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The Effect of Short Story on Student's Reading Comprehension at The Eight Grade Students of Mts. Abdi Bina Insani Jiput Pandeglang

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ARTICLE INFO

ABSTRACT

This research aims to determine the effect of using short stories on students' reading comprehension. Reading comprehension is one of the essential skills in learning English which is often a challenge for students. In this research, short stories were chosen as a learning medium to increase students' interest and motivation in reading, and make it easier for them to understand the text. Students find it difficult to understand English lessons because they have not mastered basic reading skills, both in English and their mother tongue. This research uses an experimental method with a pre-test and post-test design. Data were analyzed using the t test to determine significant differences between the two groups. The results of the research show that there is a significant increase in the reading comprehension of students who learn using short stories compared to students who use the comic method. This shows that the use of short stories as open-ended material can improve students' reading comprehension skills effectively. Data was collected through pre-test and post-test, then analyzed using normality T-test, homogeneity test, and paired t-test with the help of SPSS 22. The effect of Shrot Story on students of reading comprehension at the eight grade student of MTs. Abdi bina insani jiput Pandeglang in Academic Year 2023/2024 is. This is proven by the t-test value in the paired t-test of -11.158 with a df of 19 and a two-sided significance of 0.000, which means Ha is accepted and Ho is rejected. In other words, there is a significant difference in post-test scores between the experimental and control classes. It can be concluded that the use of short story strategies significantly improves The reading ability of students at Mts Abdi can be human strategies provide a better understanding of the structure and techniques of short story books and more overall ideas, and improve their reading abilities.

Keywords:
short stories, reading comprehension, English learning

PENDAHULUAN

Language has an important role in life, aparted from being a means of communication, language is also used as a tool to unite all the diversity of languages and cultures that exist in the world. For this reason, in the process of getting to know the diversity of languages and cultures in the world, of course there are conditions that must be met, namely mastering English as an official international language recognized by all countries in the world. This statement was confirmed by Riandi and Ridzki in his article stating: "Bahasa Inggris mempunyai peranan yang sangat penting terutama

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dalam aspek pendidikan. Mengingat pentingnya bahasa Inggris, maka bahasa Inggris dijadikan mata pelajaran yang diajarkan mulai dari tingkat dasar hingga perguruan tinggi." ("English has a very important role, especially in the educational aspect. As consideration for the importance of English, English has been made a subject taught from elementary to university level."*)* (Riandi & Ridzki, 2021:100-106)

According to Baditvilai (2016) "in teaching and learning activities, English has four language skills that must be learned; namely listening, speaking, reading and writing." With these four English language mastery skills, students are required to be able to master and understand the four language skills which are related to each other and this is the basic capital for students in understanding aspects of reading and understanding. English properly. Researcher in this case focused on reading comprehension skills where the ability to master reading with understanding is a provision and key to student success in education. The knowledge that students gain is not only obtained from the learning process at school, but also through reading activities with comprehension techniques in everyday life.

In connection with the goal of mastering this language, English is one of the foreign languages that needs to be mastered to make it easier for someone to understand reading. Difficulties that are often encountered in the process of learning English at the junior high school level are students' lower reading comprehension and lacked of knowledge of English vocabulary, making it difficult for students to understand an English reading text. This is due to students' lack of interest in learning good and correct language using. As stated by Novari, et all (2020:647), "penerapan metode membaca pada siswa dapat menumbuhkan minat membaca siswa" ("the application of reading methods to students can grow students' interested in reading.") The results of his research showed that students were very interested and acknowledged that students' interest in reading grew after students were given the method of reading books by way of storytelling. Students easily receive information from speakers on how to read books from telling stories well. Novari, et all (2020:648) added "banyak manfaat yang diperoleh dari pemberian metode membaca bercerita ini, salah satunya adalah dapat membantu menumbuhkan minat membaca siswa." ("there are many benefits from providing this storytelling reading method, one of which is that it can help foster students' interest in reading.") This is what the researcher would applied, namely by trying to apply the reading comprehension method through the medium of English short story with the aim of improving student learning outcomes in reading comprehension in English lessons

The purpose of this research is to find out and provide solutions to students' problems in class, including lower students' English learning scores, students' lower knowledge of English vocabulary, students do not having good reading comprehension techniques, and students' lower interest in reading short stories in English. The indicators of students' mastery of reading comprehension in reading English short stories include students' ability to answer questions about the content of the reading, find the main idea, draw conclusions from the reading, understand the message conveyed in the short story, and the extent of the student's ability to retell the content of the short story, and the ability to telling stories in eighth grade MTs. Abdi Bina Insani Jiput Pandeglang in the 2023/2024 academic year.

Based on research in class VIII MTs. Abdi Bina Insani Jiput Pandeglang for the 2023/2024 academic year founding that there were still many students experiencing difficulties in understanding reading teaching materials properly and correctly. Based on the results of observations, tests and interviews with students, it showed that students had difficulties understanding reading, such as students cannot answer questions about the content of the reading, students cannot find the main idea of the reading, students cannot make conclusions from the reading, students do not understand the

message. What is conveyed from the reading, and the remainder do not have the ability to make conclusions and cannot retell the reading they have read.

Reading had a very vital role in contributing to golden generations of progress, reading would also increase intelligence and knowledge. According to Alberto (2013:2) "Reading is typically an individual activity, done silently, although on occasion a person reads out loud for other listeners; or reads aloud for one's own use, for better comprehension." Before the reintroduction of separated text (spaces between words) in the late Middle Ages, the ability to read silently was considered rather remarkable. In conclusion, by reading a person could took advantage of the experiences of other people or writers, such as emulating the wisdom of wise people and their intelligence, in addition to developing their abilities both in accepting and responding to knowledge and studying scientific disciplines and their application in everyday life. Is not there a saying that by reading a window to the world opens? This is not an exaggeration because by reading all knowledge, both technological developments and all actual information that is happening throughout the world could be known easily.

Short stories are free essays in the form of stories that tell a relatively shorter number of words and pages and contain a more limited plot. One of the strongest characteristics of short stories is that the story can be read to the end in one sitting (one session). This is certainly different from a novel which can take days to complete. According to Nurhayati (2019:116) "Short stories usually only give a single impression and focus on one character and situation that is full of conflict, events and experiences." Short stories can also be referred to as fictional essays that contain only part of the story of a character's life (slice of life). Than Mitchell (2019:24) "The short story is sometimes referred to as a genre." The short story is a crafted form in its own right. Short stories make use of plot, resonance and other dynamic components as in a novel, but typically to a lesser degree. While the short story is largely distinct from the novel or novella/short novel, authors generally draw from a common pool of literary techniques. It should also be noted that short stories differ not only in the number of words or in far fewer pages when compared to novels. The plot is also deliberately limited so that the story is lighter in terms of proportions, but the weight of the content itself is not limited and can be as strong as a novel

METODE

According to Sugiyono (2017:3) quantitative descriptive research methods are defined as research methods based on the philosophy of positivism, used to research certain populations or samples. Data collection uses research instruments, statistical data analysis with the aim of testing predetermined hypotheses. The research sample is the target that the researcher will aim for. In this research, sampling was determined using the Cluster Random Sampling technique. The Cluster Random Sampling technique was used because research on school students usually cannot use random techniques, but are selected based on groups/classes. So that those who get the same opportunity to be sampled are not individual students, but rather groups/classes. Researchers used cluster random sampling techniques to select 2 samples, namely Group VIII-A and Group VIII-B, where Group VIII-A was the experimental class and Group VIII-B was the control class.

DISKUSI

In this chapter, the researcher presents the results of the reading comprehension pre-test and post-test scores of students, that the experimental class is taught using the Short story method while the control class is taught using a different method, namely the comic method.

This research was conducted at the eighth grade of MTs Abdi Bina Insani Throughout a roughly one-month period beginning on March 2 and ended on March 30, 2022. In order to carry out the pre-

test and post-test for this research, the research started with a try out test on students in class VIII. So, the test results can be obtained and given to the students

The Data of Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	20	52	80	66,80	7,578
Post-Test Experiment	20	75	92	83,65	5,585
Pre-Test Control	20	56	76	64,40	5,789
Post-Test Control	20	68	80	73,20	3,915
Valid N (listwise)	20				

Based on the result of the descriptive data statistic above, from 20 students (N) of pre-test experimental class, the minimum score that is 52, while maximum score is 80, mean of this score is 66,80 and the standard deviation is 7,578. For the post-test of experimental class, the minimum score that is 75, while the maximum score is 92, so mean of post-test is 83,65 and the standard deviation is 5,585. Meanwhile, for control class from 20 students (N) the score of pre-tests gets the minimum sc,More that is 56, and the maximum score that is 76, so mean of this test is 64,40 and the standard deviation is 5,789. and for the post-test of control class the minimum score is 68, maximum score is 80, so mean of this test is 73,20 and standard deviation is 3,915.

Test of normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Ujian B.Inggris	Pre-Test Experiment (PBL)	,163	20	,172	,957	20	,481
	Post-Test experiment (PBL)	,143	20	,200*	,925	20	,125
	Pre-test Control (Konvensional)	,178	20	,099	,938	20	,216
	Post-test Control (Konvesional)	,213	20	,018	,879	20	,017

the level of students' reading comprehension and the factors that influence their reading ability.We started by using short story books to find out students' reading habits, including how often they read, the types of books they like, and the time they spend reading each day. Apart from that, we also conduct a reading comprehension test by giving them a reading text that they have to read, followed by several questions to measure their understanding of the content of the text.

The research results show that the majority of students have quite good reading habits, but there are some who have difficulty understanding more complex reading. Factors such as lack of time for reading outside of school and low interest in certain types of reading also affect comprehension test results. From this research, I learned a lot about the importance of reading skills in supporting student academic achievement. Apart from that, I also realize that interest in reading can be increased by providing various types of reading that are interesting and suit students' interests. This

experience made me increasingly aware of the importance of literacy and the role of schools in improving students' reading abilities.

In teaching and learning activities, English has four language skills that must be learned; namely listening, speaking, reading and writing. With these four skills in mastering English, students are required to be able to master and understand these four language skills, which are interrelated with each other and this becomes the basic capital for students to understand aspects of reading and understanding English well. Researchers in this case focus on reading comprehension skills where the ability to master reading along with understanding is a provision and key to student success in their educational journey. The knowledge that students gain is not only obtained from the learning process at school, but also through reading activities accompanied by understanding techniques in everyday life.

SIMPULAN

English teachers are encouraged to include short story strategies in their teaching methods, especially for reading activities. These strategies can help students develop their reading skills systematically and improve their overall performance in reading assignments. For students should be encouraged to instill strategies for reading short stories independently when doing assignments. This practice will help them become more confident and adept at organizing and presenting their ideas clearly and effectively. Therefore, schools should provide professional development opportunities for teachers to learn and implement effective teaching strategies such as short story impact books. Workshops and training sessions can be organized to familiarize teachers with this approach and its benefits. Future research should examine the application of reading strategies in different contexts and with different types of writing tasks. Investigating its effectiveness at the grade level or other subject areas can provide a broader understanding of its impact and potential benefits. Furthermore educational policymakers and curriculum developers should consider integrating short story book strategies into standard reading curricula. This integration can ensure that students across schools and regions benefit from a structured and effective approach to learning reading skills.

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