

# CHAPTER I

## INTRODUCTION

This research elaborates on the background of the study, research questions, research purposes, research significances, the framework of thinking, and research methodology.

### **A. Background of Study**

This study is intended to find out the use of short stories apps to enhance students' reading comprehension in narrative text. Reading is one of the English language skills in junior high school that should be mastered by the students. According to Pradani (2021), reading is activity of receiving which one of ways to get information from something written. The difficulty of reading will increase with each level. Not only understanding is required in reading but also critical and creative processing of reading materials must also be done while reading. Reading is not only a process of remembering, but also a mental work process that involves aspects of critical and creative thinking as mentioned above. Reading at a more advanced level involves more than simply reading a text but also it involves comprehending its content and gleaning information from its implicit context. Therefore, in this case reading comprehension plays important role in reading competence because it is being able to find the meaning within the reading text. Reading comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising student awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension (Grab and Renandya, 2002). This statement shows that reading comprehension is the main purpose in learning reading because it enables students to understand in what have been read. So, students need to master reading comprehension skill to gain reading achievement. In short, reading comprehension is an ability that not only discovers

the meaning of written texts through engagement between readers and written texts, but also involves them into understanding.

Certainly, the teachers have an important role to teach their students about reading especially in comprehension. However, the difficulty of teaching this complex skills are a lot. The teachers should teach students from diverse cultures and backgrounds with differing levels of reading comprehension and literacy skills. For a teacher, it is a difficult task to impart reading skills to a class of students with varying levels of English proficiency. The teacher also faces the issue of dealing with kids who are reluctant to read. It's important for teachers to know which method works best for their kids when it comes to learning to read. Moreover, reading skills are perceived as complex to master by most Indonesian students. A survey conducted by Syatriana (2010) reveals that Indonesian students had a low reading ability rate.

According to Brown (2004), the aim of teaching reading is to make students become effective and efficient readers. In order to get the target, the teacher needs to use a strategy of reading comprehension. There are several reading activities implemented is used in teaching of reading, such as extensive reading, silent reading, reading aloud, and reading comprehension.

In order to overcome students' problem in comprehending English texts, more effective learning and teaching strategies should be improved with an interesting way. One of the things which interesting and helpful for teachers to convey points from reading comprehension is through media. Media is everything that can be used to deliver messages from the sender to the receiver in order that it can stimulate the thoughts, feelings, concerns, interests and attention of students such a way so that the learning occurs (Sadiman, 2008). Examples of media that can be used in teaching reading are video, televisions, diagrams, printed materials, and instructors. Short story, whether in the form of printed material or video believed to facilitate effective learning of reading. Ellis and Brewster (Ellis, G. 1991) said that stories are fun and motivating, it can improve and enrich student's

learning experiences thought foreign language. Short story is a short functional text and has a special feature for the reader and it can be read in a short time.

According to Erkaya (2005), using short stories for ESL/EFL teaching has several advantages, including reinforcing students' skills, motivation, literary, cultural, and higher-order thinking benefits. Reading short stories provides the students with enough L2 reading material to become proficient. Davis (1995, quoted in Harmer, 2001:204) states that providing sufficient exposure to L2 reading can increase students' comprehension skills and expand their active and passive vocabulary. Furthermore, short stories can stimulate students since they will be able to explore their feelings by experiencing what happened in the stories, and they will be encouraged to keep reading until the conflict ends. According to Elliott (1990), literature is “motivationally helpful if students can integrate with its concepts and feelings and enjoy its aesthetic qualities.” In addition, utilizing short stories can help students enhance critical thinking skills (Howie, 1993, cited in Erkaya, 2005: 9).

Research regarding short story to improve reading comprehension skill has been conducted by several researchers. First, research by Retta Muhammad Lukman Syafi (Syafii, 2018) entitled “Using Online Short Stories to Improve the Reading Comprehension Ability”. The finding showed that the use of Online Short Stories can improve the students' reading comprehension. Second, research by Amelia Eka Frimasary (Frimasari, 2018) entitled “Using Short Story To Improve Student's Reading Comprehension”. The results also revealed that short story can improve reading comprehension of the students an students interested and have willingness to eager to read the text of English. Third, research by Merli Puji Handayani (Handayani, 2013) entitled “Using Children Short Stories to Enhance Students' Reading Comprehension”. The result show that the use of children short stories improved the students' reading comprehension. However, this present research is different from the previous research; it focuses on improving student's reading comprehend using short story in android app.

## **B. Research Questions**

According to the background of the research, the research question can be formulated as follows:

1. What is students' reading comprehension before using English Stories App?
2. What is students' reading comprehension after using English Stories App?
3. What is significant difference of students' reading comprehension before and after using English Stories App?

## **C. Research Purpose**

Based on the research questions, the research purposes are:

1. To find out students' reading comprehension before using English Stories App
2. To find out students' reading comprehension after using English Stories App
4. To find out significant difference of students' reading comprehension before and after using English Stories App

## **D. Significance of Research**

The research is supposed to become a source of information about the way to improve student's ability in reading comprehension by using short story through android app. Practically, this research gives significance to:

1. Students

The finding of this research is expected to encourage students to increase their passion for learning English particularly in reading using short story through some android application.

2. English teachers

This research can contribute to all English teachers to determine consider students' reading skill and the best strategy and media in teaching English teaching-learning process. The teachers are also expected to increase the student's interest in learning foreign language particularly in reading.

Theoretically, this research can be used as the evaluation for curriculum developer in creating improvement for students in reading comprehension and can be beneficial information to know the students' problem in learning a foreign language, including English.

### **E. Conceptual Framework**

Reading is one of the receptive skills that have an essential role in language mastery development. William Grabe (2008) states that "Reading is also an interaction between the reader and the writer. The author includes information in the text that the reader should be able to comprehend in some way". Another definition provided by I.S.P. Nation (2009) stated, "An important factor of reading ability is the ability to recognize written forms and thereby connect them to their spoken forms and meanings." It is evident from the preceding sentence that reading involves an interaction between the author and the reader in sharing the same information. This means that what the reader understands must be the same as what the writer intends to convey in the text.

Furthermore, the purpose of reading is to obtain an in-depth comprehension of the text's meaning, information, and even idea. To get them, the reader must develop an excellent mental-textual connection between written text and his mind. Comprehension' is another word for profound recognition that comes when we fully comprehend the text. According to Pamela J. Farris (2003), "The essence of reading is a transaction between an author's words and a reader's thinking, during which meaning is constructed."

It is not new to incorporate media relations and education into reading comprehension lessons when learning foreign languages. After all, media is a beneficial instrument in helping students develop their listening comprehension skills. Current technology advancements are causing numerous changes in human existence as we transition from the information age to the digital age in various fields (Fitria, 2018). Almost all of the activities we do today may be accomplished through the use of technological devices. A significant step forward in improving the quality of education in Indonesia and enabling the country to compete on a

global scale has been adopting technology as an instructional medium. This may be observed in the Indonesian government, specifically, the Indonesian Ministry of Education, which uses technology to support teaching and learning in schools (Ghofur & Kustijono, 2015).

E-books are one type of media that can help students enhance their ability to learn foreign languages. Reid (2016) stated that the use of an electronic book can be a powerful tool for piquing students' attention and motivating them to complete the task at hand". And supported by Grimshaw et al. (2007), the children in the electronic text plus narration group performed much better reading comprehension than the other children. This shows that Students' reading comprehension may improve due to the use of electronic books.

This method has the potential to capture the attention of students to boost their reading comprehension ability. Students were able to read the content on the screen, and by concentrating on the lesson, they were able to improve their comprehension indirectly.

Similarly, the English Stories application is one of the electronic books that exist nowadays; this media can provide a different learning experience about different languages and cultures in the classroom. As Robin (2006) stated, digital stories could also stimulate conversation and discussion about the themes covered in a story, and they can be used to make abstract or conceptual content more intelligible. This application could support the reading comprehension learning process because, in the application, there are lots of stories such as folklore, myths, legends, etc. Furthermore, this application is connected with google translate to make it easier for students to understand each word and story they read before.

Therefore, the researcher decided to use the digital story or English stories application as a beneficial educational tool for teachers. In teaching narrative text, the researcher demonstrates how digital stories can be used to propose new material. The researcher performs several steps by utilizing a digital story as follows: The researcher begins by providing information on the narrative text in general. In the second stage, the researcher shows students the digital story.

Third, students are expected to identify difficult words that are present in the story. Fourth, students are instructed to review the digital story from the beginning to the end. Students and researchers come together to discuss the problematic word that is found in the story. Last, students are required to look back at the digital story and do the worksheet.

## **F. Previous Studies**

There are various studies related to this present research. First, research by Retta Muhammad Lukman Syafi (Syafii, 2018) entitled “Using Online Short Stories to Improve the Reading Comprehension Ability”. This study aims to increase eighth-graders reading comprehension of narrative texts using freely available tools. The Online Short Stories are combined with five worksheets that include comprehension questions: Self-Monitoring Card, Key Concept, Story Map, Reading Journal, and Reading Log. This study used a classroom action research design with 34 eighth students from MTs Al-Islam Joresan Mlarak Ponorogo. Their reading comprehension was gradually improving based on their tests and continuing assessments. The use of online short stories has a positive impact on students' reading skills. According to the results, the materials and worksheets used in cooperative and independent learning helped students improve their reading comprehension and social skills. Thus, implementing this method will help students enhance their reading comprehension skills.

Second, research by Amelia Eka Frimasary (Frimasari, 2018) entitled “Using Short Story To Improve Student’s Reading Comprehension”. This study aimed to see if a treatment using a short story and a handbook enhanced students' scores and interest. A questionnaire was used in this study. The outcome of the story was satisfactory. The experimental class had a pre-test mean of 45.1, and the control class had 45.25. The difference was 0.15 points. The post-test result was 55.9 for the experimental group and 51.8 for the control group. The difference between the two classes was 4.1. Hence the experiment was a success. This explains the discrepancies in improving student scores and interest between the

two classes. It means that using short stories to read could improve reading comprehension in class I of SMPN 2 Kota Bengkulu.

Third, research by RilaApriltya, Regina, ZainalArifin (2016) entitled “the use of digital story in teaching reading Narrative text for smp students”. This study examines the effectiveness of using digital stories to teach reading narrative text to eighth-grade students at SMP Negeri 2 Pontianak in 2014/2015. The research design employed was a one-group pre-test post-test design. This study used 35 kids from class VIII D as a sample. The data collection method was the measuring method. The data were collected using a 20-item multiple-choice test pre-and post-test. The statistics showed that the post-test mean score was greater than the pre-test (from 60.85 to 79.28). According to the effect size calculation, employing digital stories as a teaching tool has a high effect on teaching reading narrative text.

However, the current research is different from the previous studies. The previous studies focus on teaching reading comprehension using short stories in a conventional way. Meanwhile, this study focuses on teaching reading comprehension using short story applications, especially for students in the classroom. Moreover, no similar research has been conducted in Bandung Barat Regency.