THE IMPLEMENTATION OF SHORT STORIES THROUGH AUTHENTIC MATERIAL TO DEVELOP STUDENTS READING COMPREHENSION

THESIS

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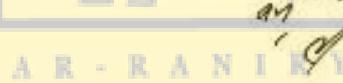
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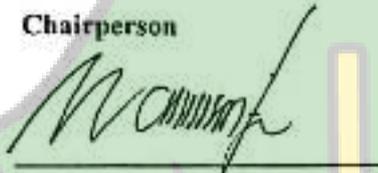
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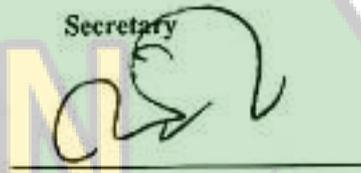
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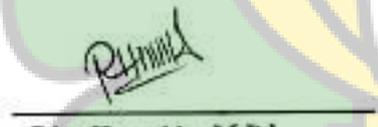
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar – benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar – benarnya.

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Saya yang membuat surat pernyataan,

Muhammad Kisra

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ
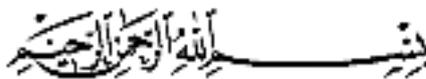
Alhamdulillah, after having struggled for a long time, I can complete my thesis. I am aware that this happens because of the health, thought, and opportunities granted by Allah and supports from many people. Therefore, I would like to praise and thank Allah *subhanallahu wa ta'ala*, the Almighty, the most beneficent and the most merciful, who has given me the opportunity, strength, health to complete this thesis. Peace and salutation be upon our beloved Prophet Muhammad *shallallahu 'alaihiwasallam*, his family, and companions.

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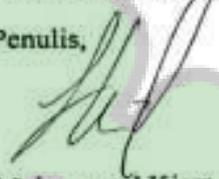
ABSTRACT

Name	: Muhammad Kisra
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Department / Program	: Department Of English Language Education
Title	: The Implementation of Short Stories Through Authentic Material to Develop Students Reading Comprehension
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There are four language skills in English, namely; listening, speaking, reading and writing. From those skills, reading is one of four skills that have to be mastered by the students who learn/study English. However, many students still have problems in reading. It is therefore necessary to apply a certain strategy how overcome such problems. One of the strategies is by using short stories. Using true short stories in English classes will encourage students to read more even outside class. Stories are generally very good for extensive reading and such a practice gives the students the chance to guess meanings in reading. This study was conducted to find whether the use of short stories improve students' speaking skill or not and to know about the students' opinion about the use of short stories. The participants of this study were two classes of grade 2 of MAS Darul Ihsan which consisted of Experimental class (30 students) and control class (30 students). This study used quantitative method; the instruments were test and questionnaire. The finding of this study showed that short stories can improve students' reading skill in experimental class proven by the range score of pre-test and post-test that 7.3 from 78 to 85.5. The range score in the control class was 13.9 from 66.4 in pre-test become 80.3 in post-test. Based on the questionnaire the students gave positive respond of opinion in using short stories through authentic material to develop reading comprehension with the highest percentage was 'agree' respond; 43,98%. Thus, based on this study, the using of this method was effective to students and got a positive respond from students.

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CHAPTER I

INTRODUCTION

A. Background of Study

There are four language skills in English, namely; listening, speaking, reading and writing. From those skills, reading is one of four skills that have to be known by the students who learn/study English. Sahin (2010) points out that reading skill has a positive effect on other skills, namely listening, speaking and writing skills when he is looked at the examinations made about reading skill. Günay (2007) examines reading purpose under two headings: information and pleasure.

Reading for information aims to provide the reader with a direct benefit in understanding a meaning or an indication of reading directly in the direction of the target, which usually aims to spell someone or someone who comes directly to the field as necessary. This skill must be mastered by the students, especially those who study English, as a foreign language because education cannot be separated with reading activity. By studying it, the students not only get meanings of the difficult words in the reading text in grammar but also know and comprehend the information and knowledge in it.

Reading is also crucial and essential for students, as the success of their studies depends largely on their ability. If their reading skill is poor, they will most likely fail in their studies or at least find it difficult to make progress. On the other hand, if they have a good ability in reading, they have a better chance of studying successfully.

Although reading is one of the most important elements of the learning process, there are in fact many students who find it difficult to understand a text. It is based on the experience of the researcher in teaching practice (PPL), in which many students did not understand the intended instruction of the tasks which the researcher had given in a written form. As a result, many students failed to do the task because they did not understand about the questions given.

Improving a reading skill is not as easy as flipping one's hand over. Practice, patience and curiosity are important. A pre-research done by the researcher when teaching at Senior High schools discovered that most of the students have only been focusing on words meaning and grammatical features without comprehending the material in depth. Similarly, Guthrie (2008) stated that reading depend from academic performance which means students who are diligent and always read regularly perform much better than lazy students who never read materials.

There are many ways that can be used in teaching reading. One of them is by using short stories. Why short stories? Because the students had been familiar with short stories since they were children. Students always learn and hear about the story in their daily lives which make them comprehend much faster. According to Khatib, Rezaei, & Derakhshan, (2011), "using true short stories in English classes will encourage students to read more even outside class. Stories are generally very good for extensive reading and such a practice gives the students the chance to guess meanings in reading." So, short stories are a good material for students to develop their reading skills.

Short story is a story, usually of imaginary characters and events that are short enough to read without stopping from start to finish. Poe, in his essay, the philosophy of composition says that a short story should be read everywhere from half an hour to two hours in one sitting. A short story in contemporary fiction can range from 1000 to 2000 words. The short story has to be structurally limited to few characters, few incidents, scenes or episodes, few settings and takes place in a short span of time. It can only create one or two characters. "The short story emerges from the combination of a particular character and a specific sequence of events." In general, the short story focuses on one main character's action or experience, but many stories also have less important minor characters that affect the action.

A short story is less complex than novels. Usually, short stories focus on only one event, have a single plot, set a small number of characters and cover a short period of time. Plots of short stories, like another writing, have a climax, a crisis or a turning point. Short story concerned with a single effect conveyed in only one or few significant episodes. In addition, the form encourages economy of setting, concise narrative, and the omission of a complex plot; character is disclosed in action and dramatic encounter but it is seldom fully developed.

One of the most examples of short stories is Malin Kundang, which includes about all the important elements above. In addition, we can also find moral messages in these short stories. Moral messages are good learning for students in teaching process, which can increase students' motivation to read. In

addition, moral values are very useful to take as a lesson for students and influence the moral of themselves.

Based on the researcher experienced, at the time the researcher remained semester two, the researcher and other students did not get an authentic short story, the teacher gave a strange short story that students did not know about it before and the students still feel difficult to comprehend the reading material.

So, in this research, the researcher would like to conduct a research under a title "*The Implementation of Short Stories as authentic material to develop Students Reading Comprehension.*" The research on short stories had ever been conducted by Rahilla (2010) as a former English Department student at Ar-Raniry University under the title "*Student's Ability in Comprehending short story by Using Literature Circles Method.*" The difference between her research and this research is the focus of using the short story itself. Besides, Cut Dara Ilfa Rahilla focused on explaining the short story without ignoring the main purpose, which is to develop reading skills. Meanwhile, this research is focused on improving student reading comprehension by using short stories as authentic material.
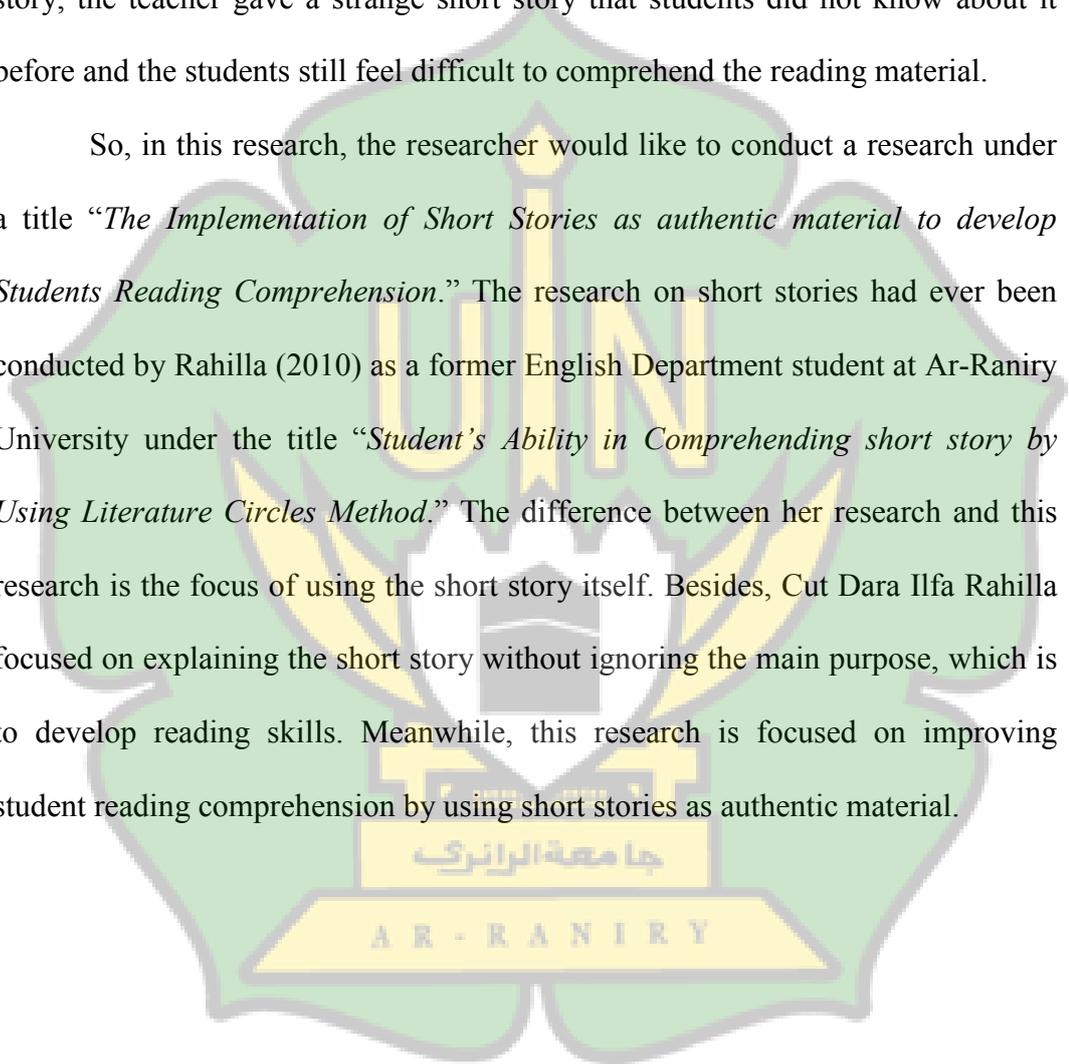
B. Research Question

1. To what extend do short stories as authentic material develop students reading comprehension?

2. What are students' opinions of using short stories in learning reading comprehension?

C. Aims of Study

1. To know the extent of short stories as authentic material develop students reading comprehension.

2. To find out the students' opinions on using short stories as authentic material in learning reading comprehension.

D. Significance of the Study

Through this study, the teacher can compare which the better method used in teaching reading whether short stories or other method. Short stories are good resources for learning materials process because they give stories to students with rich exposure to English Literature. Pathan, (2012), "short stories into language classes may improve students' language skills more efficiently." Studies have shown that reading has a positive effect on the academic performance of the students. Short stories also allow students to see how words are used in real contexts and help students learn new words from their teachers without direct instruction. In addition, short stories proven that students ' knowledge of words increases without teacher involvement after reading a story for the third time. In addition, for the researcher this study will improve his knowledge in using short stories as authentic material in teaching learnig process.

E. Terminology

There are some terms which need to be defined for more understandable easily. The terms are:

1. Short stories

Short stories, as quoted from Wheeler, (2001) state as, "stories are a natural part of a child's life. Good stories can draw the child's attention, stimulate his/her imagination and his/her desire to use the language." people often read or hear stories as a child which making story is an authentic material and makes people are more interested in learning something. One more important advantage of the use short story is that in classes where there are children who are not motivated by the foreign language and who are low achievers, a story can change their attitudes to the language. Additionally, Peacock, (1997) say that short stories can improve student's motivation and intrinsically more interest in learning English. Based on according definitions above, the researcher concluded that short stories are short and authentic form of reading in which to tell an event. So, using short stories have the positive impact in developing reading comprehension in classroom and prove that learning is more effective for students.

2. Authentic material

Authentic materials, as cited in the Longman Dictionary of Language Teaching and Applied Linguistics, are described as "in language teaching, the use of materials not originally developed for pedagogical purposes, such as the use of short stories, newspapers, advertisements, news reports or songs. Such materials often contain more realistic and natural language usage examples than those found

in textbooks and other specially developed teaching materials". Wallace also says authentic texts defined as "... real - life texts, not for pedagogical purpose". For native speakers, they are written and contain "real" language. The researcher concluded, based on the above explanation, that authentic material is a material that is deliberately provided for daily and social life activities and is not intended for the teaching - learning process.

3. Reading comprehension

Reading comprehension is derived from the word ' reading, ' which means a particular way of understanding a book, situation, etc., or an activity of someone reading and the word ' understanding, ' which means the ability to understand or an exercise that trains students to understand a language. In other definition, reading comprehension is the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message (Harris & Hodges, 1995). The presumption here is that the meaning lies in the intentional problem-solving processes of the interpreter, which are the content of the meaning, which are influenced by the previous knowledge and experience of that person. After all, reading comprehension is a way to understand a written text in order to obtain the essential information of a given text.

CHAPTER II

LITERATURE REVIEW

A. Short Stories

A short story is a fictional work of short prose that is nothing more than a novel. A short story only consists of 1000 to 2000 words. Ghasemi (2011) stated that the distinctive features of the short stories, namely their modernity, briefness and variety, make it attractive and interesting for language students. In short stories, literary devices are used more to tell the story, and the short story is easier understand and comprehend a reading.

The short story must strive to achieve a modest effect-usually a single effect, it does not has both resources and time to do anything more. Stylistically, the short story must count every word, and the writer of a short story must always be aware of discrepancies in style, tone and perspective. Unlike a novel, it is not free in a short story to use different points of view. The short story is a complete one-session story, which ranges from half to two hours.

1. The Elements of Short Story

Literature is one of the important parts of short stories. In order to understand literature, readers need to be familiar with certain terms related to it. They are six elements of literary: plot, characterization, theme, setting, point of view and style.

a. Plot

In stories, plot is an essential thing in a short story. Good said of plot in
Handbook as "the controlling pattern of events in a literature work, including the
beginning, the middle, and the end." Plot is the events or a development in a story
that starts from the beginning through the middle and up to the end to achieve a
certain effects in a story. The movement is based on causal reasons. Plots can be
anything the writer dreams up.

b. Character and Characterization

There must be someone to act when there is action, namely a character.
Character simply means a person (or personified or antromophorized animal,
object or deity) acting, appearing, or being referred to in a work. Character is the
fictional element that focuses on the people involved in the plot. There are usually
people, but there might be animals. Stories can happen not only to people, but also
to nature elements like the wind, the wave, or grass, or even animals.

Character is one of the most important of the element of a story, because it
the core of the story is based on the character besides the problem of the story.
Story is usually represented by several characters, but as the main character only
one character appears. The character or characters that act and behave in accord
with the nature are referred to as "protagonists" whiles those who act or behave
against the people's conscience or who behave against the nature, are called the
"antagonists". If a character has a significant influence on the plot, it is considered

a major or main character. On the other hand, it is considered a minor character if a character has a small influence on the plot. This character is considered a dynamic character if a character undergoes a significant change in personality. In conclusion, the character must be having the unique impression, so the reader can be distinguished between the main character and figure character.

c. Theme

Theme is basis of a story or life outlook that builds the literary work's main ideas. Theme refers to what a story tells about. Theme is the idea that tied between the character, plot and the story become into a coherent whole. A theme seen from another angle is why a story is written by the author. In addition, there are many kinds of theme based in broad divisions; a theme may be based on violence, religious, vengeance, conflict, love, struggle for live, hatred, and etc.

d. Setting

Setting is a description of the time, location and events of a specific story or situation in the story. In fiction, setting includes the time, location, circumstances, and characters in which a story occurs. Setting has been referred to a world of stories or beyond the immediate surroundings of the story to include a context (especially society). Setting is an important element of a story, because setting make a reader can deep see the place, time, and character is living. Setting elements may include culture, period of history, geography, and time. Setting is considered one of the fundamental components of fiction along with plot, character, theme, and style. Setting a story helps readers share what the characters

see, smell, hear, touch, and make the values, actions, and conflicts of the characters more understood.

e. Point of view

Point of view is related to the story's writer or who told the story. Point of view is the attitude or the outlook of the narrator that influenced the story whether the character or the setting of the story. Sometimes, the point of view also can make the writing of the main the character whether it use "I" or "He/She" as a subject of story.

f. Style

Style is that which distinguishes or separates the work of works of an author from all others. Each author has different style in use on their writing. In creating a work of art, they have their own type or way. There are some style elements, namely: diction, phrase structure, thought or speech figures, imaginary and rhythm. Diction and sentence structure tends to be same. They contribute to a work's tone or imply the author's attitude towards his work's characters, events, etc. Figurative speech is a language that the author uses to represent characters.

2. **The Advantage and Disadvantage of Short Story**

a. The Advantage of Short Stories

There are several advantages that can found in short stories teaching learning process, they are:

a) According to peacock (1997) using true short stories in class increases students' motivation because such stories are intrinsically more interesting. By using short stories, it will attract students' attention. By using short stories as authentic material, the students feel more familiar with the story because besides the short stories is interesting, the authentic material add more point to the short stories itself.

b) Pathan (2012) short stories have a positive impact on the development comprehension of reading in the ELT field. A short story is so familiar with the students. The students also not only find short stories in the class, but also outside the class, such as in daily activities like story before sleeping, etc.

c) Linguistic benefits embedded in the use of short stories. Using short stories to develop language skills can be beneficial as stories help stimulate the acquisition process than any other information material. They provide authentic contexts for new language processing. Since the stories and other literary texts contain native speakers ' language,

b. The Disadvantage of Short Stories

Although there are many points of advantages that have been described before, but there is a possibility that makes this technique be weak or has some disadvantages, something like:

a) No new information

The reason why there is no new information for the students is because the familiar short story that teacher used is a story that student have known, the story that they have read or they listened. So, the students are already known how is the plot, storyline, and also the ending of the story. Even though the student gets improvement in reading and get a new vocabulary, but with the familiar story the student will get no new information.

b) Mistaken of Understanding Moral Value

When using the story as media of teaching, teacher must give a good explanation to the students that he/she teach. Because the English proficiency of students is different between a student to others. Sometimes, this case makes some students get a mistake in understanding moral value of story. So, it's one of disadvantages of short story technique.

B. Authentic Materials

In his book, Jack C. Richards stated that authentic materials refer to the use of texts, photographs, video selections and other teaching resources not specifically prepared for pedagogical purposes in teaching. Jeremy harmer said that the definition of authentic text intended for native speakers is a true text not intended for language students, but for language speakers. So, English language newspaper is made up of what we call authentic English, and so are English speakers' radio programs. A British advertisement is an example of authentic English, so is an English - speaking audience chapter from a novel.

The common definition of authentic material is also explained by Feritkilickaya in its use in the community itself. Furthermore, many teachers stated that English presented in the classroom should be authentic, not produced for instructional purposes. Generally, what this means is material involving language that naturally occurs as communication in the context of use of native speakers, or rather the selected context in which Standard English is used: real newspaper reports, for example, real magazine articles, real advertising, cooking recipes, horoscopes, etc.

1. Criteria in Choosing Text of Authentic Material

There are three types text of authentic material that can be used in the learning process: suitability of content, exploitability, and readability.

a. Suitability of content

Suitability of content can be considered is the most important of the three main criteria of authentic material. Here, the teacher gives an interesting material to students related to what they are interested. So that the students will easy to understand it when the teacher chooses material, it is better in choosing something that the students have already now. The teachers do teach with the tool they have already felt familiar with it such as magazine, newspaper, and etc.

b. Exploitability

Exploitability refers to the text there can be used to develop the students reading comprehension based on what they need to learn. The turn exploitation here means facilitation of learning. Considering that reading for different purposes, the teacher have to know about the purpose of the text itself, because although the text in English does not mean it can be useful.

c. Readability

Readability is used to describe a text's combination of structural and lexical difficulty, as well as the amount of new vocabulary and any new grammar forms present. It is important for the right students to evaluate the right level. If the teacher does not know the students well, as soon as possible the teacher will have to find out about them. When the teacher selects the appropriate text, the teacher must find out how much language they know. Using authentic materials in teaching learning process will make it clear and easy for students to understand the lesson.

2. Using Authentic Material in Enhancing Students Skill

It is very important to teach reading to enable students in mastering English. Students will gain a lot of information and knowledge from the language with many reading materials introduced to students. Therefore, material selection is very dependent on students' motivation, interest and attitude in the learning process. Students always expected to comprehend a text when learning English. Interesting material is one of the creative ways to teach students, and authentic material is useful in this case. It helps students easily understand the lesson.

In order to achieve the purpose of reading, the material would also be supported by reading techniques and technology media. They are pre-reading activities, whilst-reading activities, and post reading activities. Sofian (2007) stated that technology such as OHP, slides, video and audio tape recorders, video cameras and computers would support instruction / learning.

3. Advantages and Disadvantages of Authentic Materials

There are some advantages of employing authentic materials in the classroom (Mishan, 2005). The advantages of authentic materials are as follows:

1. It can increase students' motivation and independent learning because they can easily obtain these materials from newspaper, magazine etc.

2. Students can have meaningful experience with a real language

3. It present cultural understanding

4. It can provide various kind of texts and sustain a small amount of materials in reading

5. The topic can be more interesting and relevant to current issue

6. It makes teacher more creative in designing the lesson

A part of their advantages, authentic materials also have weaknesses to teaching listening comprehension (Morrison, 2005 and Hinkel, 2006). The disadvantages of authentic materials are:

1. It sometimes does not provide appropriate language model for learners

2. It is time consuming in preparation. Because authentic texts are generally not proposed for teaching language, teachers have to design their own lesson plan and make it appropriate to students.

3. Different accent, colloquial language and pronunciation can cause problems for the learner. In real life, people speak different English accent and use informal language which is hardly found in an edited textbook.

C. Reading Comprehension

Reading is the way of people to get information which purpose to focus on communication and understanding that information in written language. According to Stauffer (1969), the word reading is related to receiving the author's ideas and impressions via the printed word. Meanwhile, comprehension is the understanding of every meaning conveyed by the author from the written material that includes a conscious strategy and leads to understand. The reader receives information from the author through the words, phrases, paragraphs and so forth

and attempts to understand the author's message. "Reading is a process in which one looks and understands what has been written," (William, 1970). In additionally, reading comprehension is a process of recovering the information and comprehending some forms of accumulate information or ideas and tries to understand the inner feelings of the author.

According to Schultz (1982), reading is the reader's ability to draw the essential meaning of each word and to obtain the information. It is a process in which people examine and have the meaning of a written text that is thoroughly transferred to the brain and concludes what is called information. Stauffer (1969) stated that reading is "an ability to pronounce, understand and interpret signs, letters and symbols by assigning meaning to them and receiving ideas and impressions from an author through printed words. Therefore, it can be concluded that reading is an activity of the readers to obtain the information provided by the authors in their reading text or material.

1. Techniques of Reading Comprehension

a. Skimming

Skimming is a technique used to search without much detail for the "gist" of what the author says. This reading technique is used if the reader wants a general impression of a book, essay, and article and if reader wants to read it more carefully or not. In addition, Yorkey defines two skimming purposes: to quickly locate a specific word, fact or idea and to obtain a rapid general impression of the material.

Therefore, a reader must practice in skimming the text in order to learn the key words and phrases that can cover all the material read. The reader should go through a passage quickly to do the skimming; jumping over parts of it to get a general idea of what it is all about.

b. Scanning

Scanning is quickly reading to find the specific information. Brown (2001) stated that scanning is searching for a specific piece or piece of information in a text quickly. When scanning the reader lets reader eyes wander over the text until finding what it looked for, whether it is a place, a kind of food, a kind of verb, or specific information. In order to allow the reader to scan effectively, the reader should know what kind of information is needed and the reader also strongly believes where the information required from the text is to be found. So, the reader can find the specific information easily.

In reading short stories, scanning is not to needed, because to understand all the content of the short stories. The reader have to read all the text whether by using quick reading as skimming or slow reading, but it will necessary if the reader only read the short stories to get a specific information such as the character of the story or a plot etc. in order to answer the question.

2. Text Types of Reading

There are several text types of reading based on generic structure and language feature such as narrative, recount, descriptive, report, explanation,

procedure, etc. However, the researcher only explains some of the text above, such as narrative, recount, descriptive, procedure and report because it is frequently found in schools and is often used as a standard for learning. There are explanations of some text types of reading:

a. Narrative

Abbot (2002) defines that narrative text, "the representation of an event or a series of events." Narrative text is kind of text which tell about something past. Examples of narrative text are legends, fairytales, and myths. The purposes of narrative text are to entertain and provide enjoyment to the readers.

b. Recount

Derewianka defines that a recount is the unfolding of a sequence of events over time and the purpose is to tell what happened. It sets the scene who, what, where and when (orientation) it recounts events as they occurred (events) and has a closing statement (re - orientation is used in the past tense and shown as chronological order). The purpose of this text is to retell something that happened in the past. Both recount and narrative text have the similarity in telling something in the past. The thing that makes those texts different is the structure in which they are constructed.

c. Descriptive

According to Linda (1994) descriptive text is a kind of text with a purpose to give information about something that will be described. The context of this

kind of text is the description of particular thing, animal, person or others, for instance: our pets or a person we know well. Descriptive text sometime not only describes about appearance but also can describe the character of subject. Descriptive consisted of two parts: identification or introduction and description.

d. Procedure

Procedure text is a kind of text which give an instruction to do something, making something and going somewhere such as cooking something, fixing something and etc. the generic structure of this text consist of statement of a goal, lists the material that needed in order of use and a series of step in order.

e. Report

Report is a text which presents information about something such as people, animal, or phenomena. Report consisted of two parts: classification and description. Classification gives a general state about something that will be reported and description part is the things in detail about the report. Then, the text will be closed by a concluding comment.
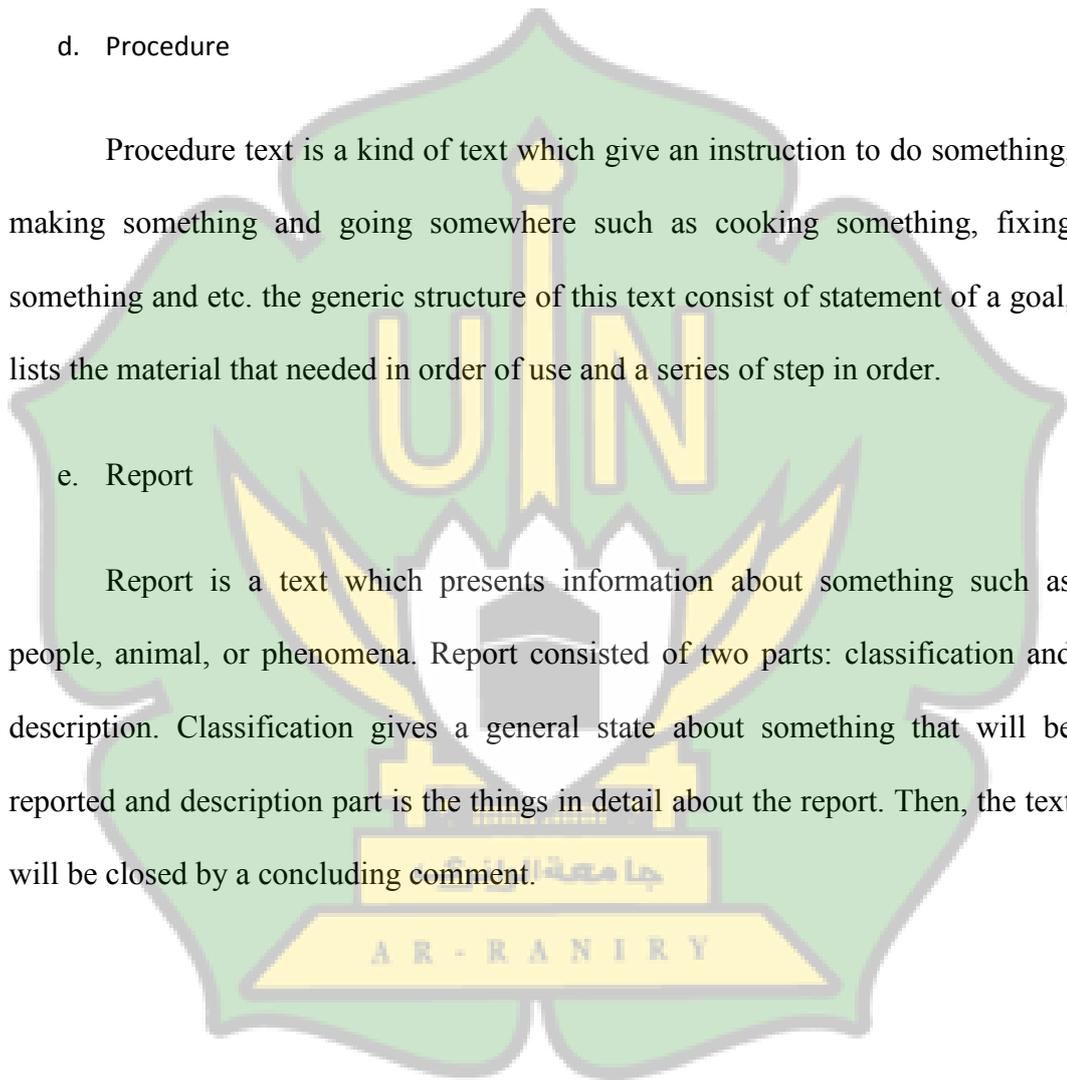
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher applies a quasi-experimental research design, involving pre-test and post-test to measure student's ability in reading comprehension. A quasi-experiment is an empirical study used to observe the causal impact of an intervention on its target population without random assignment. Quasi-experimental research shares similarities with the traditional experimental design or randomized controlled trial, but it specifically lacks the element of random assignment to treatment or control. Instead, quasi-experimental designs typically allow the researcher to control the assignment to the treatment condition but using some criterion other than random assignment Dinardo, J (2008).

Many second language research studies involve a comparison between two or more groups. This is known as a between-groups design. This comparison can be made in one of two ways: two or more groups with different treatments; or two or more groups, one of which, the control group, receives no treatment,(Alison and Susan 2005). Clearly, quasi-experimental is a comparison of two groups. The group that receives treatment is called experimental group, while the other one which does not receive treatment is the control group.

In short, to obtain the data the researcher carried out three steps. The first step was pre-test and the second step was treatments. Moreover, the experimental

Class is given a treatment while the control class is not given. At the end of the activities or the third steps, it was used the post-test as an assessment test.

B. Population

Population is the area of generalization which consists of object that has qualities and characteristics are determined by the researcher. Population of this research is the students of the second grade at MAS Darul Ihsan. Amount of population are 204 students.

C. Sample

According to Barker, Pistrang & Elliot (2002), population is the defined group from which the participants in the study are to be selected. Like described before, the sample of this research is classified into two classes, experimental class and control class. The sample of this research is the students of the second grade at MAS Darul Ihsan which consist of sixty students. Therefore, the researcher took two classes, one as an experimental group and the other as a control group that consist of 30 students each group. The technique of taking sample is random sampling

D. Data Collection Method

The researcher used two techniques of collecting data in order to get the data needed:

1. Test

According to Rusdin Pohan (2008), "test is an instrument which is used for measuring the behavior or performance of individual". In this study, the researcher made two types of test, pre-test and post-test which were conducted to measure the students' reading comprehension achievement after using short stories. Pre-test was used to measure the current score of their knowledge about the materials and the other hand, post-test was used for measuring the score of reading skills after implementing the short stories in the classroom. In this test the researchers used form multiple choice.

2. Questionnaire

Questionnaire is a technique of data collection which is providing written question and written answer as well, that is in the form of filling or symbol/sign. The researcher used some procedures to collect data from questionnaire are as follow; the researcher gave questions to respondents, the respondents were demanded to fill the questionnaire, the researcher gave 20 minutes to fill the questionnaire completely, then the researcher submitted answer from respondents.

No	Questionnaire	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
		Student's answer				
1.	I often read short stories in my leasure time					
2.	Short stories increase my reading skill					
3.	I feel familiar with all narrative text in my region					
4.	Short stories often lesson a moral value than essay text					
5.	I understand the generic structure of the short stories					
6.	I feel easier to understand short stories than essay in reading comprehension					
7.	Short stories increase my motivation in learning reading					
8.	By reading short stories, I can see how the word is used in different context					
9.	short stories as authentic material give me a positive impact on the development my vocabulary					
10.	I feel easy to understand short texts as authentic material in learning reading comprehension					

Table 3.1 Questionnaire of this study

E. Technique of Collecting Data

To obtain the data, the researcher needed four meeting to teach students how to improve their skills in reading comprehension by using short stories.

1. First meeting

In the first meeting, the researcher gave pre-test for students to measure their basic skill in reading comprehension. The test was consisting of 10 questions.

2. Second meeting

In the second meeting, the researcher explained basic knowledge about short stories and show the example of short stories for students. After giving the basic knowledge about short stories, the researcher gave short stories to students and asked students to examine the short stories and retell the stories with their own words. In this meeting, both two classes were given the same material for experimental class and control class.

3. Third meeting

In the third meeting, the researcher gave deeply comprehension about short stories and hope students can understand it fully. Then, the researcher monitors all students in the class, so that if there were students in the problem, the question can be asked.

4. Last meeting

In the last meeting, the researcher gave the real test for students and examines the students understanding in learning English. In other word, the researcher gave students post-test after implementing short stories for four weeks. The researcher gave 10 questions and sees how the impact for students.

F. Technique of Data Analysis

1. Test

This test was in the form of essay test. The researcher gave 10 questions. The form of the test is essay questions which consist of the question related to the given short story. Each correct item has one score. So, the students would get 10 scores if all answers are correct. The formula is:

$$S = R/N \text{ x } 100\%$$

S = Score

R = Total number of right answer

N = Total number of item

100%= Constant value

2. Questionnaire

After implementation short stories in class and finding the result of test, the researcher gave questionnaire for students. The purpose of this step was to

analyze the impact of use short stories. The researcher gave 10 questionnaires and the students must fill the questionnaire from researcher. The used technique of collect data was likertscale type. The Likert Scale type presented a number of positive and negative statements regarding the attitude of the respondents. Every question has values ranging from clarified excellent, very good, good, poor, very poor. The formula is:

$$P = F/N \times 100\%$$

P = Percentage

F = Frequency of respondent

N = Number of samples

100% = Constant of value
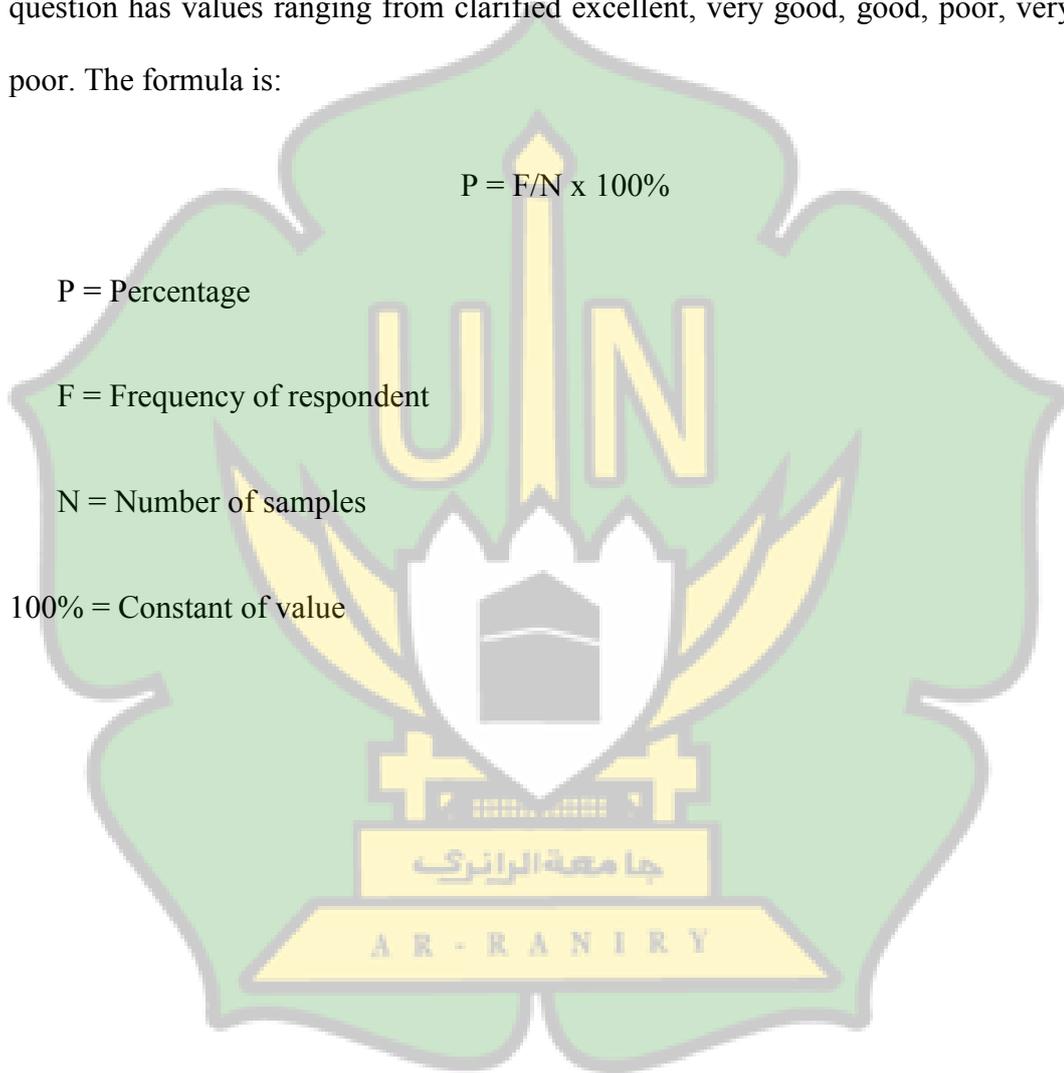
CHAPTER IV

FINDING & DISCUSSION

f. Analysis of Test Results

As described in previous chapter, there were two class selected as sample in this research which the students participated in two types of tests; pre-test and post-test. This test assesses the students' ability in reading comprehension before and after the students giving the treatment. To analyze the data of results between post-test and pre-test after treatment given, the researcher used the formula:

$$S = R/N \times 100\%$$

The analysis was used in order to find out the students' ability in improving reading comprehension using implementation of short stories in teaching.

The following parts show the general description of students' scores in experimental class and control class. The description is divided into some sections: pre-test scores and post-test scores.

1. The Pre-test Scores

There were about 30 students of MAS Darul Ihsan engaged in each of class; the experimental class and control class. All of them give their participation on the day of pre-test and post-test. So the number of students who participated in this research was about 60 students.

The result of pre-test could be seen as follows:

Students Attendee's Number	The Pre-Test of Control Class	The pre-test score of experimental class
1	80	50
2	50	50
3	80	70
4	50	80
5	70	70
6	70	80
7	70	80
8	90	90
9	70	70
10	60	90
11	50	80
12	60	90
13	80	80

14	90	70
15	40	70
16	80	90
17	60	90
18	50	70
19	70	100
20	60	70
21	60	60
22	70	100
23	70	80
24	60	70
25	70	100
26		80
Jumlah	1660	2030
Mean	66.4	78

Table.4.1.The Pre-test scores of English Department Students

The table shows the students' pre-test scores of experimental class and control class. The lowest score for control class is 40 and experimental class is 50. For highest score, experimental class is 100 and also for control class is 90. So, it can take the differences between two of that class is in the *mean score*. That experimental class got 78 while control class got 66.4. The meaning shows that two of classes here get a good score. But, the score of two of them is not good enough yet.

2. The post-test scores

The following table reports the students' post-test scores of both experimental and control groups:

Students Attendee's Number	The Post-Test of control class	The post-test score of experimental class
1	80	100
2	80	70
3	90	80
4	60	80
5	90	90
6	90	100
7	80	90
8	60	100
9	80	90
10	100	70
11	70	100
12	90	90
13	60	90
14	80	80
15	60	60
16	100	90
17	100	90

18	50	90
19	100	90
20	80	100
21	50	80
22	80	80
23	90	80
24	90	90
25	60	80
26	90	90
27	90	90
28	90	90
29	80	70
30	90	60
Jumlah	2410	2560
Mean	80.3	85.3

Table.4.2.The Post-test scores of English Department Students

According to the table, the lowest score of experimental class is 60 and the control class is 50. Meanwhile, the highest score of the experimental class is 100 and that of the control class is 100. Therefore, the *mean score* of experimental class 85.3 and that of the control class is 80.3. It can be seen that experimental class has higher significant score than the control class.

In order to answer the research question number one, it will be explained the comparing of the results between pre-test and post-test:

CLASS	PRE-TEST SCORES	TREATMENT	POST-TEST SCORE
Experimental Class	78	YES	85.3
Control Class	66.4	NO	80.3

Table.4.3 Score of Pre-Test and Post-Test

g. **Analysis of Questionnaires**

In this research, the researcher distributed the questionnaires to the students in order to get the data of students' opinions toward implementation of short stories to improve the students' reading comprehension. The questionnaires will come with 10 questions in closed-ended type as mentioned in chapter III.
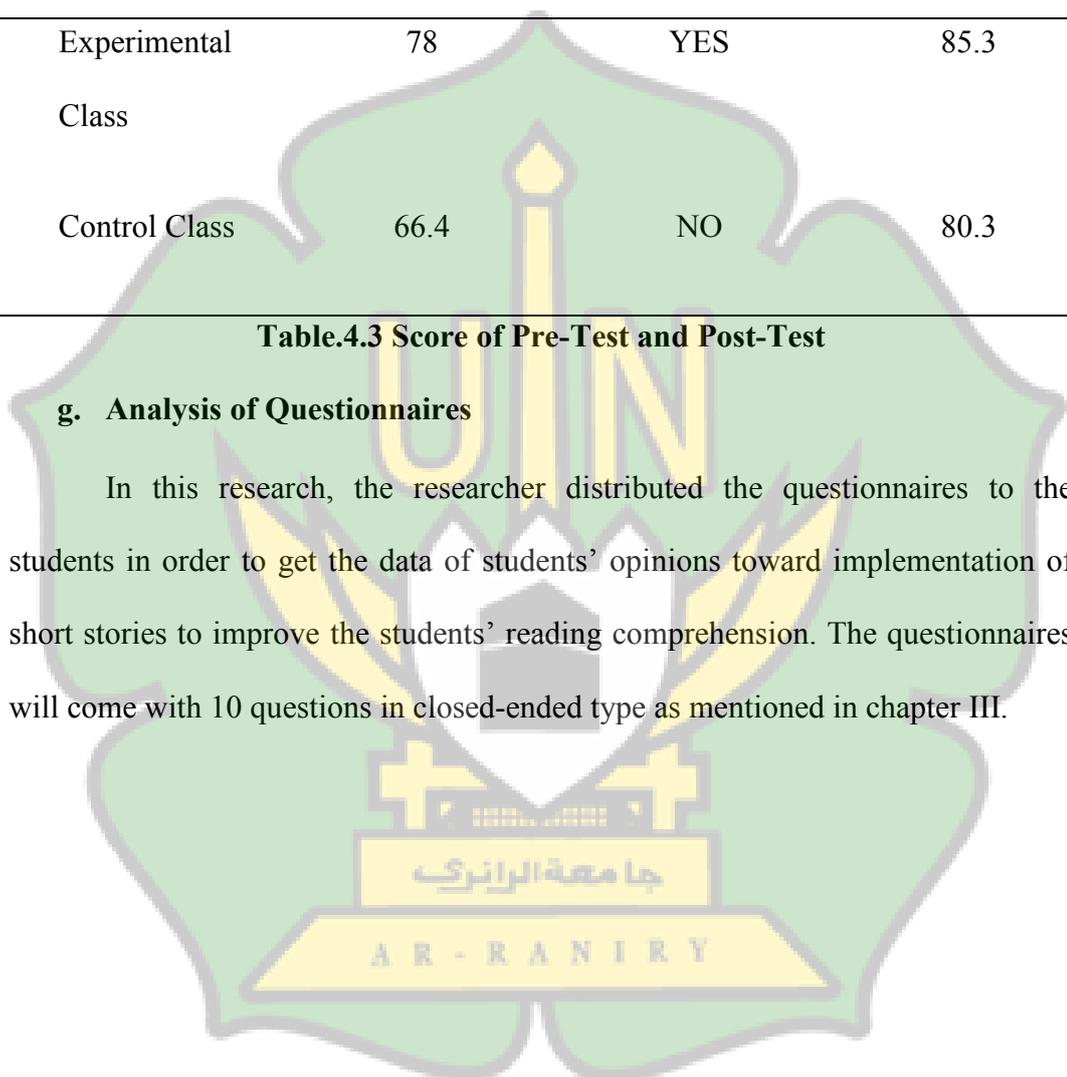
No	Questions	Answer	f	Percentage
1	I often read short stories in my leisure time	Strongly agree	17	28,3%
		Agree	24	40%
		Neutral	17	28,3%
		Disagree	2	3,4%
		Strongly disagree	0	0%
2	Short stories increase my reading skill	Strongly agree	22	36,7%
		Agree	23	38,3%
		Neutral	11	18,3%
		Disagree	4	6,7%
		Strongly disagree	0	0%
3	I feel familiar with all narrative text in my region	Strongly agree	3	5%
		Agree	29	48,3%
		Neutral	25	41,7%
		Disagree	2	3,3%
		Strongly disagree	1	1,7%
4	Short stories often lesson a moral value than essay text	Strongly agree	15	25%
		Agree	26	43,3%
		Neutral	17	28,3%
		Disagree	2	3,4%
		Strongly disagree	0	0%
5	I understand the generic structure of the short stories	Strongly agree	14	23,3%
		Agree	26	43,3%

No	Statement	Response		
		Neutral	18	30%
		Disagree	2	3,4%
		Strongly disagree	0	0%
6	I feel easier to understand short stories than essay in reading comprehension	Strongly agree	15	25%
		Agree	26	43,3%
		Neutral	16	26,7%
		Disagree	3	5%
		Strongly disagree	0	0%
7	Short stories increase my motivation in learning reading	Strongly agree	22	36,7%
		Agree	26	43,3%
		Neutral	12	20%
		Disagree	0	0%
		Strongly disagree	0	0%
8	By reading short stories, I can see how the word is used in different context	Strongly agree	25	41,7%
		Agree	31	51,6%
		Neutral	2	3,3%
		Disagree	1	1,7%
		Strongly disagree	1	1,7%
9	short stories as authentic material give me a positive impact on the development my vocabulary	Strongly agree	20	33,3%
		Agree	25	41,7%
		Neutral	14	23,3%
		Disagree	1	1,7%
		Strongly disagree	0	0%

10	I feel easy to understand short texts as authentic material in learning reading comprehension	Strongly agree	12	20%
		Agree	28	46,7%
		Neutral	17	28,3%
		Disagree	3	5%
		Strongly disagree	0	0%

Table4.4 Data of Students' Answer of Questionnaire

Based on the table, the result indicated that mostly participants are close with the short stories. It can be seen from the first statements that mostly participant show the big number of percent that they usually read short stories in their leisure time.

The second statements show that almost all participants agreed that short stories help them in learning English. The statement shows that short stories improve their reading skill. Thus, the researcher concluded that developing student's reading comprehension through short stories technique is helpful for students.

Next, short stories also give the participants a lesson of moral value than the essay text. It can be seen from the fourth statement that mostly participants agreed. Through short stories, the participants could take a lesson based on the character that showed in the story or based on plot of story that they read.

Then, mostly participant stated that they feel easier to understand short story than other text. So, the more understand that they have, it will make them

easier to comprehend and learn English. It could be seen on the sixth statement that show them agree with it.

Based on the questionnaire above, the results also showed that through short stories participants are easier to improve their ability how to use word properly. Then, short stories also give them a new vocabulary. There will have a new vocabulary in every story that participants read. So, it will make them get a good improvement of vocabulary by using short stories technique. It can be seen from seventh, eighth, ninth, and the last statement in the questionnaire above.

After looking to the results of the questionnaire, it can take conclusion that short story technique is good enough to apply in classroom for improving student reading comprehension. The positive answer can be seen in the percentage of the results below.

No.	Number Of Answer	Percent
	Strongly Agree	27,5%
	Agree	43,98%
	Neutral	24,82%
	Disagree	3,36%
	Strongly Disagree	0,34%

Table.4.5 Percentages of Students' Answer of Questionnaire

h. **Discussion**

This research examined if the implementation of short stories as authentic material developed students reading comprehension. In this section the researcher

discussed the findings' of the research related to two research questions. The research questions also related to the aim of this study: to know the extent of short stories as authentic material develop students reading comprehension and to find out the students' opinions on using short stories as authentic material in learning reading comprehension. The researcher has collected the data using pre and post-tests and using the questionnaire as instruments in order to answer the research questions. Based on the result that discovered after analyzing the series of data, the following section discusses about the findings of this study and answers the research questions:

1. To what extend do short stories as authentic material develop students reading comprehension?

    Based on the research finding, the test had been conducted in experimental teaching in doing pre-test and post-test. The researcher has analyzed the students' pre and post-test scores by distributing short stories to all the participants and give them some questions in multiple choice related to short stories that they got. The results of test showed that implementation of short stories had developed students' reading comprehension. It could be seen from the result of pre-test and post-test showed different significant score.

2. What are students' opinions of using short stories in learning reading comprehension?

    This second research question aimed to find out the students opinions on implementation short stories as authentic material. Based on data from the questionnaire, the result showed that short stories technique is effective to

apply in learning English. Most of participants agree with short stories technique that can be seen from the result of questionnaire that showed mostly participants are easy to improve their vocabulary by using the short story. And then, they also know how to use some word properly also by reading short stories. It's also easier to understand by the participant than using other text. In conclusion, the short stories technique could be stated as one of a good technique to apply in the classroom for improving English proficiency of students.
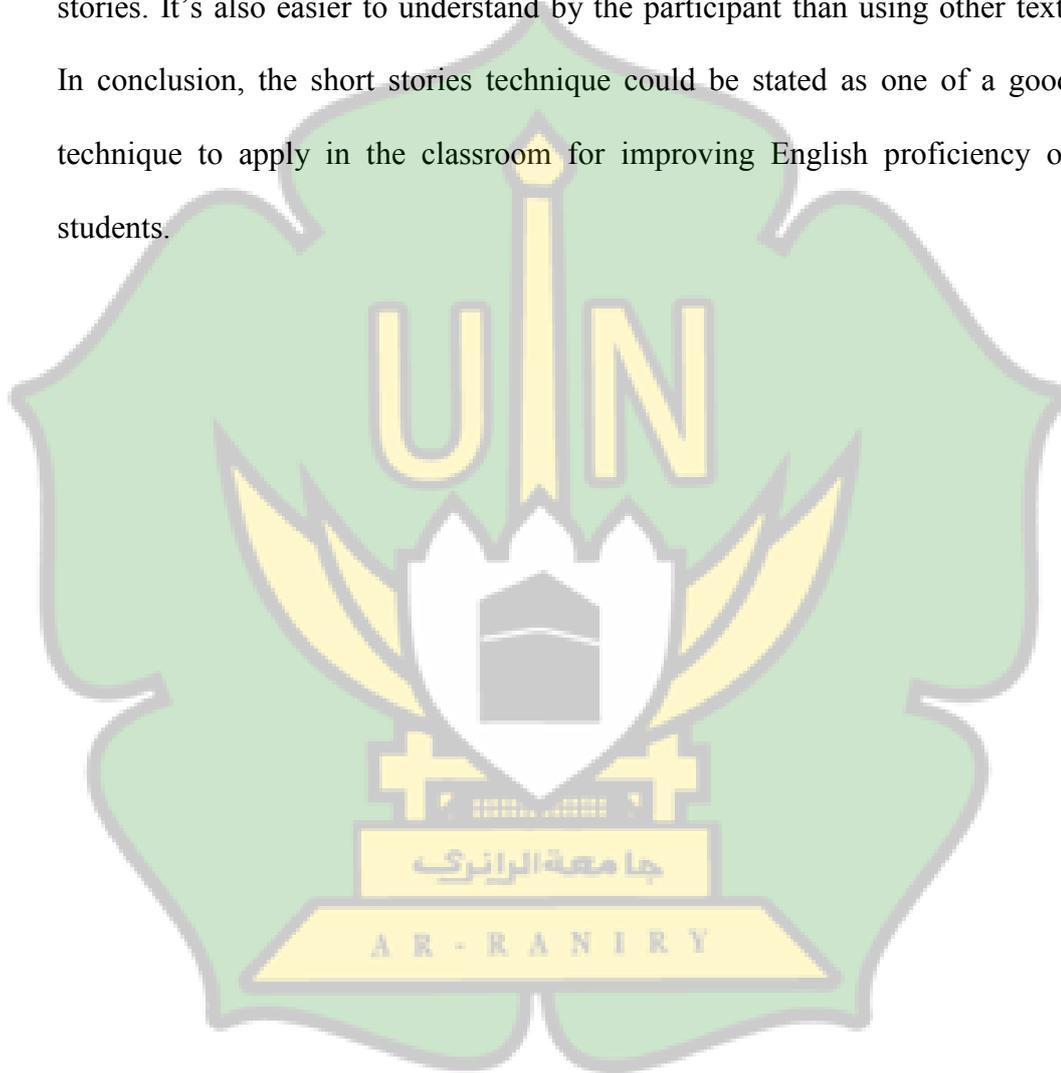
CHAPTER V

CONCLUSIONS & SUGGESTIONS

After having discussed the research findings and answered the research questions, this chapter comes up with conclusions and suggestions. Conclusions made based on the discussion results are in Section A, whereas in Section B is about the recommendations. Among the important recommendations is for further research.

A. Conclusions

Several conclusions can be made following the analyses and discussion of the data from the research. They are concluded based on the research questions formulated in the previous chapter, as follows:

1. Short stories improved students' reading comprehension. It was proved by the post-test score of the experimental class. Although, it's not a big different number, but it shows that short stories technique is work in developing a reading comprehension.

2. Learning English to improve reading comprehension by using short stories technique get a good response from participants. It can be seen from the results of questionnaire that almost all the statements receives a big number of agree by participants. They even agree that reading short stories give them motivation to learn English more and more. That is because they are easy to understand English by short stories.

Only a few number of they that have a different perception on the short story.

B. Suggestions

There are several suggestions provided for the teachers or reader:

1. Short story technique is good way to use in the classroom for improving vocabulary of students. This is an interesting technique for students because they can learn by reading an interesting story that provided by teacher.

2. Short story technique helps students to get a good a reading comprehension. They will know how to used word properly by reading a short story.
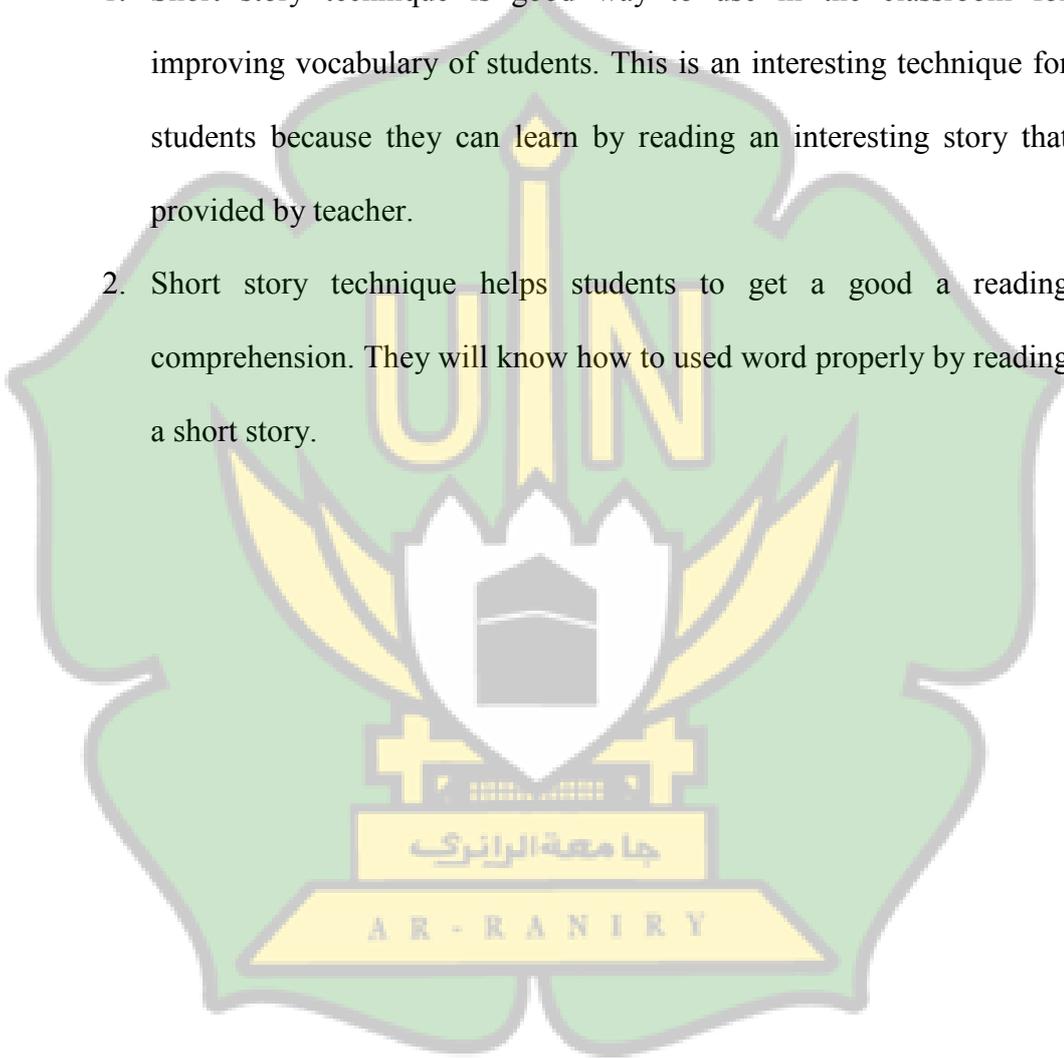
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 10633/Un.08/FTK/KP.07.6/11/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/I. 8/00547/2018 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-118/Un.08/FTK/KP.07.6/02/2018 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi;

Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Sidang Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 12 Desember 2017

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-118/Un.08/FTK/KP.07.6/02/2018 tanggal 06 Februari 2017
KEDUA	:	Menunjuk Saudara:

1. Nidawati, M.Ag   Sebagai Pembimbing Pertama
2. Drs. Lukmanul Hakim, MA   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	Muhammad Risca
NIM	:	231424331
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Implementation of Meta Strters through Authentic Material to Develop Student's Reading Comprehension

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2019/2020
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 06 November 2019
An. Rektor
Dekan

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Nomor : B-15714/Un.08/FTK.1/TL.00/11/2019
Lamp. : -
Hal   : Mohon Izin Untuk Mengumpul Data
         Penyusun Skripsi

Banda Aceh, 01 November 2019

Kepada Yth.

_____

Di.
     Tempat:

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada

N a m a   : Muhammad Kiara
N I M   : 231324331
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester   : XII
Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t   : Ulee Kareng Gp. Doi Jl. Kapal Kleng

Untuk mengumpulkan data pada:

MAS Darul Ihsan

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Implementatiin of Short Stories Through Authentic Material to Develop Student's Reading Comprehension

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

Kode: ewa-6600

KEMENTERIAN AGAMA

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SURAT KETERANGAN PENELITIAN
Nomor. 015/Mts. 01.045/PP.00.5/2020

Yang bertanda tangan di bawah ini, Kepala MTsS Darul Ihsan Gampong Siem, Kecamatan Darussalam, Kabupaten Aceh Besar, dengan ini menerangkan bahwa:

Nama   : Muhammad Kisen

NPM   : 231324331

Prodi   : Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas adalah mahasiswa/i FTK UIN Ar-Raniry Darussalam Banda Aceh yang telah selesai melaksanakan Penelitian dan Pengumpulan Data Skripsi di Madrasah Tsanawiyah Swasta Darul Ihsan dengan judul:

"The implementation of short stories through authentic material to develop students reading comprehension"

Demikianlah surat keterangan ini dikeluarkan agar dapat dipergunakan sebagaimana mestinya.

Siem, Februari 2020
Kepala,

Rahma.

Rahmawati, S.Pd.I., M.Pd.
NIP.198004042007102006

No	Questionnaire	Student's answer				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I often read short stories in my leasure time					
2.	Short stories increase my reading skill					
3.	I feel familiar with all narrative text in my region					
4.	Short stories often lesson a moral value than essay text					
5.	I understand the generic structure of the short stories					
6.	I feel easier to understand short stories than essay in reading comprehension					
7.	Short stories increase my motivation in learning reading					
8.	By reading short stories, I can see how the word is used in different context					
9.	short stories as authentic material give me a positive impact on the development my vocabulary					
10.	I feel easy to understand short texts as authentic material in learning reading comprehension					

The Greenwood Boys

The Greenwood Boys are a group of popular singers. At present, they are visiting all parts of the country. They will be arriving here tomorrow. They will be coming by train and most of the young people in the town will be meeting them at the station. Tomorrow evening they will be singing at the Workers' Club. The Greenwood Boys will be staying for five performances. As usual, the police will have a difficult time. They will be trying to keep order. It is always the same on these occasions.

Cross (x) the best answer based on the text above.

1. When will they be coming to workers club ?

   a. Yesterday   c. Tomorrow evening

   b. Afternoon   d. At night

2. Who will be meeting them at the station ?

   a. Police   c. Government

   b. Most of the young people   d. People from the Workers' Club

3. How many performances will they give ?

   a. Six   c. Five

   b. Seven   d. less than five

Success Story

Yesterday afternoon Frank Hawkins was telling me about his experiences as a young man. Frank is now the head of a very large business company, but as a boy he used to work in a small shop. It was his job to repair bicycles and at that

time he used to work fourteen hours a day. He saved money for years and in 1938 he bought a small work-shop of his own. During the war Frank used to make spare parts for aero planes. At that time he had two helpers. By the end of the war, the small work-shop had become a large factory which employed seven hundred and twenty-eight people. Frank smiled when he remembered this hard early years and the long road to success. He was still smiling when the door opened and his wife came in. she wanted him to repair their son's bicycle!

4. Where did Frank used to work as a boy?

   a. In a small shop   c. In the office

   b. In a company   d. A and B are corrects

5. Who did come into the room after a while?

   a. His son   c. His wife

   b. Two helpers   d. His best friend

6. When did he buy his own shop?

   a. During the war   c. In the end of the war

   b. In 1938   d. When he still a young man

7. What did she want him repair?

   a. She want him to be a success person

   b. She want him to repair their son's bicycle

   c. She want him bought a small work-shop

   d. She did not want anything

One Man in a Boat

Fishing is my favorite sport. I often fish for hours without catching anything. But this does not worry me. Some fishermen are unlucky. Instead of catching fish, they catch old boots and rubbish. I am even less lucky. I never catch anything-not even old boots. After having spent whole mornings on the river, I always go home with an empty bag. You must give up fishing! my friends say. 'It's a waste oftime.' But they don't realize one important thing. I'm not really interested in fishing. I am only interested in fishing. I am only interested in sitting in a boat and doing nothing at all!

8. What did unlucky fishermen catch?

a. Old boots and rubbish   c. Rubbish

b. Old boots   d. Nothing

9. Where is the writer's spent a whole morning?

a. At home   c. In a boat

b. On the river   d. A, B, C all corrects

10. Which one of this statement is correct?

a. The writer's always go home with an empty bag

b. The writer's favorite sport is fishing

c. The writer's interested in fishing

d. His friend always catching old boots and rubbish