USING SHORT STORY
TO IMPROVE STUDENT'S READING COMPREHENSION
(A Study at the Second Year Student of SMPN 2 Kota Bengkulu)

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Abstract
The title of this research is Using Short Story to Improve Students' Reading Comprehension At the Second Year Students Of SMPN 2 Kota Bengkulu. The objective of this research was to know the differences in students score and also to know whether the students interest was improved or not, after did a treatment using short story and handbook. The instrument of these research was questionnaire. The result from short story was satisfactory. The mean score from pre-test was 45.1 for experimental class and 45.25 for control class. The differences both of class was 0.15 point. While the result of post-test was 55.9 for the experimental class and 51.8 for the control class. The differences in both classes was 4.1. It can be concluded that the experiment was successful. The explanation above shows that the differences in improving students' score and interest by giving the treatment, and the differences score between two classes are significant. It means that reading activity by using short story could improve students reading comprehension in class I of SMPN 2 Kota Bengkulu.

Keywords : Using Short Story, Improve Reading Comprehension.

1. Introduction

English is a purely foreign language in Indonesia. That is why, Indonesian students especially Junior High School, find difficulties in learning English. There is no way for them except trying to learn English if they want to adapt themselves in these era. The success of someone in learning is often supported by his willingness to read a lot. It does not matter whether he reads scientific writing (journal or books on social or natural sciences) or popular writing (magazines, newspaper, or novels). All of that give a lot of advantages to the reader to increase his knowledge. The student's interest in reading is very important for improving their achievement, because if the students do not have interest in it they will not be eager to read.

The unwillingness in reading and the need to achieve a success in English among junior high school students create a problem. They want to improve their English, but they are not really willing to read English. They consider that English is difficult to learn before eventually trying to learn it.

The Researcher has done a pre-survey in the place that will be used as target of population in this research. In SMPN2 Kota Bengkulu especially in class VIII, they always read English materials lazily in the classroom. They said the materials or the topics are not interested to read. They bored of the monotonous topic. That makes one reason for researcher to introduce a new way to encourage the reading willingness in student itself using short story. The researcher using short story because in teenagers' level, short story is the most interested literary work to read. It because short story not too long to read and has various interesting topics. So hopefully through this way, they can improve their comprehension in reading without boredom.

The researcher chose SMPN2 Kota Bengkulu to be a population and sample because as we know that SMPN2 is one of the favorites school in Kota Bengkulu beside SMPNI and SMPN4. The researcher chose this school because the researcher saw the real trouble
like researcher explained above. With this case, maybe useful for the students to improve their comprehension in reading.

2. Literature Review
2.1 Reading

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation, Leipzig (2001). It learn how readers integrate these facets to make meaning from the printed materials. Reading is making meaning from print. It requires that we:

a. Identify the words in print - a process called word recognition
b. Construct an understanding from them - a process called comprehension
c. Coordinate identifying words and making meaning so that reading is automatic and accurate - an achievement called fluency

Sometimes we can make meaning from print without being able to identify all the words. Remember the last time we got a note in messy handwriting? We may have understood it even though we couldn't decipher all the scribbles.

Sometimes we can identify words without being able to construct much meaning from them and sometimes we can identify words and comprehend them, but if the processes don't come together smoothly, reading will still be a labored process.

Emerald (1932) in Ramlan (2002) says that reading is more than a symbol recognition of graphic symbols of words. Its progressive comprehension of the meaning and ideas are represented by a sequence of words. It includes seeing the word, recognizing the word to its context. From the description we could say the reading is not simply thing, calling out the name of the words, but complex intellectual process, knowing the meaning of the words and massage of the text.

Basically, reading is an advantageous activity, although the motivation of people to read are varied. People read to get information, to learn something, or just for fun. We often hear an opinion which says that the more we read, the more knowledge we learn. Reading can be entertaining as well as informative. It is not an exaggerated statement, for we really take a lot of advantages through reading, no matter what we read (whether we read scientific books or articles or popular ones). By reading we will know and get something to enrich and enlarge our knowledge. People who like reading have the biggest opportunity to improve their career. In today's school, the importance of reading has been emphasized to the students.

To get a better sense of the complexity of reading, read what some experts in the field have said about the reading process:

a. What do we read?
   The message is not something given in advance--or given at all--but something created by interaction between writers and readers as participants in a particular communicative situation. (Harris: Rethinking Writing, 2000).

b. Reading is asking questions of printed text. And reading with comprehension becomes a matter of getting your questions answered. (Smith: Reading Without Nonsense, 1997).

c. Reading is a psycholinguistic guessing game. It involves an interaction between thought and language. Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses which are right the first time. The ability to anticipate that which has not been seen, of course, is vital in reading, just as the ability to anticipate...
what has not yet been heard is vital in listening. (Goodman: Journal of the Reading specialist, 196T)

d. Literacy practices are almost always fully integrated with, interwoven into, constituted as part of, the very texture of wider practices that involve talk, interaction, values, and beliefs. (Gee: Social Linguistics and literacies, (1996)

2.1.1 Reading Comprehension

Reading comprehension strategies are tools that students can use to help determine the meaning of what they read. The strategies presented in Reading Comprehension section are those which enable students to interact with fiction or non-fiction, in order to understand and answer questions about what they have read.

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake tests that control advancement through elementary middle, and high school and which determine entrance to college are in large parts. measure of reading comprehension skills. And while there are test preparations which will provide a few short-cuts to improve test-taking strategies, these standardized tests tend to be very effective in measuring a readers reading comprehension skills. In short, building reading comprehension skills requires a long term strategy in which all the reading skills areas (phonics, fluency, vocabulary) will contribute to success.

2.1.2 How to Improve Reading Comprehension

The purpose of reading is to connect the ideas on the page to what you already know. If we don't know anything about a subject, then pouring words of text into our mind is like pouring water into our hand. We don't retain much.

Similarly, if we like sports, then reading the sports page is easy. we have a framework in our mind for reading, understanding and storing information. Reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques. Here are some suggestions:

a. Develop a broad background.
   Broaden our background knowledge by reading newspapers, magazines and books. become interested in world events.

b. Know the structure of paragraphs.
   Good writers construct paragraphs that have a beginning, middle and end. often, the first sentence give an overview that helps provide a framework for adding details. Also look for transitional words phrases or paragraphs that change the topic.

c. Identify the type of reasoning.
   Does the author use cause and effect reasoning, hypothesis, model building, deduction, systems thinking?

d. Anticipate and predict.
   Really smart readers try to anticipate the author and predict future ideas and questions. If we're right, this reinforces our understanding. If we're wrong, we make adjustments quicker.

e. Look for the method of organization.
   Is the material organized chronologically, serially, logically, functionally, spatially or hierarchical?

f. Create motivation and interest.
Is the material, ask questions, and discuss ideas with classmates. The stronger our interest the greater our comprehension.

g. Pay attention to supporting cues
Study pictures, graphs and headings. Read the first and last paragraph in a chapter, or the first sentence in each section.

h. Highlight summarize and review.
Just reading a book once is not enough. To develop a deeper understanding, you have to highlight, summarize and review important ideas.

i. Build a good vocabulary.
For most educated people, this is a lifetime project. The best way to improve our vocabulary is to use a dictionary regularly. We might carry around a pocket dictionary and use it to look up new words. Or we can keep a list of words to look at the end of the day. Concentrate on roots, prefixes and endings.

j. Use a systematic reading technique like SQR3.
Develop systematic reading style, like the SQR3 method and make adjustments to it depending on priorities and purpose. The SQR3 steps include survey, question, need- Recite and Review.

k. Monitor effectiveness
Good readers monitor their attention, concentration and effectiveness. They quickly recognize if they’ve missed an idea and backup to reread it.

3. Research Method
The design of this research was a quasi experiment that there are two classes that will be observed, they are class I and J and using two material that must be taught in the class. Class I as experimental are using the material of literary work while the class J using the book as control class. In this experiment, the materials will be taught in the two classes. Each group will treated by used the difference technique whether in short story and handbook. This design will be doing in eight meetings. The design of both materials can be see in the following table:

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-test</th>
<th>Independent variable</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Y</td>
<td>X</td>
<td>Y</td>
</tr>
<tr>
<td>C</td>
<td>Y</td>
<td>-</td>
<td>Y</td>
</tr>
</tbody>
</table>

Explanation:
E : Experimental class
C : Control class
Y : Pre-test for experimental and control group
X : Treatment for experimental group
- : Non treatment control group
Y : Post-test for experimental group

The sources of data or the population are the students of Junior High School number 2 (SMP N 2) Bengkulu city at the second year. In this research, researcher will take two classes for sample and consisting of about 90 students. They are class I and J. Actually, the total class of second years students of SMP Negeri 2 Kota Bengkulu are ten classes, they are class A to J. But researcher just takes two classes that have a same characteristic. Karto (in Ramlan, 2002) convey that principally, there is no fixed rule to
determine how many samples or percentages (%) of its sample that must be taken from the population.

Table 2. Compositions of the Population

<table>
<thead>
<tr>
<th>Classes</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

Class I treatment by using literary work
Class J treatment by using handbook

The researcher will analyze the data by using the test and questionnaire. The researcher sets up the questionnaire to investigate the student's motivation in reading English. In this instrument, the opinion and the factual information are obtained. The questionnaires are in the form of statements in which the respondents are to cross the option they think most appropriate for them. The type of questionnaire that will use in this research is a close questionnaire. It means that all items have four choices, then each choice measured by using t-test. Beside that researcher will use short story and some exercise from the short story to measure the reading comprehension of the students.

4. Result And Discussion

To create a good test, the researcher must firstly conducted a try out test. The components of good try out tests are validity and reliability. The validity of an achievement test is defined primarily in terms of content validity. A test has content validity if the test items adequately cover the curricular areas that the tests suppose to evaluate. The validity of the test in this research was taken from the comparison between the students' test score and their correct answers of the test.

The process of the learning and teaching was very interested and pleasant. So the process itself could be described by the researcher as follow:

1. Pre-Reading

This activity was done about five minutes in this step researcher gave some questions that have related with the topic and also something to do with the topic that would be taught. The researcher asked them who are ever has a best friend or who are ever has a beautiful teacher, then the students answer with rising their hand and the researcher pointed them.

2. While Reading Activity

This activity is about fifteen minutes, here the text were delivered to the students. Researcher read first and after that the students by silent reading. They can read the text with skimming. And if they are really have difficulties to understand the words, they might be open the dictionary. And they must answer the question in the text.

3. Post Reading Activity

Post reading activity was done about fifteen minutes. In this step the teacher asked the students to re-tell the story either orally in English or Indonesia. This situation made the students relaxed and not feels stress in doing the activity, after the researcher asked them to answer the questions on the paper. From the question based on the story, the students felt that questions were easy enough and not too difficult to answer, because the answer was on the text.
4. Description of Pre-test Result
The first meeting at class 8I researcher used the short story. So the students in every meeting will get the materials about the short story. To know the score of the students in pre-test, researcher used the short story with title Female Seeks Mature Male, Beautiful Teacher Smiles and Walks Away, and Bathtub Blues. Beside that, for control class researcher gave them the text that has in their box.
The result shows that the total score in control class was 1810, and the mean score was 45.25. Furthermore in the experimental class has the total score was 1804 and the mean was 45.1. The differences of mark between both of class are not too dominant. There was no one students that got the highest score (100), while in the control class there was one student. The highest just get 56 and the lowest get 36. And that's mean that there is no significant differences both of them. Thus it could be concluded that the students' ability for this class was good enough.

5. Description of post-Test Result
Having done the treatment for eight meetings to the experimental class and control class, that using short story and handbook materials, then the researcher done the post test for both classes. I’o know that there were differences between pre-test and post-test.
The result score of the experimental class was very different from control class. It could be seen that the total score in experimental class was 2236. While in the control class was 2072 and the mean score in experimental class was 55.9 while in control class was 51.8. As compared class increases 164 point. As compared the high score the short story with handbook the was one students that got the highest score and he were four student that have increases while in the control class no one student who got that score. It could be concluded there was differences between the result of experimental class.

6. The Description of Analyzing the Data
From the result of pre test calculation, t obtained was 0.11, at degree of freedom was (40-1) + (40-1) = 78, and p level was determineted 05. Therefore, there was not df 78 in the t table, that the writer used 78 df. The t table value at 05 p level and 78 df in two tailed is 1.68. Thus, the t obtained was smaller than t table (0.24 < 1.68). it concluded there was no significant difference between the mean score of both groups. It means both groups could be accepted as the sample in the study.

From the result of test calculation, the t obtained was 2.54 while in the t table value of 78 df and at 05 p level 1.68. so, the t obtained was bigger than t table (2.54 > 1.68). the researcher concluded that there is a significant difference between the mean score of experimental group and control group consequently, the alternative hypothesis (H1) was accepted and the null hypothesis (H6) was rejected. In conclusion the hypothesis. There was differences in students score and improvement between the two classes of experimental class and control class in reading activity' was statistically acceptable or the research hypothesis was accepted.

7. Result of Questionnaire
After the treatment, all the students of experimental group were asked to fill the questionnaire' The purpose was to know whether they interested learning reading English through short story or not. The total number of the students that filled the questionnaire was 40 students.
The result of the questionnaire shows that 28 students (7yo/o) said that they liked learning English and 12 students (30%) of them did not like learning English. 23 students (57.5%) said that they prefer to read short story, 5 students (12.5%) prefer prose, and 12 students (30%) prefer poetry. 36 students (90o/o) said that they liked short story and 4 students (10%) did not like short story. 15 students (37.5%) said that they always found difficulties in learning grammar in each of theme in their text book 24 students (60%) seldom got difficulties and 1 students (25%) never found any difficulty in learning grammar. 32 students (80%) said that their teacher seldom give the sentence pattern, 25 students (62.5%) sometimes had difficulties in creating a sentence, and 5 students (12.5%) said that they did not have any difficulty in making a sentence.

Asking about their opinions about studying English grammar by using short story 36 students (90%) said that the story or text that is written in English helped them in learning English grammar and 4 students (9yr) said that the story did not give any contribution in learning grammar. Thirty three students (52.5%) prefer to study English grammar by using short story, and T students (r,*%) did not like to study grammar by using short story.

5. Conclusion And Suggestion

It was found that short story can improve reading comprehension of the students' Short story made students interested and encourage their willingness of the students to eager to red the text of English. After researcher used this way for the students' it was successful to increase the score of the students.

The suggestions that might be beneficial in this research are:

1. The teacher should teach reading crass by using short story by using simple English' and not always using monotonous text or handbook. Because not all of the students take a course and also they have different ability and background.

2. The control class could be use reading materials delivered by the teacher in order to make the students felt not bored and monotonous in reading class. short story can make them fresh and also make them know about variation of reading and last they know about the contents as they said to researcher.
REFERENCES


