

A STUDY ON TEACHING READING COMPREHENSION BY USING SHORT STORY AT THE SEVENTH GRADE OF MTS MANSHURUL UMMAH PASEAN PAMEKASAN

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Abstract

This study has three research focuses: (1) how does the English teacher teach reading comprehension by using short story, (2) what are the obstacles faced by English teacher, and (3) what are the advantages of teaching reading comprehension by using short story at the seventh grade of MTs Manshurul Ummah Pasean Pamekasan. The approach of this study is qualitative and the kind is descriptive. The data was collected through observation, interview and documentation and analyzed by using explorative descriptive procedures: data reduction, data display, data conclusion drawing and verification. The data validity used triangulation of data collection techniques. The findings of the study shows: (1) The steps in teaching reading comprehension by using short story are: pre-teaching, whilst-teaching, and post teaching. The use of short story makes students enjoyed learning and students' are highly motivated, fun and joyfull with the teaching and learning. (2) The obstacles faced by teacher in teaching reading comprehension are: (a) students' motivation is low, (b) students' vocabulary is very limited, (c) students' self confidence and bravery are very poor. (3) The advantages of teaching reading comprehension are: (a) recognizing English texts genre, (b) increasing fluency in reading, (c) enlarging students' English vocabulary.

Keywords: *short story, reading, comprehension*

INTRODUCTION

We can't deny the fact about the importance of English as a means of global communication. Learning English is very important for students because English becomes a world language which is used in every situation and condition. By mastering English as an international language we can develop science, technology, cultural art, and developmental relations with other nations in the world.

There are four important skills in the English language which should be learned and mastered by learners especially for students in Indonesia. They are reading, writing, speaking, and listening skills. Besides that, language components are also important to be mastered such as: grammar, vocabulary and English pronunciation. These language skills and components have interconnections with each other.

In learning reading skills, learners study how to read the text correctly or pronounce the words in English accurately. In learning writing skills, learners study how to write in English well such as: short functional text, descriptive, recount, narrative and another by using correct structures and vocabularies. In learning speaking skills, students study how to talk or speak English fluently by using good pronunciation, vocabulary, dialect and another. The last one is listening skill. In this skill, students are studying how to understand messages from the speaker well¹.

One of the important skills in English is reading comprehension. Reading comprehension is essentially a series of thinking skills effectively developed through inquiry, the high school teacher now has a specific technique for teaching reading comprehension.² Therefore, English teachers must be creative to use various techniques and strategies in teaching reading comprehension because reading has an important role in students' English mastery.

Reading skill is very important for the second language learning especially for the seventh grade students of MTs Manshurul Ummah Pasean Pamekasan. There are many ways which were done by teachers and learners in order to comprehend the text or passage easily. In seventh grades of Junior High School especially in MTs Manshurul Ummah Pasean Pamekasan, students are still beginners in studying English. Therefore, they have difficulty in learning reading comprehension. Teachers teach reading comprehension by using short stories to

¹Douglas Brown, *Teaching By Principles An Interactive Approach To Language Pedagogy* (San Francisco: Longman, 2000), p. 247.

²Arnold A. Giese, *Do You Read Me? Practical Approaches to Teaching Reading Comprehension* (University of Alaska: Fairbanks, Alaska: 1977). P.9

respond the students' problems in understanding and comprehending an english text.

Essentially, the seventh grade is transition period between childhood into adolescence, which is not perfect emotional learning for optimize learning. In this condition, they still need emotional approach in providing language materials. So that they can be easy and fun to receive such material. In this case, english teachers must creative in designing materials of reading comprehension due to condition of students. Ur argued that there are three important things which can attract students' interest and motivation in the classroom especially in teaching and learning of English to children: pictures, stories and games³. Besides that Brouhgton also stated that young learners prefer joyful and fun learning. Short stories are funny, simple and capable of providing traction flexible reading for students thus indirectly giving effect their ability.

Based on the background above, the researcher interested in studying the teaching reading comprehension by using short story at the seventh grade students of MTs Manshurul Ummah Pasean Pamekasan. The focuse of this study are:

1. How does the English teacher teach the students' reading comprehension by using short story at the seventh grade students of MTs Manshurul Ummah Pasean Pamekasan?
2. What are the obstacles faced by English teacher in teaching reading comprehension by using short story at the seventh grade students of MTs Manshurul Ummah Pasean Pamekasan?
3. What are the advantages of using shot story in teaching reading comprehension at the seventh grade students of MTs Manshurul Ummah Pasean Pamekasan?

RESEARCH DESIGN

1. Research approach, kind and research setting

The approach of this study is qualitative. The kind of research in this study is descriptive research. Descriptive research was designed to obtain more information concerning the real phenomena and they are directed to determining the nature of a situation as the existed at time of the study. This study takes place at MTs Manshurul Ummah Pasean Pamekasan. The consideration of taking this place because the location of school is very strategic. So, the researcher can conduct the

³ Penny Ur, *A Course in English Language Teaching: Practice and Theory*. (New York: Cambridge University Press, 1991) page 288

research easily and the researcher can get the research data easily. Beside that, the school is one of new school which has high spirit and commitment in developing teaching and learning especially in English teaching and learning.

2. Data Sources and collection procedures

The data sources in this study are teacher and students. The first, the researcher gets some information from English teacher about teaching reading comprehension by using short story. The second, the researcher gets some informations from the seventh grades students of MTs Manshurul Ummah Pasean Pamekasan. The procedures of data collection in this study are observation, interview and documentation. Interview that was used in this study is unstructured interview. And observation that was used in this study is non-participant observation.

3. Data analysis and validity

The data of this study was analyzed by using explorative descriptive procedures of Miles and Huberman.⁴ The first is data reduction. Data reduction means focusing the data. In this step, researcher selected, focused, simplified, transformed and summarized the data from interview, observation and documentation. The second is data display. In this step, researcher display or presented the data narratively based on data reduction. Through data display, the researcher was easy to understand what happen and plan the text work based on the understanding. The third is conclusion drawing and verification. In this step, researcher made a conclusion drawing. The conclusion is the answer of the research problems. Validity plays an important key for effective research. Without validity, a research will be in valid and worthless. Validity is a requirement for qualitative research.⁵ The check the vaildity of the data in this study, researcher used triangulation of data collection techniques.

⁴ Matthew B. Miles. A. Michael Hubberman, *An Expended Sourcebook: Qualitative Data Analysis* (USA: International Education and Professional Publiser, 1994, p. 10-11.

⁵ Louis Cohen, Lawrence Manion and Keith Morrison, 2007. *Research Methods in Education (Six Edition)*. USA: RoutledgeFalmer

RESEARCH FINDINGS

1. The steps of teaching reading comprehension by using short story

a. The first meeting

At the first meeting, the researcher was as passive participant in English teaching and learning process at the seven grade of MTs Manshurul Ummah Pasean. Teacher taught reading comprehension skill by using using short story.

1. Pre – teaching

Pre-teaching is the first section of teaching and learning process. In this section, teacher did the following activities in the classroom:

- a. Teacher greet students with salam
- b. Teacher asked students' condition in the classroom
- c. Teacher asked students to pray together before starting the english lesson
- d. Teacher checked the student attendance
- e. Teacher gave brainstorming and warming up related with subject of the day (*family tree/members*).

2. Whilst – teaching

Whilst-teaching is the main point of english teaching and learning activities. In this section, teacher did the following activities:

- a. Teacher gave short story about big family
- b. Teacher ordered students to read a short story
- c. Students asked about difficult words in the short story
- d. Teacher ordered students to summarize the story of big family which was given by teacher
- e. Teacher asked students to make main mapping of their big family complete with the series and name of big family
- f. Teacher gave students what they have done
- g. Students corrected the other main mapping
- h. Teacher corrected together with students
- i. Teacher open questions and answering session

3. Post – teaching

Post-teching is last activities in teaching and learning. In this section, teacher did the following activities:

- a. Teacher asked students' difficulties during teaching and learning process
- b. Teacher gave conclusion about the material and motivate students to always study in their home
- c. Teacher closed the lesson by asking students to pray together
- d. Teacher closed and ended the class with praying and salam

b. The Second Meeting

The material in the second meeting is *narrative text*. The students are taught by using short story about narrative text.

1. Pre – teaching

Pre-teaching is the first section of teaching and learning process. In this section, teacher did the following activities in the classroom:

- a. Teacher started the class with greetings, such as *assalamu alaikum*
- b. The teacher asked students' condition
- c. Teacher began the class by asking students to pray together before starting the lesson
- d. Teacher checked the students' attendance for the day
- e. Teacher gave brainstorming and warming up related with the topic of the day.

2. Whilst – teaching

Whilst-teaching is the main point of english teaching and learning activities. In this section, teacher did the following activities:

- a. Teacher made four groups, each group consists of four students
- b. Teacher gave short story about Cinderella to the students
- c. Teacher ordered students to read the text about Cinderella
- d. Teacher gave chances to student to ask about the difficult words from the story
- e. Teacher asked students to retell the text of Cinderella group by group in come forward by their own language
- f. Teacher ordered the students to answer the question from other group
- g. Teacher opened questions and answers sessions

3. Post – teaching

Post-teching is last activities in teaching and learning. In this section, teacher did the following activities:

- a. Teacher asked students' difficulties during teaching and learning process
- b. Teacher gave conclusion about the material and motivate students to always study in their home
- c. Teacher closed the lesson by asking student to pray together
- d. Teacher closed and ended the class with praying and salam

c. The Third Meeting

The material in the third meeting is *narrative text*. The students are taught by using short story about narrative text.

1. Pre – teaching

It is about main point in teaching and learning process in the classroom. It is showed by teacher activities:

- a. Teacher started the class with greetings, such as *assalamu alaikum*
- b. The teacher asked the students' condition
- c. Teacher began the class by asking students to pray together before starting the lesson
- d. Teacher checked the students' attendance
- e. Teacher gave brainstorming and warming up related with the topic of the day.

2. Whilst – teaching

Whilst-teaching is the main point of english teaching and learning activities. In this section, teacher did the following activities:

- a. Teacher read the story of Malin Kundang
- b. Teaacher ordered students to hear carefully the stories from teacher
- c. Teacher asked students to wrote the reading story of Malin Kundang
- d. Teacher ordered students to read summarize of Malin Kundang
- e. Students asked the meaning of story in Indonesian or in English to in Indonesian
- f. Teacher asked students to draw the Malin Kundang

- g. Teacher open questions and answers sessions

3. Post – teaching

Post-teching is last activities in teaching and learning. In this section, teacher did the following activities:

- a. Teacher asked students' difficulties during teaching and learning process
- b. Teacher gave conclusion about the material and motivate students to always study in their home
- c. Teachers closed lesson by asking student to pray together
- d. Teacher closed and ended the class with pray and salam

2. The obstacles faced by teacher in teaching english reading comprehension by using short story

English is difficult for learners because they do not really learn english effectively and efficiently. There are many learners want to master english as golbal communication either in listening, reading, sepaking and writing. However, most of learners face various many problems in learning english as second language. The learners' problems are surely become obstacles for teachers in teaching english classroom.

Essentially, the students of seventh Grade of MTs Manshurul Ummah Pasean Pamekasan in language learning especially learning reading comprehension, students cannot understand because the students is transition from primary to secondary school. The students do not understand the english text fully. The obstacles faced by teacher in teaching reading comprehension at second grade of MTs Manshurul Ummah are as follows:

1. The first obstacle for teacher in teaching reading comprehension by using short story is *students' motivation*. The second grade students of MTs Manshurul Ummah have low motivation and interest in learning English. The factor is because they think that english is not important and very difficult lesson to be understood and mastered.
2. The second obstacle is *students' vocabulary*. The second grade of students of MTs Manshurul Ummah have limited vocabulary so that they are very difficult to understand english text easily.

3. The third obstacle is *students' self confidence and bravery*. The second grade students of MTs Manshurul Ummah are very poor in confidence and bravery in expressing and presenting their idea in English.

3. The advantages of teaching reading comprehension by using short story

Based on the study, there several advantages of teaching reading comprehension by using short story.

1. The first advantage of teaching reading comprehension by using short story is help students in recognizing English texts genre, and make learning of reading comprehension easier, effective and more interest for students. The students can identify their own correct learning by themselves. Based on the interview, the researcher got the data in the field, reading comprehension is the complex activities in learning English material and also important subject for students. Especially, they are as second language learners.
2. The second advantage of teaching reading comprehension by using short story is making students fluency in reading English text.
3. The third advantages of learning reading comprehension by using short story found by researcher are various because the students at seventh grade students have different capability in English. So that, it is of course, they have different assumption and argumentation about the advantages of learning reading strategies that they used. The cariousness of advantages in learning reading comprehension exactly will give benefits from the other second language learners too. They can enlarge their English knowledge, especially for the learning reading comprehension by using short story in order to be able easier to comprehend the English text.

DISCUSSIONS

Based on the findings above, the steps in learning reading comprehension are: pre-teaching, whilst-teaching and post-teaching. The important thing in learning reading comprehension is the short story. The learning reading comprehension should create well atmosphere in classroom, enjoy in following the teaching and learning process. The English teacher and the students have to choose a good short story to be implemented in the classroom. On the other hand, the reading comprehension by using short story at the seventh grades of MTs Manshurul Ummah Pasean Pamekasan is successful.

The finding above is also clearly stated that there are several obstacles for teacher in teaching reading comprehension by using short story. The obstacles are come from students. The obstacles on reading comprehension are students' motivation and interest, students' vocabulary, students' confidence and bravery. In reading comprehension activities, motivation helps support each other concentration and helps in creating a well rounded understanding logically and emotionally. The motivation that helps to maintain an understanding of the long term because of emotional motivation and a desire to enjoy the reading material.

The findings also stated that that teaching reading comprehension by using short story gives beneficial advantages. They are three points advantages why reading comprehensions strategies are needed. They are: (1) Short story helps students to improve reading comprehension as well as efficiency in reading. (2) By using short story, students will be read in the way that expert readers do. (3) Short story help readers to process the text actively, to monitor their comprehension and to connect what they are reading to their own knowledge and to other parts of the text. Therefore, through the beneficial advantages of teaching reading comprehension, teacher's obstacles can responded and solved by the implementation of teaching reading by using short story in the classroom.

CONCLUSSIONS

Based on the findings and discussions presented above, this study can be concluded as follows:

1. The use of short story in teaching reading comprehension at the second grade of MTs Manshurul Ummah Pasean Pamekasan implemented with the following common steps: pre-teaching, whilst-teaching and post teaching. The use of short story aims at achieving learning goal and lost students' boredom in learning English especially reading skill. The implementation of teaching reading comprehension by using short story is success. Through short story, students enjoyed learning reading skill and students' motivation was highly increased.
2. They are various obstacles in teaching reading comprehension at MTs Mashurul Ummah Pasean Pamekasan. The obstacles are: (a) students' motivation is low, (b) students' vocabulary is very limited, (c) students' self confidence and bravery are very poor.

3. The advantages in teaching and learning reading comprehension by using short story are: The advantages of teaching reading comprehension are: (a) recognizing English texts genre, (b) increasing fluency in reading, (c) enlarging students' English vocabulary.

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