

**THE INFLUENCE OF USING SHORT STORY TOWARDS STUDENTS' ABILITY IN COMPREHENDING NARRATIVE TEXT AT THE SECOND SEMESTER OF THE EIGHTH CLASS AT SMP NEGERI 2 SUMBER REJO TANGGAMUS**

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**Abstract:** Comprehension is the purpose of reading. Without it the reader wastes her time because she is not processing and remembering the text. It is vital to the education of students to implement strategies to develop reading comprehension skills. The students with literacy problems who do not receive help are in danger of becoming adults with limited employment opportunities and other life challenges. The purpose for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension result is when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. The objective of this research is to know and describe the influence of using Short Story towards students' ability in comprehending narrative text. This research was conducted by using Experimental method. The total population of this research was 150 students in 5 classes. The samples of this research were 2 classes. In taking the sample, the writer used cluster random sampling technique. In getting the data, the writer used multiple choices test with 40 item test. Based on data analysis and hypothesis, the writer found that the average score of students' ability in comprehending narrative text who are taught by using Short Story was higher than that of those who are taught through conventional technique ( $\bar{X}_1 = 71.58 > \bar{X}_2 = 57.42$ ). Therefore the calculation of  $t_{test} = 7.01$  was higher than  $t_{table}$  with significance 5% = 1.67 and significance 1% = 2.39. The writer then concludes that there is a significant influence of Short Story towards students' ability in comprehending narrative text for the students at the second semester of the eighth class at SMP Negeri I Sumber Rejo Tanggamus in 2012/2013.

**Keywords:** influence, short story, narrativet text

## **INTRODUCTION**

English is an international language needs to be mastered by all people in the world. The people from one country can communicate with people from other countries by using English. English is also needed to transfer information, knowledge and high technology even culture. because most of sources use

English. The indonesian Government declared English as the first foreign language and it is as the compulsory subject that should be given for the student junior high school up to the universty. Nowadays English is taught for elementary school as the local content subject.

In teaching English, there are many texts that should be learned and mastered by the students. One of the text is narrative text. Narrative text can be described as a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listener about the story. To comprehend narrative text, the teacher can use many techniques in the class. Using a good technique can make the students easier in comprehending narrative text.

the writer wants to solve the problem above by using short stories in teaching English especially in teaching reading narrative text. Reading is an activity that gives everyone information or knowledge. By reading everyone will get many informations from what everyone has read. According to Wallace (1992:5), "Reading is so much a part of daily life those of used who live in literate communities that much of time hardly consider either purpose involved". It means that reading is important thing to communicate for life. Reading is the way to get information or knowledge. Sometimes students feel bored and enjoy when they read a text. When the students know the meaning of the text they will enjoy read it. But, when they do not know the meaning of the text, they will get bored. If the students have good ability in comprehending narrative text automatically it will be easier to understand their reading text and complicated English reading text.

Pre reading that is given by the teacher to the students is good activity. It can make the students think, what kind of material that they will study and which vocabulary should the students prepare to this material.

Reading is a process to get information and knowledge, with reading we can improve our comprehension and get a lot of information. By reading lot someone will be clever because they know the information from what they have read. It is supported by Brown

(1994:2) that reading is a process where by one looks at and understand what has written. It means that more reading, more knowledge or information for everyone. Richard (2001:59) stated, "Short story is a form of prose fiction, a creative non-poetic kind of composition. Write this in third person (as if you were a narrator) or first person if you speak as your main character. Similar definition is stated that short story is a form of prose fiction usually depicting a single incident (unlike most novels). Narrative is form of writing used to relate the story of acts or events. Narration places occurrences in the time and tells what happened according to natural time sequence. McCrimmon (1999:159) states that narration is a story told to make a point. It can be used in an abbreviated form to introduce or illustrate a complicated subject – that is, writers often use narration to lead into the body of their writing – or in an extended form to provide a detailed, personal account of "what happened". Pardiyono also stated that when we want to tell story in the past, which have problems of ours or other people, it is included conflict, climax and resolution, the main story can be written in narration form. Narrative text is a text that has purpose to amuse or to entertain the reader or the listener.

The objective of the Research To know and describe whether or not the average score of students' ability in comprehending narrative text who learn using short stories is higher than that of those who learn using reading text. To know and describe the influence of using short story towards students' ability in comprehending narrative text.

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes/social opinions suh as soap operas and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that

through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

Students' narrative text comprehension can be defined as the students' understanding of a narrative text. To increase the students' comprehension of narrative text, there are kinds of text that can be used in teaching narrative. One of the text is short story. Short story can increase students' motivation to read a text because short story is interesting to read. So, short story will give good effect in increasing students' comprehension of narrative text. The writer formulated the hypothesis as follows:

- a. There is a significant influence of using short story towards students' ability in comprehending narrative text.
- b. The average score of students' ability in comprehending narrative text who learn narrative text through short story is higher than those students who learn narrative text through others teaching materials.

## METHOD

In this research the writer used experimental method. It means that the writer involved herself in the learning and teaching process. The writer used two classes, the first class was experimental class which was taught by using Short story and the other class was control class which was taught by using Short story at same level and the research focused on comprehending narrative text. Then the result of the test of both classes were compared to know whether there is influence about teaching narrative by using Short story towards students' ability in comprehending narrative text. The population of this research are the students at the second semester of the eighth class at SMP Negeri 2 Sumber Rejo Tanggamus. The students at the eighth class consist of 5 classes with 150 students.

In this research, the writer took two classes as the sample they were as an experimental class and as a control class. In conducting the research, the writer used cluster random sampling technique because the average score of each class was homogeneous. To know the students' ability in comprehending short story, the writer used objective test, that is multiple choices test. The test consists of 40 items test, each item consists of four options A, B, C, and D. The score was 2.5 of each item tests for true and 0 for wrong. The highest score was 100 and the lowest score was 0.

## FINDING ANN DISCUSSION

### Research finding

#### 1. The normality test

Then, the writer looked for the average and standard deviation as follows:

$$\bar{X}_1 = \frac{\sum f_1 \cdot X_1}{\sum f_1}$$

$$\bar{X}_1 = \frac{2219}{31}$$

$$\bar{X}_1 = 71.58$$

Then it is counted by using standard deviation:

$$S_1^2 = \frac{n(\sum f \cdot X_1^2) - (\sum f_1 \cdot X_1)^2}{n_1 \cdot (n_1 - 1)}$$

$$S_1^2 = \frac{31(160398) - (2219)^2}{31(31 - 1)}$$

$$S_1^2 = \frac{(4972338) - (4923961)}{31(30)}$$

$$S_1^2 = \frac{48377}{930}$$

$$S_1^2 = 52.02$$

$$S_1 = \sqrt{52.02}$$

$$S_1 = 7.21$$

Then next step was determining the expected frequency ( $E_i$ ) and observed frequency ( $O_i$ ) as follows:

1. Delimitating the boundary of the class ( $X$ ) by subtracting the lowest score in the class by 0.5.
2. Calculating  $Z$  for the boundary of the class with formula  $Z = \frac{X - \bar{X}}{S}$
3. Calculating width of interval class by seeing  $Z$  value list.
4. Calculating expected frequency ( $E_i$ ) by multiplying width of every interval with the total of data that is  $E_i = L_1 \cdot N$

## 2. The Homogeneity Test

After the population data had been proved that have normal distribution, so the writer also conducted the examination of homogeneity of variance from both data with the following hypothesis formula:

The hypothesis formula is:

$H_0 : \alpha_1^2 = \alpha_2^2$  Both variance of sample are homogeny

$H_1 : \alpha_1^2 \neq \alpha_2^2$  Both variance of sample are not homogeny

Then the result of the highest variance and lowest variance is included into formula, so we got:

$$F_{cal} = \frac{\text{The Highest Variance}}{\text{The Lowest Variance}}$$

$$F = \frac{90.52}{52.02}$$

$$F = 1.74$$

The criterion of testing

Reject  $H_0$  if  $F_{hit} \geq F_{1/2\alpha(V_1, V_2)}$

For  $\alpha = 0.05$  obtained

$$F_{table} = F_{1/2} \cdot 0.05(30, 30)$$

$$= 2.38$$

For  $\alpha = 0.01$  obtained

$$F_{table} = F_{1/2} \cdot 0.01(30, 30)$$

$$= 1.84$$

In fact that at level 0.05 and 0.01 was obtained  $F_{hit} < F_{table}$ , so that  $H_0$  is accepted. It means that the data have the variance equality.

## 3. The Hypothesis Test

To test the hypothesis in this research, the writer used t-test formula as follow:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$S^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$s_1^2 = 52.02$$

$$s_2^2 = 90.52$$

$$\bar{X}_1 = 71.58$$

$$\bar{X}_2 = 57.42$$

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(30) - 52.02 + (30) - 90.52}{60}$$

$$S^2 = \frac{1560.6 + 2715.6}{60}$$

$$S^2 = \frac{1560.6 + 2715.6}{60}$$

$$S^2 = 71.27$$

$$S = \sqrt{71.27}$$

$$S = 8.4$$

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{test} = \frac{71.58 - 57.42}{8.4 \sqrt{\frac{1}{31} + \frac{1}{31}}}$$

$$t_{test} = \frac{14.16}{8.4 \sqrt{0.03 + 0.03}}$$

$$t_{test} = \frac{14.16}{8.4 \sqrt{0.06}}$$

$$t_{test} = \frac{14.16}{8.4(0.24)}$$

$$t_{test} = \frac{14.16}{2.02}$$

$$t_{test} = 7.01$$

The testing criterion:

$$H_0 \text{ Rejected } t_{hit} > t_{(1-\alpha)(dk)}$$

$$\text{with } dk = (n_1 + n_2 - 2)$$

$$dk = (31 + 31 - 2) \quad dk = 60$$

For significance level of 5%

$$t_t = t_{(1-0.05)(60)}$$

$$t_t = t_{(0.95)(60)} = 1.67$$

For significance level of 1%

$$t_t = t_{(1-0.01)(60)}$$

$$t_t = t_{(0.99)(60)} = 2.39$$

The result above showed that  $t_{test} = 7.01$  was higher than  $t_{table}$  with significance 5% = 1.67 and significance 1% = 2.39.

## Discussion

Based on data analysis and hypothesis, the writer found that the average score of students' ability in comprehending narrative text who are taught by using Short Story was higher than that of those who are taught without Short Story ( $\bar{X}_1 = 71.58 > \bar{X}_2 = 57.42$ ). Therefore the calculation of  $t_{test} = 7.01$  was higher than  $t_{table}$  with significance 5% = 1.67 and significance 1% = 2.39. Furthermore, the writer concluded that

Short Story was successful to be applied in teaching reading narrative text for the students at the second semester of the eighth class at SMP Negeri I Sumber Rejo Tanggamus.

## Conclusion

The writer would like to make conclusion as follows:

- The average score of the students' ability in comprehending narrative text who are taught by using Short Story was higher than that of those who are taught without Short Story.
- Short Story can increase the students' ability in comprehending narrative text. It is also supported by the calculation of  $t_{test}$  was higher than  $t_{table}$  with significance 5%.

Students' comprehending narrative text can be defined as the students' understanding of a narrative text. To increase the students' comprehending of narrative text, there are kinds of text that can be used in teaching narrative. One of the text is short story. Short story can increase students' motivation to read a text because short story is interesting to read. So, short story will give good effect in increasing students' comprehending of narrative text. There is a significant influence of using short story towards students' ability in comprehending narrative text.

The average score of students' ability in comprehending narrative text who learn narrative text through short story is higher than those students who learn narrative text through others teaching materials.

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