IMPROVING THE FIRST YEAR STUDENTS' READING COMPREHENSION AND INTEREST IN READING BY USING SHORT STORY

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Abstract

Penelitian ini bertujuan untuk mengkaji apakah ada pengaruh langsung yang signifikan dari penggunaan cerita pendek pada peningkatan prestasi belajar membaca siswa dan minat siswa dalam membaca. Populasi penelitian ini adalah siswa tahun pertama SMAN 1 Punggur. kelompok dipilih dengan menggunakan teknik *purposive sampling*. Teknik pengumpulan data yang digunakan terdiri dari *pre-test, post-test* dan kuesioner. Data dianalisis menggunakan independent t-test kelompok melalui SPSS 16.0. Itu $t_{value}>t_{tabel}$ (2.122> 2.000) dan nilai $t_{value}> t_{tabel}$ (2. 742 > 2.000) dari p <0,05. Ini berarti bahwa H_1 diterima bahwa ada efek langsung yang signifikan dari penggunaan cerita pendek pada peningkatan prestasi belajar membaca siswa dan pada peningkatan minat baca siswa. Dapat disimpulkan bahwa pada tahun pertama prestasi membaca pemahaman siswa dan minat membaca siswa meningkat dengan menggunakan cerita pendek di SMAN 1 Punggur.

The objectives of this research are to find out whether there is a significant direct effect of using short story on improving the students' reading comprehension achievement and the students' interest in reading. The population of this research was the first grade of SMAN 1 Punggur. The group was chosen by using purposive sampling technique. The data collection techniques used were the pre-test, post-test and questionnaire. The data were analyzed using independent group t-test through SPSS 16.0. That $t_{value}>t_{table}$ (2.122 > 2.000) and that $t_{value}>t_{table}$ (2. 742 > 2.000) than p < 0.05 it means that H_1 is accepted that there is a significant direct effect of using short story on improving the students' reading comprehension achievement and students' reading interest. It can be concluded that on the first year students' reading comprehension achievement and interest in reading students improved by using short stories at SMAN 1 Punggur.

Key words: short story, interest in reading, reading comprehension

INTRODUCTION

Reading skill has on important role for English Foreign Language (EFL) learners to overcome the difficulties in all of language skills, and in other three language skills: listening, speaking, and writing. Reading is one of the important skills in EFL to be learnt. Reading also takes an important role for EFL learners to comprehend and cope all of reading difficulties and aspects. In fact, the students' knowledge about reading comprehension is still low. However, reading skill is still concidered to be a complex skill to be taught. In reading there are five main aspects that the students should master : determining main idea, identifying specific information, reference, inference, and vocabulary. It makes reading comprehension becomes an important skill to be learnt for students.

The UNESCO's statistical data in 2012 also mentions the index of reading interest in Indonesia that reached 0,001. From 1,000 residents, only one resident who is interested in reading. According to UNESCO's education development index, Indonesia's position is at number 69 from127 countries. Karyono (2004) mention that one of facts about the reading interest in Indonesia, which is even less than Singapore or Malaysia which number fewer residents, even a much smaller total area.

Furthermore, everybody have a purpose from reading. Suparman (2005:1) mention that there are two major reasons for reading. First is reading just for pleasure and the second is reading for information (in order to find out something or do something with the information that readers get). In fact, the citizen of Indonesia prefer to get more information of all from television, radio, chatting with the collegues, neighbours or internet and many other media than reading a

book. If the present generation have less interest in reading, it's difficult to expect they will be a role model for his grandchildren to also interest at that.

The students were not interested to read types of printed text such as magazines and news papers while they would not even consider reading a book. This is surprising, that given the potential for benefits to second language teaching practice more known about the influence of interest on SLA and way to use interest in classrooms. Eidswick (2009).

For students reading is something that has to be done. They have to read their compulsory books or other materials related to their lesson. For students who are studying languages, reading is considered as the most important one because it can influence other language skill (listening, speaking, and writing). It is certainly not easy to present the English reading for Indonesian students whose language system is different. Kustaryo (1988:2).

Among literary genres, short stories seem to be the most suitable choice due to its potential to help students enhance the four skills—listening, speaking, reading and writing—more effectively because of the motivational benefit embedded in the stories Pardede (2011:1). Through a short story, students become more intelligent and skilled not only in learning but also interested to read well. Being associated with reading basic competence and forms of reading, short story is the material that easy to understand it with the form and pattern of simple competence. The type of short stories used as media are descriptive and narrative in patterns and complete content to improve reading comprehension.

Based on the interview with the teacher, it was found that most of students of SMAN1 Punggur at first grade lack of reading as a complex process which involves not only the read the text but also their experience to comprehend it. However, most students of SMAN1 Punggur faced problems in understanding the meaning of the short story. Because of its complexity, many teachers of English at junior and senior high school find difficulties in all teaching reading and prefer teaching structure to reading. Based on all reason above, the writer thinks that short stories can motivate students to read, cames to that resean the writer interested in conducting research entitle "Improving the Reading Comprehension and Interest in Reading by Using Short Stories".

In line with the descriptions above, the researcher is interested in investigating. There is any effect of using short stories on improving the students reading comprehension achievemnt. There is any effect of using short stories on improving the students in reading interest.

METHOD

The design is done by using quantitative is implemented in this research. To collect the data, the researcher used Static Group Comparison Design. The population of this research is the first year students of SMA Negeri 1 Punggur. The sample are 60 students from two classes (class X^{A1} and class X^{A2}) that were selected by using purposive sampling technique. In conducting this research, the researcher use Static Group Comparison Design that deals with two groups, as shown below:

K_1 X_1 T_1

K_2 X_2 T_1

Notes:

k_1 = the pretest in control Group

k_2 = the pretest in experimental Group

T_1 = the posttest

X_1 = treatment 1 (Teaching reading comprehention by using narrative text)

X_2 = treatment 2 (Teaching reading comprehention not using descriptive text)

(Setiyadi, 2006: 134)

The instruments used in this research were questionnaire and reading tests. The researcher used the data collection that consist of tryout, pre-test, post-test and questionnaire. The researcher collected the data about reading students' and reading interest by giving questionnaire and administring a reading test to obtain data of students' reading comprehension. The variable consists of two groups that can be used to analyze this data that is an independent t-test (Setiyadi 2006). The data were statically analyzed using independent group t-test through SPSS 16.0 for Windows at the level of significance 0.05. Then, the researcher analyzed the improvement of reading comprehention and interest in reading using short story. After finding data analysis, the researcher found the criterion of the hypothesis acceptance. There were two hypothesis, H_0 ($t_{value}<r_{table}$) and H_1 ($t_{value}>r_{table}$).

RESULTS

From the research we can conclude that short stories improvement the reading comprehension achievement. By comparing the gain of students' score in both classes to make sure whether there is significant effect of students' reading

comprehension achievement by using short story. The result of the calculation is as follows:

The Analysis of Hypothesis Test Reading Comprehension Achievement by Using Short Story

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Gain	Equal variances assumed	11.224	.001	2.122	58	.038	-2.46667	1.16237	-4.79341	-.13992
	Equal variances not assumed			2.122	36.621	.041	-2.46667	1.16237	-4.82268	-.11065

The table shows that sig.(2tailed) is 0.038. It means that the sig. < α (p<0.05, p=0.038). It can be conclude that H_0 is rejected and H_1 is accepted that there is significant effect between those who are taught using short story on the students' reading comprehension achievement.

The calculation shows that t-ratio > t-table, that is 2.122 > 2.000. It means that H_1 is accepted that there is direct effect between those who are taught using short story on the students' reading comprehension achievement.

Short Story is improving the Interesting Reading.

By comparing the total of students' score in both classes it can be seen that there is significant effect of students' interest in reading by using short story. The result of the calculation is as follows:

The Analysis of Hypothesis interest in reading by Using Short Story

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
quisioner	Equal variances assumed	7.252	.047	2.742	58	.049	1.33333	2.46104	-3.59297	6.25963
	Equal variances not assumed			2.742	52.392	.049	1.33333	2.46104	-3.60422	6.27089

The table shows that sig.(2tailed) is 0.049. It means that the sig. < α (p<0.05, p=0.049). It can be conclude that H_0 is rejected and H_1 is accepted that there is significant effect between those who are taught using short story on the students' interest in reading.

The calculation shows that t-ratio > t-table, that is 2. 742 > 2.000. It means that H_1 is accepted that there is direct effect between those who are taught using short story to the students' reading interest.

Based on the data above, it can be stated that there is an improvment of students' reading comprehension achievement and interest in reading by using short story at second grade of SMPN 1 Punggur. Teaching reading comprehension using short stories gives a higher increase as well as the interest in reading students is increasing using short stories. In other words, short stories can indeed increase the interest in reading students and for achieving student reading comprehension.

Discussion

The main finding of this research was to determine whether there is a improvement on students' reading interest and students' reading comprehension by using of short story. Based on the result above, it is in line with what has been found by previous research. Before discussing it further, the researcher would like to investigate the previous relevant research related to this research, that is:

Susanto (2016) investigated students' interest found that relationship between students' reading interest and students' reading comprehension. The results of this research showed that the coefficient correlation was 0.673 and the coefficient influences value of both variables was 0.434. It was showing when the students got high score in interest score; they also got high score for their reading comprehension. Based on the results of the research it could be concluded that there was correlation between students' reading interest and their reading comprehension. By having high reading interest, students were able to read well than those who have low interest.

These current findings are similar to the finding of this research that the material which the researchers believe will produce a better result and provides significant two tail $p<0.05$. It means that there is significant difference between those two teaching materials. Besides that, the materials which have given better result to both researches also make students become active in class because it brings the students into interesting and enjoyable situation.

Students are more likely to read what they think interested in the reading material, for example, reading programs that provide dedicated reading time do influence

the students "intention to read" by making available materials of interest to students and eliminating competing factors.

Another study was done by Fitriani (2008) she found that there was a positive direct effect of students' reading interest using short text. Relating based on the data analysis, the researcher found that the result of direct effect of students' reading interest by using short story score found that was 0.049. Therefore, the hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. There was a positive direct effect of students' reading interest using short story. Relating to this, it could be interpreted that an increasing ability on reading comprehension probably has relationship with an increasing on reading interest. It means that the high scores of students' reading interest tend to be followed with high scores of students' reading comprehension.

In line with the study by Frimasary (2015) who found that the mean score from pre-test was 45.1 for experimental class and 45.25 for control class. The differences both of classes were 0.15 point. While the result of post-test were 55.9 for the experimental class and 51.8 for the control class. The differences in both classes were 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. Relating based on the data analysis; the researcher found that the result of direct effect of students' reading comprehension by using short storyscore found that was 0.049. Therefore, the null hypothesis (H_0)

is rejected and the alternative hypothesis (H_1) is accepted.

Related to the research, the researcher found some problems in that school such as, first, the teacher was unaware that the students never brought dictionary as a tool to check the difficult words in the text. Second, the students had often given same types of task and topic of the text. Third, the teacher made the students was bored to learn reading comprehension in the class. The last is the teacher seldom asked the students to read English literature.

This finding also supported by Snow (2002) theory that says Interest plays a role in decision to read, in the level of engagement with the text during reading, and thus also in the product the reader creates in terms of comprehension of the text and learning forms the text. From the statement above, it can be understood that the students are not disappointed with their English if they are interested in their English reading.

From that statements it can be concluded that short story can improvement the interest in reading In addition if in terms of students' participation, interest, and motivation during teaching and learning process after applying short story technique in reading comprehension are also improved, they are more motivated to read and involved actively. Mutakhirani (2015)

CONCLUSIONS AND SUGGESTION

The conclusions of the research and suggestions based on the data presentation and analysis from the previous as follows.

Conclusions

After conducting the research at the eleventh grade of SMAN 1 punggur and analyzing the data, the researcher draws the conclusions as follows:

1. There is a significant direct effect of using short storieson improving the students reading comprehension achievemnt. This can beseen from the result of statistical analysis independent t-test showsthat sig.(2tailed) is 0.038. It means that the sig. $< \alpha$ (p<0.05, p=0.038). Shows that t-ratio > t-table, that is 2.122 > 2.000. It means that H_1 is accepted that there is direct effect of using short storieson improving the students reading comprehension achievemnt.

2. There is a significant direct effect of using short stories in improving the students in reading interest. This can be seen from the result of statistical analysis independent t-test shows that sig.(2tailed) is 0.049. It means that the sig. $< \alpha$ (p<0.05, p=0.049). Shows that t-ratio > t-table, that is 2.122 > 2.742. It means that H_1 is accepted that there is direct effect between those who are taught using short story to the students' reading interest

Suggestions

Based on the conclusions of the research, the writer puts forward some suggestions, they are:

1. The teacher should provide the students with English books which is colorful content, pictures and then many story such as short story, novel, magazine and newspaper.

2. Researcher suggests to thet teacher who teach English subject have to use many media to send the message from the knowledge to make students more interactive, communicative and interest in the classroom during the teaching and learning process.

3. Further researcher should conduct the research at different levels of students because in this research, the researcher analyzed the improveing of students' reading interest and students' reading comprehension in senior high school.

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