



Short Story for Developing Students Vocabulary in Reading Comprehension of Narrative Text in Banten

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Article Info

Article history

Submission Date: 17 July 2022

Acceptance Date: 19 October 2022

Keywords:

Short story, vocabulary, reading comprehension, narrative text

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Abstract

This research was conducted to analysis of short story for developing student's vocabulary in reading comprehension of narrative text at the tenth grade of Junior High School. Reading comprehension in English needs to be developed to prepare them to face global competition. Learning vocabulary for students is highly important by reason of knowing a mastery of vocabulary we can comprehend reading English handily. The research was conducted with the aim of investigating reading comprehension learning using short stories in order to find out students' opinions about using short stories as a medium of reading comprehension to assist them in writing narrative texts. The participants of this study were 10 students from tenth grade A, namely (male = 5, female = 5) in Junior High School. This study was designed using descriptive qualitative research because the data were taken from observations, interviews and documentation. The findings of this study indicate that short stories as a teaching method can be used to develop students' reading comprehension.

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INTRODUCTION

At this time, reading comprehension in English needs to be developed to prepare them to face global competition. The process of reading cannot be separated in learning English because by reading students know many things and become a benchmark in reading comprehension of English texts. Reading is an important instrument for learning Khatib (2012). So, the researcher concludes that learning to read is an important

aspect that must be achieved by students. Because by reading students can increase their knowledge and insight, reading can also stimulate participants to sit down to learn a second language. This statement is supported by Anderson (1994 as quoted in Khatib, 2012) reading is an effective activity to achieve learning success. Because if you don't have understanding skills in reading, it will be difficult to communicate and face globalization competition. Because of this,

reading comprehension is the main thing for students to learn. In reading comprehension, English teachers who teach a second language must know how to teach reading in the classroom effectively. Stories can be used as material that is suitable for application in reading comprehension because it has a simple character, so it is suitable for students Ghasemi and Hajizadeh (2011).

Reading Comprehension

Reading comprehension is important passage of the ability of language learning that must be possessed by EFL learners. Reading is an interesting skill that has key development of reading in language acquisition. When we're read a book, magazine, or article people can develop awareness that we did not know before by reading of course our knowledge will increase because we will gain a lot of knowledge related to next language skills. Reading for EFL learners can also increase the vocabulary that is not yet known so that it enriches the vocabulary. William Grabe has statement that "Constitute of reading are communication among readers and writers. With text we can understand the writer feel like the reader to recognize in a positive way. From the statement above, reading is an interaction among the writer also the reader when sharing unknown information. What the reader realize should be like what the author would to deliver what's in the reading of the text. Reading comprehension is seen when the reader knows and understands what the text contains.

Based on the statements of Zamelman, Daniels, and Hyde stated that "When reading a text there is a relationship with the sentence of an author and the mind of the reader" and the meaning of the text above that when reading a text understanding is the main thing that must be done when reading to understand what the meaning of the text read. Understanding can be proven when the reader can: a) describe the text and evaluate the flow of events, dialogues, ideas, and knowledge. b) identify the text comprehension information of each word. c) apply this asst knowledge by combining different ideas and seeing ideas in a different way from the reader's point of view d) Define and underline important points in reading. The writer concluded that understanding is the main point in reading activities which are compiled by writers and readers and creates a new point of view. Strategies for Reading Comprehension: a) Identify the reading point of view. b) Apply and practice graphemic strategies also patterns for simplify decoding bottom-up (mainly for early-degree students). c) When reading, use silent reading technique it will improve comprehension quickly (used against intermediate to advanced degree). d) Using text skimming technique for main ideas while reading. e) Scan text for certain material. f) Using semantic procedures or can use clustering. g) Underline the unknown vocabulary h) find out the meaning. i) When reading, you must be able to differentiate between literal and implied meanings. j) Paying attention to discourse markers.

Short Story

Short story is a temporary work of short stories for a story". Based on the statement above we conclude that short stories are comes from prose that could be read in the not-too- distant future by the reader. It means, the reader does not need a few times to comprehend the contents of the short story. Short stories may be seen clearly as a short fiction story in the establish of prose that could be read for a short time, reading short stories have the privilege for the reader since the reader does not need long to comprehension the contents of a text because short stories shall be read in a short of the time which can make the reader enjoy reading. The Criteria Selecting Short Story:

- a. The short stories chosen must be easy and familiar short stories for beginners, and not too difficult and interesting. Choose short stories that are appropriate to their level and don't confuse them while trying to read.
- b. Choose Stories which has been published as a film work to give students an optical image, considering that well as provide student followed by appropriate EFL publicity which decision assist them in overcoming problems related to accent.
- c. The stories chosen must be in accordance with linguistics which will help students to improve the several skills language in an efficient method and not focus on expand reading comprehend skills but also in any other related skills must be

balanced also be improved in learning using short stories.

- d. The stories chosen must be of interest to EFL learners to stimulate for reading and encourage, fondness for reading, thereby get used to reading short stories in English.

For successfully use short stories for developing the vocabulary students. The English teachers must apply the above criteria in carrying out learning. And every point must be applied properly, so that success will be easily achieved. And if the obstacles can be minimized quickly.

Vocabulary

Vocabulary has a highly important part in learning to comprehend reading for students. Knowledge of vocabulary by having a lot of vocabulary can make the results of successful learning the results of students being able to communicate in starting a conversation enabling students to initiate and achieve successful communication. The importance of having a large vocabulary also helps the students to know a wide variety of unfamiliar word. Vocabulary can also help students to compare foreign and mother tongue languages.

Vocabulary helps us to know the similarities and differences of these languages. It can be concluded that vocabulary can support students to communicate in a language other than their mother tongue. Having a lot of vocabulary can make a student a continuous

learner when communicating. Meanwhile, the lack of vocabulary causes the learner to fail in building and achieving successful communication. Not having a lot of vocabulary can make students more difficult to communicate, therefore students can read a lot of text to increase vocabulary like reading short stories. Lack of vocabulary is the main thing that causes the failure of students in building oral and written communication. Wilkins (1972) revealed that have a lot of vocabulary is as important as learning grammar. So, aware, and unconscious learning of new vocabulary is the basis for further developing the level of reading comprehension of the learner's language.

Narrative Text

Learning to study reading texts can improve students' reading skills so that students can write in a near and structured way. Reading texts have many benefits, namely developing students' vocabulary, punctuation, grammar, and how to arrange sentences and paragraphs in a text. One of the texts that students can learn is narrative text. This text is a type of text that has short writing consisting of a sequence of events, which uses a time sequence to arrange a sentence. The writer concluded that narrative text is a story that is arranged chronologically based on the time of an event. Furthermore, "Narre" is narrative from the latin word which means to tell. Narrative relates to an attempt to tell something or an event. Narrative is a form of discourse whose main target is actions that are

woven and assembled into an event that occurs in a unit of time. The writer concludes that narrative text is a text that talks about events that are entertaining and informs the reader about events that have occurred. The types of narrative texts are humor, fiction, romance, crime, history, fantasy, mystery, diary, novel, science, and adventure.

METHOD

Design of this research uses a qualitative to answer where, when, and how data is collected and analyzed. Previous research shows that reading comprehension is the highly important materials in study of English language as well as the basis for how students understand what they read. In addition, most students will find it difficult to successfully master language comprehension skills because it is a complex subject. In this study, descriptive analysis was used, namely analysing using of short stories as reading material in the reading comprehension of class A students at SMAN 1 Malingping was used. This study aims to help develop students in reading comprehension with short story as a materials, besides that this study also analyses how short stories develop in reading comprehension of narrative texts.

Descriptive study is a study conducted to provide information or an overview of the surrounding conditions and carried out objectively (Aditya, 2009). Meanwhile, to describe this research, the researcher used written and oral data and did not use numerical data. Saidah (2012), qualitative is research that

does not use statistical or quantification procedures to produce findings. Qualitative research can be used to examine people's lives, social movements, behavior, organizational functionalization, history, or kinship relationships. Creswell (2012), qualitative research is suitable to be used to overcome problems in research where researchers do not know the needs and variables to be explored. Qualitative is literature that produces information on research phenomena, and researchers need to learn more from participants through exploration. Thus, because of this, in qualitative research, researchers prioritize phenomena in a social context with nature.

Stories as material to develop students' reading comprehension in which there are linguistic, syntactic, and lexical features. Researchers train students' reading comprehension by using short stories so that students can be interested in reading and motivated by the contents of the short stories. In reading comprehension using short stories, participants must be creative to find short stories according to their wishes and needs. In this study, the short story narrative text will be used as reading material for reading comprehension to develop their vocabulary.

The research instrument uses the environment where the phenomenon is being studied, namely SMAN 1 Malingping. Participants in this study were 10 students consisting of (male = 5, female = 5) in grade 10 of SMAN 1 Malingping (Class A). The researcher chose three students as samples to

be interviewed who presented tenth grade A. Students were selected based on their interest in reading short stories, their English skills, active during the learning process. That's because they are willing to be invited for an interview. This was the basic reason for obtaining original data. Then, in the tenth grade of SMAN 1 Malingping there are 4 classes, but the researcher did not observe all classes and only chose one class to study, namely class ten A. The reason researchers select this class as a sample to determine the teaching and learning process in time of teaching materials, methods and assessments used.

In this study, researchers used semi-structured interviews, namely the type of interviews with open and free questions aimed at enriching the data. Because open-ended questions are used to provide limited answers but still provide freedom to answer. The researcher interviewed four respondents from grade ten A (male = 1 and female = 3). The purpose of interviewing respondents is to get information on how difficult they are in learning English, the teaching and learning process in the classroom, how to use short stories in reading comprehension, how short stories influence developing vocabulary, strengths and weaknesses of short stories. Based on previous research, researchers compiled seven questions to get validity and reliability.

Observation is a technique for collecting data by researchers. Observation requires researchers to go directly to the field

with the aim of observing place, space, time, activities, objects, and feelings, related to the things to be researched and relevant to the data needed by Patilima (2007). The benefit of observation for researchers is to build close relationships with participants so that participants or respondents do not hesitate to work together in research. In this study, the researcher acted as participant observation to obtain accurate and in-depth information on how students behaved during the learning process. Furthermore, the researcher also uses passive observation, namely observations made by visiting the research setting but not participating in the activity. However, special description type anecdotal notes are used to obtain detailed information based on the class situation. Observations were made at SMAN 1 Malingping Class ten A. Participants in this study were 10 students (5 female and 5 male). As well as teachers in the classroom who teach English using short stories.

Documentation is the process of collecting data to support research information used to obtain validity from the phenomenon of how participants interpret the phenomenon.

Researchers collect documentation from observation activities, teaching materials, and student assignments.

Data analysis to obtain data collected from interviews, observations, and documentation. In this case study, researchers analyzed data based on the interactive analysis model of Miles and Huberman (1984). Which consists of data reduction, data display and verification (drawing conclusions).

Data Reduction

The observations obtained are quite complex and complicated. Because of this, the researcher conducted an analysis using data reduction. In case study research, data reduction is carried out through the process of selecting important data, focusing on important aspects, finding patterns and themes, simplifying, and changing the data that appears in field notes. At this stage the results of the interviews are converted into verbatim form, the results of observations are made and converted into field notes and the results of the documentation are converted into an analysis script. Reduction data provides a clear picture making it easier for researchers to conduct further research. In case study research, researchers reduce data and student activities, student attitudes, intelligence, learning media, perceptions, and situations. Learning in the classroom is the focus.

Data Display

A data display is a collection of information organized to allow drawing conclusions. Huberman (1984) says that qualitative data is presented in the form of past narrative texts. Data display is useful and used to make phenomena easier to understand. In this case study the researcher uses future research, using short stories and narrative texts to display the data.

Conclusion Drawing/Verification

At the final is the conclusion or verification. The initial conclusion is in the

form and is provisional because there are two possibilities for the provisional conclusion. First, the conclusion will change if the researcher does not find strong evidence that has been supported by subsequent data collection. Second, if the initial conclusion is supported by valid and consistent evidence, then the conclusion is credible.

RESULT

From the results of interviews that have been carried out with 4 students in grade ten A, the researchers found that the four students responded well to the use of English short stories and helped them add new vocabulary and develop new vocabulary for writing narrative texts. Students gave a good response in using short stories for their learning to reinforce that short stories are interesting and different from the learning materials they usually use. Short stories also motivate them to learn English in reading comprehension. The story line in the short story helps stimulate their imagination and creativity to write stories and understanding in reading. The pictures contained in the short stories made them interested in reading, one sample said that from the pictures he could get inspiration and learning to use short stories made it easier for them to create new ideas.

The second purpose of this research is to find out how short stories are used to learn reading comprehension. The storyline in the short story makes them know how to structure the right story, this can stimulate students to create their own language version of the story.

Meanwhile, during the interview, the sample said that learning in class was monotonous, so students were not interested in learning because the teacher only used books as teaching media and only gave assignments to be completed without any in-depth explanation of the material. The results of the next interview will be displayed in a verbatim interview.

DISCUSSION

The first observation was the observation, the researcher found that several students participated in the first activity, namely discussing examples of folklore where the text is only black and white and not colored. During teaching activities at the beginning of learning, all students were focused, but in the middle of the lesson some students said that they were focused on talking to their classmates and were no longer involved in teaching activities. Then, the teacher asked the researcher for advice on how to make learning interesting for students for the upcoming week's learning, then the researcher gave suggestions to design narrative text material using English short stories. Then the teacher uses short stories as learning material because short stories are authentic materials that contain subjects, objects, colored images, and English text that have a clear storyline and are not boring because the text is not too long. And students are interested in using short story material for learning. This is evident when they discuss and do their work, they look eager to do it.

The second observation, the teacher still applies short stories as learning material in the observations that researchers see, the teacher explains the generic structure of narrative text contained in the ppt, then the teacher displays a narrative short story entitled "Deer and Crocodile". The teacher asks students to read and understand the text and then asks students to analyze the moral values contained in the story and determine orientation, complications, and resolutions. But in the end this task became homework because the learning time had run out. This observation focuses on looking at teaching and learning activities between students and teachers related to reading comprehension using short stories in narrative texts to develop students' vocabulary.

In the documentation the researchers recorded the teaching and learning activities of students and teachers in the classroom. In addition, the researchers also recorded field observations such as student assignments, lesson plans, attendance, and teacher teaching materials used for teaching. This data was created to support the findings of this study. From the observations, the researchers found that all students were interested in the learning process using short stories as evidenced by their assignments that were in line with the teacher's expectations. They can write moral values in narrative text stories. In addition, learning in class is not monotonous and more varied because there are pictures in narrative short stories presented through PPT and motivate students to learn reading

comprehension of narrative texts for developing their vocabulary.

CONCLUSION

Having sufficient vocabulary can help students to support them in learning to improve their communication skills in public. If they know a lot of Vocabulary, then when writing they will be helped by knowing the meaning of each word. In reading comprehension, they can understand the meaning of each sentence this can make it easier for them to get information. But if you lack vocabulary, it will result in the learning process being hampered when the loss of communication is not directed because language skills are related to the lack of vocabulary you have.

This study intends to see whether the lack of vocabulary can affect students' learning and communication skills. And in teaching students using vocabulary media the teacher must know the incremental nature of each student the teacher must also have principles in teaching vocabulary so that learning becomes effective by students. Short stories are the right teaching materials to develop student's vocabulary in SMAN 1 Malingping.

ACKNOWLEDGEMENTS (Optional)

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