

THE INFLUENCE OF USING SHORT STORY TOWARD READING ABILITY AT THE EIGHT GRADE MADRASAH TSANAWIYAH NURUL HUDA, BAROS-SERANG

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ABSTRACT

Method of the research used quantitative research by using quasi experimental design. has both pre and posttests and experimental and control groups, but no random assignment of subjects. To collect the data, the writer used pre-test and post-test. Pre-test given to students before treatment. Post-test is a test that given to students after treatment. After collecting the data, the writer qualifies it based on its kind. To analyze data, the writer uses two approaches. To compare the result of research between experimental class and control class. From the calculation of data, the writer got the result as follow: from control class: (1) Mean score of pre-test (My1) 61,8 and post-test score (My2) 72,0. It means that average score of control class got increase 10,2. Whereas mean score from experimental class for pre-test (Mx1) 57,9 and post-test score (Mx2) 78,3. It means that average score from experimental class got increase 20,4 and it got higher increase than from control class. (2) The percentage from control class is 34% and experimental class is 67%, so both average and percentage score both of control class and experimental class got increase but control class got relatively little increase than experimental class. (3) "t" observation is 6,41 and 70.

Keywords: Reading, Short Story, Qualitative

INTRODUCTION

Reading ability is one of from The Four English ability. There are speaking ability, writing ability, listening ability and especially that will be explain is reading Ability. Reading Ability means a student's competence that can read a sentence, a paragraph or a text from the material and they can understand what they read.

Teaching reading ability to the student is very important to teach. Because there are part of from the four English abilities. Where is the student have to master this ability. Reading ability on student is not same with all of student each other and this condition happened in few schools. Because that the English

teacher should be thinking about how to teach reading ability to the students.

Based on the data when the writer to interview the students, many students feel difficult in reading ability, because they are lazy to read, they are not interest to read, not confidence when they are reading because lack of pronunciation, they are do not know the meaning from the English word so that the student do not understand the text, and beside it the teacher has not technique or method that can motivated the student want to read, the teacher do not looking for good material source that can make the student like reading activity for especially in English learning. This problem happened at the Eighth Grade Madrasah Tsanawiyah Nurul Huda, Baros Pandeglang.

The English teacher should be have good method or technique that motivated the student feel confidence and has competence in teaching reading ability in the class. So that the student of the Eighth Grade Madrasah Tsanawiyah Nurul Huda, want to read and can understand what they read. By using a good method or technique a English learning target for especially in reading ability in the class will be successful.

Based on the statement above, the writer interested in teaching reading ability through short story techniques at MTs Nurul Huda. Therefore the writer would like to give a

different technique to be easier and more interesting. The writer proposes reading activity to be interesting by good students .

METHOD

The method of the research used quantitative research by using quasi experimental design. has both pre and posttests and experimental and control groups, but no random assignment of subjects” (Nunan, 1992 : 41).

To collect the data, the writer used pre-test and post-test. Pre-test given to students before treatment. Post-test is a test that given to students after treatment. After collecting the data, the writer qualifies it based on its kind. To analyze data, the writer uses two approaches. Those are logical approach for qualitative data and statistical approach for quantitative data. To compare the result of research between experimental class and control class.

After collecting the data, the writer qualifies it based on its kind. To analyze data, the writer uses two approaches. Those are logical approach for qualitative data and statistical approach for quantitative data.

To compare the result of research between experimental class and control class, the writer uses step as follow:

1. Determine interval class
2. Make frequency of distribution of each variable.
3. Determine mean by formula:

$$M \text{ Mean} = \frac{\sum fx}{N}$$

4. Determine deviation standard

$$SD = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

5. Determine error standard

$$SE_{x2} = \frac{SD_{x2}}{\sqrt{N-1}}$$

6. Make the polygon graphic
7. Determine average score

$$M = M_2 - M_1$$

8. Determine how big the percentage of the score

$$\% = \frac{M}{M_2 - M_1} \times 100\%$$

9. Determine difference of error standard

$$SE_{Mx} - SE_{My} = \sqrt{SE_x^2 + SE_y^2}$$

10. The last is determine t_o (t observation)

$$t_o = \frac{Mx - My}{SE_{Mx} - SE_{My}}$$

(Sudijono, 2014 : 346 – 34)

Table 3.1 Compare experimental class and control class

No.	Form of the test	Number of each item	Difficulty level	Formula	Explanation of formula
1.	Multiple choice	10	4	$\frac{R-W}{n-1}$	R = right answer W = wrong answer N = option answer I = steadiness value
2.	True - false	5	6	S = R	S = the last score R = right answer
3.	Essay	5	6	S = R	S = the last score R = right score
Total		20 items			

The validity of the instrument, the writer used materials and the test based on the curriculum and syllabus and for the reliability of the instrument the writer used inter – rater reliability.

DISCUSSION

The writer collect the data was found some results as seen table 4.1, table 4.2, and table 4.3 below:

- a. The calculation of control class from Pre-test and Post-test Score as Y Variable (see at appendixes table 4.1)
- b. The Calculation of Control Class from Pre-test

1. Determine Interval class

Determine Range:

$R = H - L + 1$ $= 76 - 48 + 1$ $= 29$	$K = 1 + 3,3 \log \frac{n}{n-1}$ $= 1 + 3,3 \log \frac{33}{32}$ $= 1 + 3,3 \times 1,51$ $= 1 + 4,98 = 5,98$ <p>it rounded off become 6</p>	$I = \frac{R}{K} = \frac{29}{6}$ $= 4,83$ <p>it rounded become 5</p>
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R = Range K = Many classes

H = Higher score I = Interval

L = Lower score

2. Make Frequency of Distribution Score

Tabel 4.2

The Frequency of Distribution Score from Pre-test
of Control Class

3. Make Frequency of Distribution Score

Interval	F	X	X ²	f.X	f.X ²
48 – 52	5	50	2500	250	12500
53 – 57	2	55	3025	110	6050
58 – 62	10	60	3600	600	36000
63 – 67	10	65	4225	650	42250
68 – 72	4	70	4900	280	19600
73 – 77	2	75	5625	150	11250
Total	33			2040	127650

Tabel 4.3

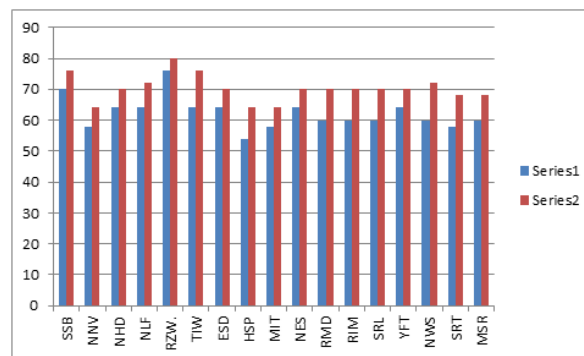
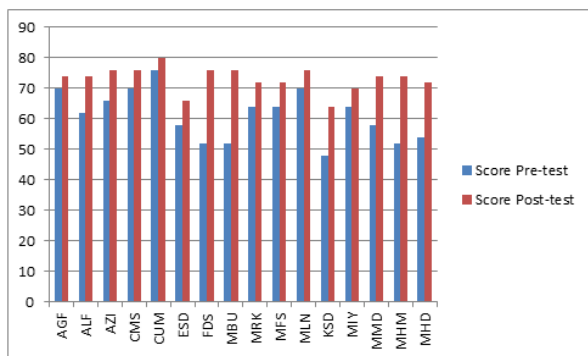
The Frequency of Distribution Score from Post-
test of Control Class

Interval	F	X	X ²	f.X	f.X ²
64 – 66	5	65	4225	325	21125
67 – 69	2	68	4624	136	9248
70 – 72	13	71	5041	923	65533
73 – 75	4	74	5476	296	21904
76 – 78	7	77	5929	539	41503
79 – 81	2	80	6400	160	12800
Total	33			2379	172113

Based on the tables results, it can be
showed by graphic below:

Graphic 4.1

The Graphic of pre test and post test of
control class



Based on the graphic above, it can be
seen the result from control class is the lower
score from pretest is 48 and posttest is 64. The
higher score from pretest is 76 and posttest 80.
So, there is no increasing significantly
between pretest and posttest.

c. Calculation of Experimental Class from
Pre-test and Post-test Score as X Variable
(See appendixes table 4.4; Score of Pre-test
and Post-test from Experimental Class as X
Variable)

d. Make Frequency of Distribution Score

Table 4.5

The Frequency of Distribution Score of Pre-test from

Experimental Class

Interval	F	X	X ²	f.X	f.X ²
50 – 54	12	52	2704	624	32448
55 – 59	13	57	3249	741	42237
60 – 64	3	62	3844	186	11532
65 – 69	2	67	4489	134	8978
70 – 74	1	72	5184	72	5184
75 – 79	2	77	5929	154	11858
	33			1911	112237

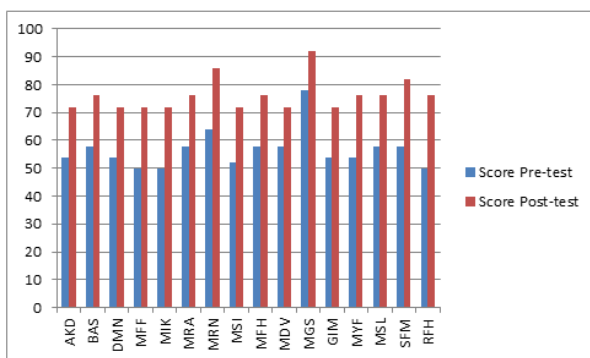
e. Make Frequency of Distribution Score

Tabel 4.6

The Frequency of Distribution Score of Post-test from Experimental Class

Interval	F	Y	Y ²	f.Y	f.Y ²
66 – 70	5	68	4624	340	23120
71 – 75	7	73	5329	511	37303
76 – 80	10	78	6084	780	60840
81 – 85	5	83	6889	415	34445
86 – 90	4	88	7744	352	30976
91 – 95	2	93	8649	186	17298
Total	33			2584	203982

Based on the tables results, it can be showed by graphic below:



Graphic 4.2

The graphic Pre test and Post test of experiment class

Based on the polygon graphic above, it can be seen that the result of lowest score in the pre test is 50 and posttest is 66. The higher

score of pretest is 78 and posttest 94. There is increasing significantly between pretest and posttest.

CONCLUSSION

These way used by the researcher when the researcher gave treatment to students in classroom. The researcher summarizes that using short story has significant influence on students' reading ability. It is compared with the class which does not use short story of teaching reading ability like in the control class.

From the calculation of data, the writer got the result as follow:

From control class: (1) Mean score of pre-test (My1) 61,8 and post-test score (My2) 72,0. It means that average score of control class got increase 10,2. Whereas mean score from experimental class for pre-test (Mx1) 57,9 and post-test score (Mx2) 78,3. It means that average score from experimental class got increase 20,4 and it got higher increase than from control class. (2) The percentage from control class is 34% and experimental class is 67%, so both average and percentage score both of control class and experimental class got increase but control class got relatively little increase than experimental class. (3) "t" observation is 6,41 and df 70.

Based on the data obtained from control class and experimental class among the

average score, percentage, and t observation, the researcher summarize that using short story has significant influence on students' reading ability.

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