	80
8.	30	75
9.	30	50
10.	38	50
11.	36	89
12.	36	75
13.	40	91
14.	30	79
15.	65	86
16.	40	89
17.	32	80
18.	67	85
19.	54	75
20.	49	80
Total	882	1525

The findings of this study demonstrate that using short stories to develop pupils' reading comprehension is successful. The post-test's value is greater than its pre-test counterpart. In other words, implementing the short story technique can help pupils develop their reading comprehension.

Table 5. Students Gaining Scores

	Pre-test	Post-test	Gained Scores
1	70	91	21
2	49	89	40
3	42	54	12
4	36	87	51
5	39	60	21
6	40	60	20
7	59	80	21
8	30	75	45
9	30	50	20
10	38	50	12
11	36	89	53
12	36	75	39
13	40	91	51
14	30	79	49
15	65	86	21
16	40	89	49
17	32	80	48
18	67	85	18
19	54	75	21
20	49	80	31
Total	882	1525	643

20 students took the test, as shown in table 4.4, with a combined pre-test score of 882, combined post-test score of 1.525, and combined acquired score of 643. Then, 30 and 70, respectively, were the lowest and highest pre-tes scores. The range of the post-test results was 50 to 91, with 50 being the lowest score and 91 representing the highest. The mean before the exam was 44,1, while the mean

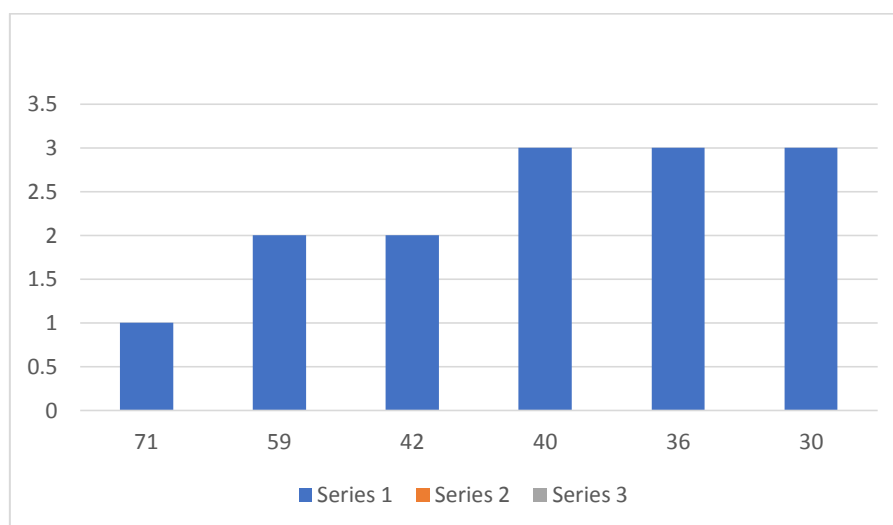
after the test was 76,25. The Short Stories method, which was used to develop pupils' reading comprehension, was used to obtain these results. Therefore, it is clear that there are significant differences between the pre-test and post-test results in terms of achievement.

Table 6. Frequency distribution matrix of pre-test

Scores	Tally	Frequency	Frequency %	Cummulative Proportion	Cummulative Percentage
70	I	1	7%	14	100%
42	II	2	15%	13	93%
36	III	3	21%	11	78%
40	III	3	21%	8	57%
59	II	2	15%	5	36%
30	III	3	21%	3	21%

Table 4.5 revealed that 1 student received 70 or 7% of the total, 2 students received 42 or 15%, 3 students received 36 or 21%, 3 students received 40 or 21%, 2 students received 59 or 15%, and 3 students received 30 or 21%.

Figure 1. Result of Student's Pre-Test Score Frequency.



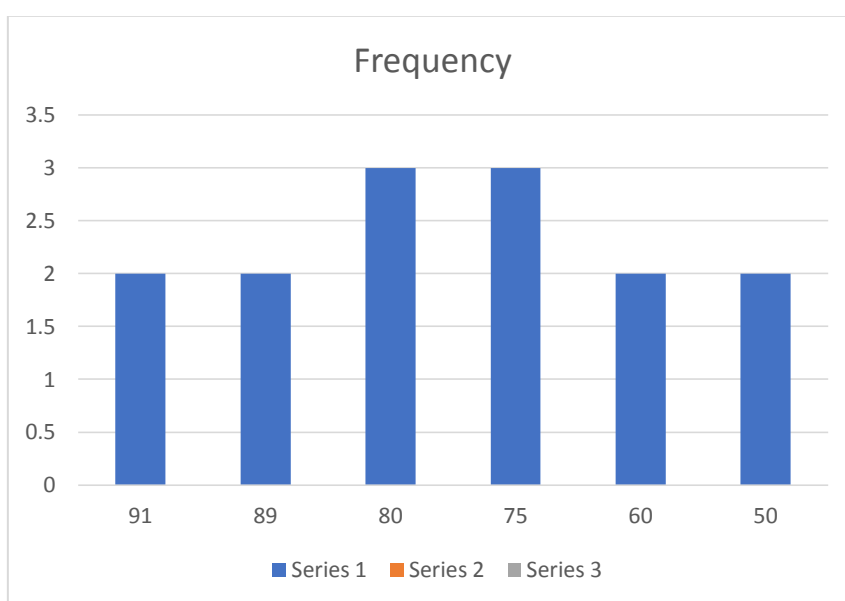
The score of 20 students was lower in the pre-test (T1), as shown by the histogram above. The histogram revealed that one student received 70, two received 59, two received 42, three received 40, three received 36, and three received 30.

Table 7. Frequency distributions matrix of Post-Test

Scores	Tally	Frequency	Frequency %	Cummulative Proportion	Cummulative Percentage
91	II	2	14%	14	100%
89	II	2	14%	12	86%
80	III	3	22%	9	72%
75	III	3	22%	6	50%
60	II	2	14%	4	28
50	II	2	14%	2	14%

Table 4.6 revealed that 2 students each scored 91 or 14%, 2 students each scored 89 or 14%, 3 students each scored 80 or 22%, 3 students each scored 75 or 22%, 2 students each scored 60 or 14%, and 2 students each scored 50 or 14%.

Figure 2. Result of Student’s Post-Test Score Frequency.



From the histogram above we can see that students score from 20 students was develop in pre-test (T2). The histogram showed that, 2 students got 91, 2 students got 89, 3, students got 80, 3 students got 75, 2 students got 60, 2 students got 50.

Table 7. Recapitulation of Mean Scores of Pre-Test and Post-Test

Test	Score
T1	44,1
T2	76,25

Discussion

This study sought to ascertain whether short stories have a significant effect on pupils' reading comprehension. The short story technique is one of the methods the English instructor could use in class to improve the students' reading comprehension. The four fundamental components of language are listening, speaking, reading, and writing. Students often struggle with reading comprehension because while they can understand each word on its own, they find it difficult to put word meanings together to form significant ideas and to understand the text as a whole. The reasons why pupils perform poorly in reading can vary.

According to the information given, 20 students participated in the test. One student received a score of 70, or 7%, two students received a score of 42, or 15%, three students received a score of 36, or 21%, three students received a score of 40, or 21%, two students had a score of 59, or 15%, and three students received a score of 30, or 21. Pre-test results show that the students' reading comprehension was less than expected.

Four of the 20 students who participated in the post-test received a score of 91, or 14%, two received an 89, or 14%, three received 82, or 22%, three received 75, or 22%, two received 60, or 14%, and two received 50, or 14. The outcome demonstrated an development in the students' reading comprehension. The pre-test

mean score is 44,1 and the post-test mean score is 76,25. One could argue that the post-test result is superior to the pre-test.

CONCLUSION

The purpose of this study was to determine whether reading comprehension among students was significantly impacted by short stories. One strategy the teacher could employ in English class to develop the pupils' reading comprehension is the short story approach. Although they can comprehend each word on its own, students frequently struggle with reading comprehension because they find it challenging to combine word meanings into meaningful ideas and to comprehend the text as a whole. There are a variety of reasons why students struggle with reading

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