

## THE EFFECTIVENESS OF USING SHORT STORIES IN ENGLISH TEACHING FOR PAI LEARNERS OF IAIN AMBON ON LEARNERS' PERCEPTION

Djamila Lasaiba

Program Studi Agama Islam IAIN Ambon

Email: djamila@lp2m-iaianambon.com

### ABSTRAK

Penggunaan kesusastaan sebagai salah satu komponen dalam program pembelajaran bahasa Inggris, baik penggunaan bahasa Inggris sebagai bahasa kedua, maupun bahasa penggunaan bahasa Inggris sebagai bahasa asing. Selama beberapa decade sebelumnya, telah menjadi perbincangan tentang manfaat penggunaan jenis-jenis kesusastaan dalam pengajaran, seperti puisi, drama, novel, atau cerita pendek, sebagai bagian dan syllabus bahasa Inggris. Penelitian ini bertujuan untuk mengetahui penggunaan cerita pendek sebagai salah satu jenis kesusastaan sebagai salah satu metode yang dapat digunakan dalam pembelajaran bahasa Inggris baik itu untuk peningkatan keahlian berbahasa. Alasan untuk memilih cerita pendek sebagai jenis sastra yang digunakan sebagai materi pembelajaran bahasa Inggris, karena cerita pendek mempunyai beberapa manfaat diantaranya sebagai teks yang menarik dan dapat memotivasi mahasiswa dalam belajar bahasa Inggris, yang disesuaikan dengan level pemahaman bahasa Inggris mahasiswa. Efektivitas penggunaan cerita pendek dalam pembelajaran bahasa Inggris dapat dilihat dari sudut pandang peningkatan kosa kata mahasiswa, memahami teks bacaan dapat menceritakan isi cerita kembali dengan bahasa mereka sendiri, dan mahasiswa mampu memahami latarbelakang sejarah terjadinya cerita tersebut.

Kata Kunci kesusastaan, cerita pendek, pembelajaran

### Introduction

Chastain in Thea Kusuma states two advantages to teach the foreign language, especially English, they are internal and external benefit. Internal benefit is the changing that happened in individual himself during the process of learning. The other benefit is that individual has an understanding

### ABSTRACT

The use of literature as one component in the learning program English Language, good use of English as a second language, and language use of English as a foreign language. For several decades previously, have a conversation about the benefits of using these kinds of literature in teaching, such as poetry, drama, novel, or short story, as part of English. Research of language syllabus aims to determine the use of the short story as a kind of literature as one method that can be used in learning English either to increase language skills. The reason for choosing the short story as a literary genre used as learning materials English language, because of short stories possession of some benefits such as text that is interesting and can motivate students to learn the language **Bitain**, which is adapted to the level of understanding of the English language student. The effectiveness of the use of short stories in English language learning can be seen from the point of view of the increase in student vocabulary, text understanding readings can tell the story back to their own language, and students are able to understand the historical background of the story. Keywords: literature, short time, learning

about the view of life as well as the cultures of other nations. It will be able to make individual to be tolerant towards the cultures and the ways of life of other nations.

The statements above indicate that English as an international language plays an

Thea, Kusuma. *Pengelolaan Pengajaran Bahasa Inggris* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1986), p. 124.

important role in many aspects of life such as education, economy, international relationship, technology, etc. Therefore it's very important to teach English to students as early as possible in order to prepare them facing the future. In the English teaching and learning processes have been regarded to enabling students to have competence in skills of English including reading, speaking, listening and writing, and these basic skills are related to each other. So, the teacher should pay attention not only to how the right implementation of the techniquess used but also on how these techniques are suited to the students' characteristics. The target of the taching and learning process is to get the class become more interesting and understanding to the students, in order to reach the learning objectives.

There are many techniques can be implemented in class to meet students' learning objectives, one of them by using short stories as a kind of literature. Stories guide us through our life, from moment we were born and it does. not change when we become teenagers or adults. We can hear stories in radio or watch them on TV. As students we have to create our own stories at school from time to time. Stories could help students in lerning and it could be more fun, and the teacher try to teach the students about language, life and culture. By using the story, both basic language skills can be developed such as listening, speaking, writing, reading and language areas such as

vocabulary, grammar, and pronunciation. It can allow students to be creative and imaginative and also give students a sense of achievement.

The use of literature to teach second/foreign languages can be traced back to over one century ago. In the nineteenth century, second/foreign languages were taught with the help of the Grammar Translation Method. Students would translate literary texts from the second/foreign language to their native language. When this method was replaced by methods that emphasized structures and vocabulary, literature was no longer used. Thus, neither the Direct method nor the Audiolingual Method utilized literature to teach second/foreign languages. In the seventies, methods such as the Community Language Learning, Suggestopedia, the Silent Way, Total physical Response, and the Natural Approach did not utilize literature to teach second/foreign languages, and neither did the Notional-Functional Syllabus.

For the past two decades or so, literature has found its way back into the teaching of EFL; however, not the way it was used with the Grammar Translation method. Instructors have realized that literature can be used to reinforce the skills and complement language teaching. Instructor can use literary text for the students at the beginning and intermediate levels, it used for "language practice, reading comprehension, and possibleaesthetic appreciation". In contrast, with advanced students literarytexts may be

utilized for the "development of knowledge of world literature, practice in reading and discussing creative work, and the introduction of literary concepts, genres, and terminologies, for example recognition of figures of speech, levels of meaning, and other stylistic features". Moreover, students can gain insight into literature by gaining entrance to a world familiar or unfamiliar to them due to the cultural aspects of stories, and taking a voyage from the literary text to their own minds to find meanings for ideas, leading to critical thinking.

The first use of literature in EFL classes was started at the beginning of the century when Grammar Translation Method was the only method which was known to suit ELT classrooms. The use of literature in these classes was limited as the only aim was to translate the literary texts from the target language to their native language. Using literature in EFL classes gave a long break with the use of new teaching methods such as Direct Method or Audiolingual Method. The main reason for this was because these methods of teaching emphasized mostly on structures and vocabulary. Starting from the last two decades, the goal of EFL teaching has changed and the aim of English teaching is now to help students to communicate fluently in the target language. As a result of this, teachers and trainers have started to seek for new ways of integrating literature in EFL classes once again because literature has an important role in teaching English. When used appropriately, with their

authentic nature, literary genres are functional tools for language classes for all levels.

Short stories are effective when teaching culture to EFL students. Short stories transmit the culture of the people about whom the stories were written. By learning about the culture, students learn about the past and present, and about people's customs and traditions. Culture teaches students to understand and respect people's differences. When using literary texts, instructors must be aware that the culture of the people (if different from that of the students) for whom the text was written should be studied. As students face a new culture, they become more aware of their own culture. They start comparing their culture to the other culture to see whether they find similarities and/or differences between the two cultures. Misinterpretation may occur due to differences between the two cultures. To avoid misinterpretation, instructors should introduce the culture to the students or ask them to find relevant information about it.

As one of language basic skill, reading can develop independently of listening and speaking skills. In other hand, it also has some micro skills such as establishing a relationship between sounds and symbols, recognize vocabulary, pick out key words in identifying topics and main ideas, recognize grammatical word classes like noun, adjective, etc., detect sentence constituent, such as subject, verb, object, prepositions, etc., get the main point or the important information. Teaching reading is

complicated process, sometimes we found that most of students get bored in reading activities when the teacher gave them reading text which is not related to them and they found many difficult words. Students learn to read in many different ways. Some students learn to read by reading stories, novels, poems, and some of them learn through book, song, and etc.

From the background above, therefore, in this writing, the problem statements are:

1. How to use short stories in English Teaching and Learning for PAI students?
2. How the effectiveness short stories in English Teaching and Learning for PAI students?

In order to make this study not too wide, instead more directly to the objective that will be reached, the researcher needs to limit this research on teaching technique problems. Therefore the writer will write a paper entitle; The Effectiveness of Using Short Story in English Teaching and Learning to the First Semester of PAI (Islamic Education Study Program) Learners at FITK IAIN Ambon in the Academic year 2014/2015:

This research is conducted with some objectives and finding out the answers to the research questions. The objectives of the study are formulated as the writer want to know:

1. The Use Of Short Stories In English Teaching And Learning For PAI Students.
2. How the Effectiveness Short Stories in English Teaching And Learning For PAI Students?

This research is expected that it can be valuable for the following:

1. The researcher  
By this research, the researcher can apply the use of short stories as a kind of literature, as one of a method in teaching English and to know whetehe they could be used in the class.
2. Teachers/Lecturers  
This research can be used for the teacher/lecturers as the reference to reflect his/her teaching me.thod in order to increase their teaching competence.
3. Students  
Practically, the research findings will be useful as information inputs for language learners to improve their English skill.

#### Preliminary research

Murat Hismanogluin his research with the title Teaching English through Literature. He found that the use of literature as a popular technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) in our times. Reasons for using literary texts in foreign language classroom and main criteria for selecting suitable literary texts in foreign language classes are stressed so as to make the reader familiar with the underlying reasons and criteria for language teachers' using and selecting literary texts. Moreover, literature and the teaching of language skills, benefits of different genres of literature (i.e. poetry, short

fiction, drama and novel) to language teaching and some problems encountered by language teachers within the area of teaching English through literature.

Naeemeh Kharaghan in her research about *The Effect of Short Stories on Reading Comprehension Ability of Iranian Efl Learners*. This study investigates the effect of employing short stories in EFL settings on reading comprehension ability of Iranian English language learners. The learners were divided into two groups of fifty students. During a course of 16 sessions of 1.5 hours, one group received instructional reading-based textbook called "A basic course in English for university students" which was usually used for pre-university students in this university. The other group received short stories as the texts to be covered in their classrooms during the course. The results were analyzed using T-tests. It was found that the group which received short stories as their reading text outperformed the other group.

The research of Loretta Kasper about "Approach to teaching the short story, "Flowers for Algernon," by Daniel Keyes", she found that this approach with both intermediate and advanced ESL classes with very positive results. The multimedia-based approach incorporates a variety of learning activities that are meaning-driven, student-centered, and unthreatening. The activities used encourage students to take an active role in learning, to engage in self-monitoring, to make guesses in

their search for meaning, and to communicate in the second language.

The research of Eka Oktaviastuti who find the "The techniques of teaching English Vocabulary through short stories. She found that English vocabulary. To describe how the teacher utilizes short stories is teaching English vocabulary; to describe the strengths of utilizing short stories in teaching English vocabulary; to describe the weaknesses of utilizing short stories in teaching English vocabulary.

Oktavia Kurnia Wijayanti also has a research with the title "The analysis of readability level of short stories in Fun Magazine for teaching Reading to English for young learners. She found that short stories in fun magazine are very useful to teach English specially increasing students reading ability.

## Research Methodology

### Location and the time of the research

This research takes place in Teacher Training and Education Faculty of State Islamic Institute of Ambon. This research will be done based on the schedule of LP2M IAIN Ambon, after the seminar of the research proposal, it will be hold on Juni - September 2014.

### Type of the research

The type of this research is qualitative, which use to analyze the effectiveness of using short stories in English Teaching and learning

for the students in Islamic education study program. Denzim and Lincoln in H. Punaji Setyosari stated that "Qualitative research is multimethod in its focus, involving an interpretative, naturalistic approach in its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them."<sup>2</sup>

#### Object and the informant of the research

The object of this research is the use of short stories in the class. There are some informants in this research. They are students who get English lesson.

#### The sources of the research

There are two types of data, namely:

1. Primary data are data that acquire through observation to the class, the researcher and the team of research will observe the teaching and learning processes in the class by using short stories.
2. Secondary data are data that acquire through books, journals and literatures related to the topic.

#### Techniques in collecting Data

To get the data of this research, the writer use:

1. Observation is used to get the information about the teaching and learning processes in the class by using short stories.

2. Interview is used to get the information from the students as the informants of this research about using short stories in the classroom process. Interview could be regarded as method of data collection by asking some questions orally and also answered orally. This method was used to gain information about classroom process by using short stories and also know the problem happened in during learning process
3. Documentation. According to Arikunto, documentation refers to the method where the researcher investigates written object such as books, magazines, etc.<sup>3</sup> In this research documentation is used to get the information of this research through pictures or texts. In this research, documentation was used to get list of students' name which was being sample in this research and to get result of data students' daily score of the previous subject material.

#### Techniques in analyzing data

Techniques in analyzing data used qualitative to describe the phenomenon of using short stories in English Teaching and Learning. Qualitative data analysis is the array of processes and procedures whereby a researcher provides explanations,

<sup>2</sup>H. Punaji Setyosari., *Metode Penelitian Pendidikan dan Pengembangan.*, edisi ketiga, Kencana preadamedia Group; 2013, p. 50.

<sup>3</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta, 2006), Ed. 13, p 158.

understanding and interpretations of the phenomenon under study on the basis of meaningful and symbolic content of qualitative data, there are some steps, they are:

#### 1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions." First, the mass of data has to be organized and somehow meaningfully reduced or reconfigured. These data are condensed so as to make them more manageable. They are also transformed so that they can be made intelligible in terms of the issues being addressed. Data reduction often forces choices about which aspects of the accumulated data should be emphasised, reduced or set aside completely for the purposes of the topic at hand. Data in themselves do not reveal anything and hence it is not necessary to present a large amount of unassimilated and uncategorized data for the reader's consumption in order to show that you are "perfectly objective".

#### 2. Data Display

Data display provides "an organized, compressed assembly of information that permits conclusion drawing..." A display can be an extended piece of text or a diagram, chart or matrix that provides a new way of arranging and thinking about the more textually embedded data. Data displays, permits the researcher to extrapolate from the data enough to begin to identify systematic patterns

and interrelationships. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction. Data display can be extremely helpful in identifying whether a system is working effectively and how to change it. The qualitative researcher needs to discern patterns of among various concepts so as to gain a clear understanding of the topic at hand. Data could be displayed using a series of flow charts that map out any critical paths, decision points, and supporting evidence that emerge from establishing the data for each site.

#### C. Conclusion Drawing and Verification

Conclusion drawing requires a researcher to begin to decide what things mean. H-3 does this by noting regularities, patterns (differences/similarities), explanations, possible configurations, causal flows, and propositions. This process involves stepping back to consider what the analysed data mean and to assess their implications for the questions at hand. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions. Miles and Huberman assert that "The' meanings emerging from the data have to be tested for their plausibility, their sturdiness, their 'confirmability'- that is, their validity". Validity in this context refers to whether the conclusions being drawn from the data are credible, defensible, warranted, and able to

withstand alternative explanations. When qualitative data are used with the intension of identifying dimensions/aspects of a concept for designing/developing aquantitative tool, this step may be postponed. Reducing the data and looking for relationships will provide adequate information for developing other instruments.

#### Data Analysis and Findings

#### Using Short Stories in the English Teaching and Learning Process in the Class

Learning English is not just a single skill but a combination of many skills and processes in which the readers interact with printed words and texts for content and pleasure. There are some essential goals of reading such as enabling students to understand the world, growing their interests, and finding solutions to their own problems. In this research, data was collected through test and non test. Non test contains observation, and interview, whereas test contains the result of students' test.

Based on the obseravation during the process of English Teaching and Learning in the class, the research found that most of the students didn't interest in learning english. When the writer gave them the text, the writer found that (1) most of the students feel bored when they read the text because the text is long, (2) there are many difficult words that they didn't understand, (3) the students are not interest with the situasion in the text, (4) the teacher was very tired to explaian the material, (5) the teacher prepared much time to teach and explain.

#### Planning a Lesson Plan

The topic of my work is using short stories in English Teaching and Learning for PAI Learners and this topic requires all types of planning. A good teacher should do lots of planning and preparation to create interesting and efficient lessons. It gives to a teacher lots of opportunities to be creative, use suitable well prepared activities and make lessons enjoyable for learners and the teacher as well. I teach according to textbooks but I want to make our lessons more enjoyable. For this reason I would like to prepare unusual activities but still somehow connected with the topics which are covered in our textbooks. Long term planning preparation helns the teacher to create nice lessons for children. We as teachers should know what we are going, to do in our next lesson. It is not necessary to plan everything because of our experience but we should still know whatto do in an appropriate way. One of the most important things for good series of lessons is lesson planning. The use of stories requires careful long term planning followed by short term planning and lesson planning for individual lessons. Planning makes the teacher's life much easier. The lesson plan consists of some activities that the learners should do by using short stories. In this research the writer choose the topic about "Prophet Sulayman and Hud-Hud. The activities are pre-activity, while activity and post activity.



In Pre-Activity used to building students' vocabulary, the teacher enters the classroom and opens the class. Then explains about the objectives and the steps in the teaching and learning proces. The teacher brainstorms with the learners by asking some questions related to the topic given and give the motivation about the importance of the topic and the study of english. After that, the teacher give them short story with the title Prophet Sulayman and Hud-Hud. Then the teacher ask them that they have ever hear the sotory or not. The teacher devided them into six gropu that consists of 6 students. After, the teacher give them the copy of the topic, so the teacher asked thrm to read the text individually in group. The teacher asked the student to find out some difficult words used in the text, and write down the words that they know their meanings. Make a list and put them in the colum A and B. The students discuss some words in group, then they read the aloud to the whole class. The teacher pronounce the words and the students repeat after the teacher.

While activity is students' activity to establish students' reading skill. The teacher read aloud the text for the whole class, and the students just listen to the teacher pronounce. Then, the teacher ask volunteer of students to read the text aloud. In the group the students discuss the text and find some key information about the story, such as the characters, setting and plot. The learners just listen it and try to highlight the main characters of the story In ten

minutes, through skimming activities individually, the learners finds the main characters, the place, the time and the setting of the story take place. Then the teacher ask some questions about story information and the students answer the question orally based on the text.

Post-activity as the last activity in one meeting, the teacher asked one of the students to summarize the story, then the teacher help them to make summary. Do developing speaking and writing skill by anwering the questions to the students. First, the teacher ask the characters, setting, and plot of story. Second the teacher ask them to rewrite the text in their own words and tell the whole lass. These staregies used to develop students competence to speaking English.

#### The Effectiveness of Using Short Stories in English Teaching and Learning Activities

Effectiveness derived from the word efective, it means that getting succesfull in achieve the objective given. Effectiveness relate to the the relation between the gettig result and standard result. In this research to find out how is the effectiveness of using short stories in reading activities, the writer uses depth interview as one of research instruments through focus group discussion. It can form an important part of the process of using short stories in the classroom. It are basically used as the ways of listening to learners and learning from them. It also used as one way of

facilitating active participation of learners in the risk assessment process for study.

Focus Group Discussion (FGD) is a kind of discussion design to get information about learners' interest, needs, and point of view. Focus groups share many common features with less structured interviews, but there is more to them than merely collecting similar data from many participants at once. Through focus group the witer get some information from participants. Then the discussion is guided, monitored and recorded by a researcher. The number of participants in focus group discussion consist of 12 participants and they are from different classess of PAI. The criteria of these participants based on their score in the post-test and the writer devided them into three categorise, they are the students who get good score, , enough and failed scores.

Based on the focus group discussion, the writer get some information about the advantages and disadvantages of using short story in the English Teaching classroom, that can be describe as follows:

#### 1) Short Story enrich learners' vocabulary

According to the students from group 3 staed that by using short story enrich their vocabular because they get some new interset words based on the story. One of the informan said:

"Awalnya saya sudah tau cerita ini ketika di SMA makanya ada beberapa kata yang sudah saya pahami artinya, walaupun ada beberapa yang tidak saya tahu artinya, saya cari

di kamus, sehingga saya menambah kosa kata saya, apalagi ada tugas yang diberikan untuk dihapalkan."LD:2014.

#### 2) Short story are motivating and Fun and can help develop positive attitudes towards the foreign language

Learning english is not easy, especially in reading activities, because learners must have many vocabularies. When they lack of new vocabularies so they will find difficult to understand the message of the text. But for some student they think that it easy because they had an experience when they were in the high school. One of the informan from good score level said that:

Text cerita yang diberikan selama proses perkuliahan bahasa Inggris "sangat menarik, dan tidak membosankan. Karena bagi saya kata-kata bahasa inggris sudah tidak asing lagi bagi saya, karena sudah pernah saya dapatkan ketika di SMA, dan menurut saya kita tinggal mengulanginya dan lebih memantapkan dengan penambahan-penambahan yang diberikan oleh dosen yang disusun sesuai dengan kebutuhan kita. (AR; 2014).

That point above also supported by two informants, are:

Saya sangat suka sekali belajar bahasa inggris, menurut saya dengan short stories, saya bisa memahami ceritanya sekaligus mengetahui sejarah yang diceritakan dalam

bacaan tersebut. Minat saya dalam mempelajari bahasa Inggris sudah ada sejak saya masih di SMA. Bahkan sampai sekarang ini, setelah pulang dari kampus saya mengulangi kembali apa yang telah diajarkan, kemudian tugas-tugas yang diberikan saya kerjakan dengan baik. (LFK. 2014)

Belajar bahasa Inggris bagi saya sangat menyenangkan, sejak SMA saya sudah senang mempelajari bahasa Inggris karena saya tahu bahasa Inggris merupakan bahasa Internasional dan terutama agar saya dapat berkomunikasi dengan orang asing. (IR: 2014)

From there statements above indicates that the students who have experience in learning English think that English is fun and enjoyable.

### 3. Short story develop learners experience and imagination

Most learners said thank by reading story out loud, so they have the opportunity to get more information about the story because they ever heard about the story. According to ones in of the informant said that by the story, she has any experience to study, find out more difficult words in the dictionary.

"Saya senang dengan menggunakan cerita Nabi Sulayman dan burung hud-hud ini, karena saya sudah nonton film kartunnya, jadi bayangan saya langsung memahami bacaan ini tinggal dipahami dalam bahasa Inggris. Jadi

membuat saya ingin membaca karena penasaran dengan kelanjutan ceritanya.

(FS. 2014)

### 4. Short story improve learners speaking skill.

An extending activity useful to develop students speaking skill and to make students more involved in the story is retell the story by their own words and easy to understand to explain. Like one said that:

"Saya biasanya takut dan malu untuk berbicara dalam bahasa Inggris dan menyampaikan ide, karena banyak kata-kata ilmiah yang terasa sulit dan baru. Tetapi dengan cerita ini kan kita seperti selesai menonton film, kemudian menceritakan kembali kepada orang lain tentang isi\* ^erita tersebut. (LNLC: 2014).

### 5. Short story seems seems to be a very helpful technique

In today's foreign language classes. As it is short, it makes the students' reading task and the teacher's coverage easier. Effective the time and all English skill can develop. Like some informants said that:

Semasa SMP atau SMA saya tidak suka belajar bahasa Inggris hal ini disebabkan karena cara mengajar guru yang monoton dan tidak memberi kesempatan kepada siswa untuk mempraktekkan bahasa Inggris. Setelah dibangku kuliah dan mendapatkan bahasa Inggris kami sangat merasa senang dengan strategi yang digunakan sehingga pada akhirnya

menimbulkan minat kami untuk belajar.  
(AP: 2014)

That statement above supported by one of the learners, according to him that:

Strategi mengajar yang dosen bawakan, membuat saya rajin belajar dan sering berdiskusi dengan teman-teman yang sudah pernah mendapatkan bahasa Inggris, Pada saat tugas diberikan, apabila mahasiswa mengalami kesulitan, dikoreksi dan disuruh mengerjakan kembali. Hal inilah yang membuat saya lebih bersemangat untuk memperbaiki kesalahan-kesalahan saya perbuat dalam mengerjakan tugas... (AM: 2014).

#### 6. Short Story helps students to write more creatively

Using short story in the classroom help students to write in English as well. When the teacher asked the learners to summarize the story in one paragraph including the main characters, setting and conflict. One of informant said that :

Melalui text cerita ini saya bisa membuat ringkasan pendek yang dapat dipahami maksudx, padahal saya kira yang disebut ringkasan text kadang-kadang membuat kita bingung karena merasa semua ide penting untuk diangkat, dan pada akhirnya saya angkat sebagian besar dari text yang saya sendiri tidak mengerti maksudnya. (LM:2014)

#### 7. Stories can enrich the students' learning experience

Learning English for most of the students who have experience in studying english, think that english make them getting more experience to know the culture of westren people who use english. She said that:

Awalnya saya merasa kita terlalu banyak diberikan tugas dan saya takut untuk berbicara dalam bahasa Inggris, tapi setelah beberapa kali pertemuan dengan tugas-tugas berkelanjutan yang diberikan, akhirnya saya mengetahui dimana letak kesalahan saya dan saya mulai mampu untuk berbicara dan membuat kalimat walaupun dengan perlahan-lahan . (AP; 2014).

In other hand one of the informan also said that:

Kalau dilihat dari materi-materi yang ada sekarang, memang kita sudah pernah dapat di SMA namun sekarang lebih ditekankan pada kreativitas kita sendiri untuk menyusun dan membuat kalimat sesuai denga topik yang diberikan dan tidak terlalu berdasarkan pada buku paket seperti di SMA. (LFK; 2014).

In other hand, one of them also said that:

Orang tua saya sangat mendukung apabila saya ingin meningkatkan minat saya dalam belajar bahas Inggris, dirumah seperti dengan menyediakan fasilitas belajar bahasa Inggris yang mendukung, seperti: buku-buku cerita, kaset, kamus, buku-buku percakapan dan

juga saya meluangkan waktu dengan kursus bahasa Inggris diluar.(AR:2014)

The statement above also supported by one of informan, like:

Kalau ada waktu luang saya sering memutar kaset bahasa Inggris, atau membaca buku-buku percakapan dan berdialog sedikit-sedikit dengan adik saya yang juga menyenangi bahasa Inggris. (LFK: 2014).

But, in other hand for the learners who didn't have any experience in learning english think that they didn't get anything because they didn't have any english facilities at home.

He said that:

Saya dirumah disamping tidak mempunyai fasilitas belajar, dirumah saya banyak kerjaan yang harus saya selesaikan sehingga saya tidak punya cukup waktu untuk belajar. Ketika dosen memberikan tugas saya tidak dapat menyelesaikannya dan juga karena saya tidak punya kamus. (YLA: 2014)

7. Using Short Story in the classroom is bored and difficult

Learners who didn't have any experience or never got english subject in the hight school get so difficult and bored. Like one of informan stated that:

Saya dari dulu sangat tidak suka sekali terhadap pelajaran bahasa Inggris, bagi saya bahasa Inggris sangat membosankan dan terasa lama karena saya tidak tahu apa sebenarnya yang harus saya pelajari,

sehingga membuat saya malas untuk belajar bahasa Inggris. (WAI, 2014).

In other hand, one .informant said that English so difficult to understand, he said that: "Saya kurang suka bahasa Inggris karena saya menganggap bahwa bahasa Inggris itu susah, karena yang ditulis lain dan dibaca lain, dan membuat saya malas untuk belajar juga.(JR: 2014). Then, One of the informant also said that: "Saya setiap jam kuliah bahasa inggris, saya merasa deg-degan dan takut, karena saya tidak tahu harus bicara apa nanti kalau ditanya. (N; 2014).

English is so difficult, according to one informant that English is too difficult to understand because she didn't understand what she said. She said that "Saya jadi malas mengikuti pelajaran bahasa Inggris karena cara penyampaian guru yang membuat saya malas, susah untuk dipahami, apalagi kalau guru berbicara dengan cepat dan tanpa menterjemahkan apapun kepada kita".(LS:2014). But in the other hand, the learner who getting bad score and failed in learning english think that:

"Saya sejak pertama kuliah saya sering sakit-sakitan, jadi ketika saya masuk pertama materi perkenalan saya dapat mengikutinya, namun ketika saya sakit, saya tidak masuk beberapa kali sehingga untuk memahami materi lanjutannya bagi saya sangat sulit." (AK; 2014).

The statement above also supported by one of the informants, he said that

Saya di SMA tidak pernah mendapatkan bahasa Inggris, karena disekolah saya tidak ada guru bahasa Inggris, sehingga apa yang saya dapatkan benar-benar hal baru bagi saya, bahkan untuk mengucapkan kalimat tersebut saya tidak bisa. (RM:2014)

### Findings

Teaching foreign language literature to non-native-speaking university students is not always easy. In some cases, it provides a difficult situation for language learners to deal with. If such circumstances would not be controlled, it may be strange to believe that the students are learning anything of significance. The idea of using short stories (sometimes accompanied by plays) may come as response to this situation. It helps students to deal with original texts, use the language creatively, improve their language level, loose themselves from the barriers of instructional texts, respond positively to the subject and learn some literature. In addition modern prose has been considered most appropriate at initial stages

Since short stories usually have a beginning, middle and an end, they encourage students at all levels of language proficiency to continue reading them until the end to find out how the conflict is resolved. Using short stories in the classroom, while learners discussing it together in group can enrich learners togetherness to help one another in small

groups in their learning process in order to achieve a common objective. Group work or Cooperative learning as a concept consists of several instructional methods in which learners study a language in small groups of 4-6, and group performance is rewarded in several different ways. It help learners develop a positive image both for themselves and their peers, and to improve problem solving and critical thinking skills in order to encourage learners in terms of social skills based on cooperation. Learning method in which learners help each other in terms of their learning process by making up small homogenous groups to achieve a common goal; and in which group performance is rewarded in several different ways.

The teacher must find out suitable short story and suitable activities in the classroom. After selecting a suitable short story to read with the class, it is time to prepare pre-reading, while-reading and post-reading activities to support students with reading and appreciating the story. These activities should help students develop their language skills, critical thinking skills, cultural awareness and creativity as they read and interact with the story. Students will also become more familiar with the major features of short stories as a literary form. Below are examples of reading activities for the short story.

### Pre-Activities

Students should be encouraged to engage in pre-reading activities and to establish a

purpose for reading. Well-structured pre-reading activities are most important with students who have a low level of reading proficiency. As students become more competent readers, teachers will be able to reduce the amount of support and allow students to do pre-reading activities independently. Pre-reading activities can serve the following purposes:

1. Activate prior knowledge and/or provide background information necessary for comprehending the text.
2. Clarify cultural information that may cause comprehension difficulties.
3. Familiarize students with features of the genre/text type.
4. Encourage students to make predictions based on the title, the illustrations and/or the opening of the story.

Many teachers may also feel the need to pre-teach vocabulary before students read a short story. However, to develop students' reading skills it is better to give students as many opportunities as possible to infer the meaning of unfamiliar words using pictorial or contextual clues.

## 2. While Activity

While reading a story with the class, it is important to model particular reading strategies for students so that they learn how to interact with the text and negotiate meaning. For example, if students have difficulty reading an

unfamiliar word aloud, do not simply feed them the correct pronunciation; instead, model for them how to use letter-sound relationships or other 'word attack' skills (e.g. breaking words into syllables; recognising familiar prefixes, suffixes or other word parts; making analogies with familiar words that have similar spellings) to decode, or sound out, the word. If students do not understand the meaning of a word, do not simply translate the word into Chinese for them or ask them to look it up in the dictionary; rather, model for students how to infer the meaning of the word from the pictures or from the context. It is often possible for students to work out the part of speech of an unfamiliar word, and then to use the information that comes before and after the word to infer its meaning. To become more skilful readers, students should also learn how to ask questions and make predictions as they read. The activities that follow are designed to help students respond cognitively, emotionally and imaginatively to a short story. Through the activities, students will become familiar with the features of a short story, such as characters, setting and plot, and this will contribute to their understanding and appreciation of the text. The amount of support given to students will depend on their reading proficiency.

## 3. Post Activity

After students have finished reading a short story, there is a wide range of activities that teachers can design to extend student learning. One way to design post-activities is to

refer to the different levels of thinking skills.

They are as follows:

1. Remembering: Can students recognize, list, describe, identify, name or locate the main characters and events in the story?
2. Understanding: Can students interpret, summaries, infer, paraphrase, compare or explain the character's motivations or the plot development?
3. Applying: Can students apply a lesson from the story to their own lives?
4. Analyzing: Can students compare, organize, deconstruct, outline, structure or integrate ideas about the characters or the events in the story?
5. Evaluating: Can students critique or judge the story based on how successful it is in achieving its purpose, e.g. to entertain an audience?
6. Creating: Can students design, construct, plan or produce something new based on the characters and the events in the story?

In brief, the use of a short story seems to be a very helpful technique in today's foreign language classes. As it is short, it makes the students' reading task and the teacher's coverage easier. An important feature of short fiction is its being universal. To put it differently, students all over the world have experienced stories and can relate to them. Moreover, short fiction, like all other types of literature, makes contribution to the development of cognitive analytical abilities by bringing the whole self to bear on a compressed

account of a situation in a single place and moment.

The teacher has an important role in teaching English through literature. First, he/she should determine the aim of language teaching in relation to the needs and expectations of the students. Giving a questionnaire or interviewing with the students orally, the teacher can set up the aim and the objectives of the language teaching. Second, he/she should select the appropriate language teaching method, teaching techniques, and classroom activities. Then, the teacher should select the literary texts relevant to the aim and the objectives of his teaching. While selecting literary texts to be used in language classroom, the students' language proficiency, interests, age, sex, etc should be taken into account in order not to bore students with inappropriate materials. At elementary levels, for example, students should be given simplified or specially written stories. At advanced levels, however, students are given literature in its original form so that they can develop their literary competence in the target language. To put it another way, students learn practically the figurative and daily use of the target language in the literary texts and encounter different genres of literature (i.e. poems, short stories, plays, etc.) at advanced levels. Observing how characters in a play or a short story use figures of speech, such as simile, metaphor, metonymy, etc so as to express their communicative intention, students learn how to



write English more clearly, creatively, and powerfully.

Teaching English through literature has become the fashionable phenomenon. On one hand, some believes that the teaching provide students with heavy, boring and somewhat redundant literature, which has no use to solve students' problems. This provides no room for creativity. The student is taught literary terms and the meanings of words, and is finally asked to study the subject of literary piece, which is often considered a difficult task even for native speakers. The process of analysis, therefore, takes the form of repeating the material understanding mostly by memorization and at best, partly by rephrasing. In other words, these linguists believe literature is not a useful stuff in language teaching settings and it is not of any value. As revealed through the findings of this research, basically found short stories interesting to use both as materials for self-enjoyment and of as components language skill classes. The incorporation of short stories in language skills classes will help learners achieve better mastery of language skills.

#### Conclusion and Recommendation

##### 1. Conclusion

After finishing research, the writer will draw some conclusions as the result of the study at the first semester learners of PAI learners at FITK IAIN Ambon in academic year 2014/2015 on the use of short stories in improving students' English skill. Based on this research, the writer conclude that:

1. Since the objective of EFL teaching is to help students to communicate fluently in the target language, teachers should provide an authentic model of language use. To do it, she/he should focus not only on linguistic but also on literary and cultural elements. Since short stories offer these elements, they are highly beneficial to use in ESL/EFL teaching programs. However, the selection of short stories should be done in reference to the course objective, the learners' profile, and the story content in order to make the best of it. Since every teaching situation is unique, the use of one single piece of literature varies from classroom to classroom and from teacher to teacher. Using short story as teaching media/aids in English teaching and learning activities in class, the teacher should selecting the literary' texts to be used in language classes, the language teacher should take into account needs, motivation, interests, cultural background and language level of the students. However, one main factor to take into account is whether a particular work is able to show the kind of personal involvement by arising the learners' interest and eliciting strong, positive reactions from them.
2. Using short stories in the classroom can improve the students' English vocabulary, reading, speaking and

writing skill and also motivate the students in learning English, when it is meaningful and entertaining has a valuable effect upon the learners' linguistic and extra linguistic knowledge. Choosing books relevant to the real-life experiences, emotions, or dreams of the learner is of great importance. Language difficulty has to be considered as well, it can create fun, competitive, and consequently memorable learning in English subject. Short stories can be used to provide different activities for reading, listening, writing and speaking classes. Short story creates a meaningful context to teach different language focuses and to improve the students' interpretative strategies. Last but not least, the same story may also serve for some other language focuses or skills such as vocabulary development.

### 3. Suggestion and Recommendation

Based on the result of this research positively indicates that there is positive effect using Short stories in English Teaching and Learning. Some suggestions for the teaching and learning English are proposed as follows:

#### 1. to English Teacher

- a. The English teacher should be selective in choosing teaching media/aids to help his/her job in explaining the material/topic.
- b. Teacher also should not remain passive and give up all efforts to make improvements both in his/her performance in class and the

understanding of the students to the material/topic given.

- c. The English teacher should give motivation to the students in teaching learning English by using appropriate method and suitable topic.
  - d. The English teacher may find some creative learning in English in order to avoid students' feeling of boredom.
  - e. This study could give contribution to the English teacher and the reader to improve their ability in teaching English.
2. to the students
- a. The students can enrich their experience and knowledge in learning English through short stories.
  - b. The students may enrich their learning experience by going English club, students English forum, etc. Those activities will improve their English competence.

### Bibliography

- Ahuja, Pramila and G.C. Ahuja., 1995. How to Increase Reading Speed: Procedures and Practice, S. Abdul Majeed & Co, Kuala Lumpur.
- A. Prefetti, Charles. 2001., Reading Skills. N.J. Smelser& P.B. Baltes (Eds). International Encyclopedia of the social & behavioral Sciences: Oxford: Pergamon
- A, Ankan, 2005. An Evaluation of Literature Component of Hacettepe University

- English Language Teaching  
Department. Hacetept Universitesi  
Egitim Fakiiltesi Dergisi
- Arikunto, Suharsimi 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rieneka Cipta.
- Boyd, William. 2006. *A Brief History of Short Stories. The Quarter Summer Journal: British*.
- Douglas, Brown H. 1994. *Teaching by Principles: An Interactive Approach to Language Pedagogy: Prentice Hall Regents: Engelwoods Cliffs*
- Ellis and Brewster., 1991. *The StoryTelling Handbook for Primary Teachers*, Longman Group Ltd. British
- Grant Hennings , Dorothy, 1990, *Reading with Meaning, Strategies for College Reading*, 4th ed, New Jersey: Prentice-Hall.
- Hisjnanoglulists, Murat, 2005., *Teaching English Through Literature*, *Journal of Language and Linguistic Studies* Vol. 1, No. 1, April.
- Harmer, Jeremy, 2001, *The Practice of English Language Teaching*, Harlow: Pearson Education.
- J, Collie, and Slater, S., 1991. *Litearture in the Language classroom*, (fifth edition. Glasgow: Cambridge University Press.
- The Effectiveness short stories -Djamila Lasaiba
- Kusuma, Thea., 1986. *Pengelolaan Pengajaran Bahasa Inggris, Departemen Pendidikan dan Kebudayaan*, Jakarta
- Pardede, Parlindungan, 2011. *Using Short Stories to Teach Language Skills. Journal of English Teaching Vol.1, Number 1, Christian University of Indonesia Jakarta, Indonesia*.
- Punaji, H, Setyosari., 2013. *Metode Penelitian Pendidikan dan Pengembangan.*, edisi ketiga, Kencana prenadamedia Group.
- S, Stern, 1991. "An Integrated Approach to Literature in ESL / EFL" in *Teaching English as a Second or Foreign Language*, ed. Murcia, M. Boston: Heinle & Heinle Publishers.
- ZigardyOva, Lucie., *Using Stories In Teaching English To Young Learners.*, 2006, Thesis . Masaryk University In Brno Faculty Of Education Department Of English Language And Literature, BRNO. Internet
- Alagozlu, Nuray. *Infusing'Graphic Organizers and Short Stories in Language Teaching*, from <http://www.dergiler.ankara.edu.tr/dergiler/27/755/9626.pdf>. h. 35. download on March, 27th2014
- Boyd, William, *A Brief History of Short Stories. British: The Quarter Summer* 2006, p 5 from <http://www.theshortstory.org.uk/down>

- [loads/boyd.pdf](#) download on July, 1st 2013
- C.Y. Lao, and S. Krashen. The impact of popular literature study on literacy development in EFL: More evidence for the power of reading. from [http://www.asian-efl-iournal.com/ptanov\\_one.pdf](http://www.asian-efl-iournal.com/ptanov_one.pdf). download on April, 2nd 2014
- Clandfield, Lindsay. Using literature in EFL/ESL classroom. From <http://www.onestopenglish.com/support/methodology/teaching-materials/teaching-teaching-material-using-literature-in-the-efl/esl-classroom146508-article.download> on March, 27th 2014
- Hismanboglu. Murat, Teaching English Through Literature, from <http://www.jlls.org/issues/volume1/no.1/murathismanoglu.pdf>. download on April, 28th 2014
- Larry M. Lynch., Effective Use of Short Stories in English Language Teaching: A Proven Method of Language Acquisition. From <http://www.neilgaiman.com/mediafiles/exclusive/shortstories/emerald.pdf> download on April, 28th 2014.
- Lingual links Library., Reading Skill, from [http://esl.about.com/od/englishreading\\_skills/a/readingskills.htm](http://esl.about.com/od/englishreading_skills/a/readingskills.htm) download on May 1st 2014
- Prace, Bakalarska., Using Stories in Teaching English., from <http://www.usingshortstoies.edu/bakalarskaprace.pdf> . Download on April, 28th 2014.
- R. Elliott, R. Encouraging reader-response to literature in ESL situations. ELT Journal, p. 191-198 from [http://www.asian-efl-iournal.com/ptanov\\_one.pdf](http://www.asian-efl-iournal.com/ptanov_one.pdf). download on February, 2nd 2014
- Rocha, Odelia Erkaya., Benefits of Using Short Stories in EFL Context., from [http://www.asian-efl-journal.com/ptanov\\_one.pdf](http://www.asian-efl-journal.com/ptanov_one.pdf). download on May, 2nd 2014:
- Sakthivel, V., Language in India: Is Literature a Viable Medium for ESL Acquisition?, from <http://www.languageinindia.com/ian2010/kavidhaliterature.pdf>. download on May, 27th 2014.