

TEACHING READING COMPREHENSION BY USING SHORT STORIES

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ABSTRACT

This research was intended to figure out the effectiveness of the use of short stories in teaching reading comprehension to enhance the quality of students' reading to the first semester students of Tarbiyah of Muhammadiyah University of Aceh. The mayor principle of conducting this research was to investigate whether or not the students in the experimental group taught by using short stories would produce a higher achievement than those of the control group taught by using conventional study. To find out the effectiveness of the use of short stories, the pre-test and the post-test were given for those groups. The result of data analysis demonstrated that there was a significant difference on students' achievement from both groups proved by the average of the post-test's score. As a result, the score of the post-test of the experimental group is higher than that of the control group (80:65) by which the gained score for t-test was 8 while the value for t-table was 1,684 at the level of significance 0,05. It means that t-score was higher than t-table ($8 > 1,684$). It can be concluded that the students who were taught by using short stories had a better achievement in reading comprehension than those who taught by using conventional study.

Key words: *Short Story, Reading Comprehension, Conventional Style.*

INTRODUCTION

English is a foreign language that is learned by the students from school to the university levels in Indonesia. It is one of subjects

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included in the national curriculum, English language must be taught at junior and senior high school students as well as at university. The language will be very useful for the junior and senior high school students and also when they continue their study at university, or when they work for any foreign companies. Simanjuntak (1988, p. 6) says, “a student who does not read because of lack of motivation do not get the practice that he needs in reading comprehension.” So that the students will be lost because they are not interested in teaching reading comprehension.

The goal of teaching English language is not only to communicate but also to understand the written English language. The students are expected to able to read texts and English article in their specific fields when they are at university levels because the purpose of study English language is to obtain the ability in reading English language. To get it, the most important thing is that teachers have to look for good and suitable materials for the student levels. In teaching English language, there are aspects of English language that should be improved, namely: listening, speaking, reading, and writing skill. Reading is one of four English language skills that the students strive in learning English language and reading is a key of knowledge or the window of world. Meanwhile, Grellet (1988, p. 12) states, “reading itself can enrich the students’ knowledge and experience because they do not only accept whether the text says but he or she understood what they have already read.” In this process appearance as the interaction between the words that are written and how the readers trigger knowledge outside the text. Donna (1974, p. 12) states, “the best reading is included a variety of good materials which students may select.” The teacher certainly prefers materials that are familiar with situation from their students.

Reading is defined as the process of looking for a series of written symbols and getting meaning from them. Reading is a skill which we try to get information from printed or written materials. To have a good material in reading is not only by knowing how to read better with corrected pronunciation and intonation but also understand the reading English language and to obtain the information in the texts, but sometimes the students faced problems in reading English language, understanding and translating the written English language.

Nuttal (1982, p. 10) states, “reading is not just an active process, but an interactive one. It means reader will interact with the text to predict what they are about.” The main of purpose of teaching reading English language is not only help students improve their

comprehension but also to find the ways ordered that they love reading English language and to develop great enthusiasm. There are some kinds of reading used in teaching reading English language, such as extensive reading, silent reading, reading aloud, and reading comprehension. Reading comprehension is one of reading skill that taught in junior and senior high school until at university. Some teachers complained that their students are often difficult to understand the English language text that they have already read and they sometimes can only know a little part of the text, if the students find difficulty in understanding the text, they are lazy and bored in reading English language text.

Patker (1965, p. 56) states, “the short story is a protean form. It may be short indeed or it may stretch until it approaches the short novel length, short story is always regardless of variation.” Furthermore, there is a different definition between short story and longer fictional format. Short stories are one of presented materials in teaching reading English language of Tarbiyah students of Muhammadiyah University of Aceh. According to syllabus of reading comprehension of this faculty, the students are expected to able to criticize writer’s idea in reading English language text, analyze writer’s argument of writing ideas and answer or respond the issue taking place in class discussion. However, there are some obstacles faced the students while comprehending reading English language materials especially short stories. Firstly, some teachers tend to teach difficult or unfamiliar vocabulary before the students read the text because it saves time and they think it to help students’ understand better. But, by giving “ready answers”, teachers prevent the students from developing their reading English language skills and enhancing their comprehension abilities.

Meanwhile, Ellis and Hedge (1993, p. 14) states, “the students know different words and have different prior knowledge in the topic, which means that some words are unknown for some of students, but familiar for others.” As result, this activity continues for a long time. Sometimes there are vocabulary exercises in the pre-reading but they include only if the text contains some specific or specialized vocabulary, terminology, proper nouns, which they helped the students to understand the idea of the text better.

Research Questions

1. Is there a significant difference in teaching reading comprehension between the students who are taught by using short stories and those who are taught by using conventional study?
2. What do the students' responses toward the use of short stories in teaching reading comprehension?

Research Objectives

1. To find out if there is significant difference in teaching reading comprehension between the students who are taught by using short stories and those who are taught by using conventional study.
2. To find out students' responses toward the use of short stories in teaching reading comprehension.

LITERATURE REVIEW

Reading is an important skill learning a language besides listening, speaking, and writing. The fundamental goals of any reading activity know the content of message in English language text. The definitions of reading varies for it depends in people's point of view. River (1996, p. 12) said, "reading is the most important activities in language class, not only as source information and extending one's knowledge." Reading is one of four reading skills. Through reading, a lot of positive things can be obtained. Reading is a social process and an important skill in our daily life. It means that reading is one of the means that people employ to communicate with others.

The essential nature of communication between readers and texts can be developed in order to get proficiency in reading English language ability in setting reading firmly in context of communication by using English language text. Therefore, the teacher can find out the development of implications in teaching reading English language, especially to improve students' ability in reading comprehension which gives them the reading English language text accompanied with selection of questions. Meanwhile, Kridalaksana (1984, p. 17) said, "reading is to dig information from the text, either in the form of the text or a picture or diagram or a combination of it all." Reading is a fluent process readers to combine information from the text and background of knowledge builds the meaning and reading is a process

which our mind translates printed materials into the idea that writer is trying to tell or communicated with us. Reading is about understanding the written text and to convey some informations to reader because reading is a source of knowledge and window of the world.

In the other hand, Frima (1996, p. 12) said, “reading skill needs to be fostered so that learners can cope more and sophisticated text and deal with them efficiently, appropriately and skillfully.” Reading is a complicated skill and reading is not only about how to pronoun words but also how to understand an author’s idea and perception in his/her writing. A good reader must be patient while reading is going on until he/she knows what the writer wants to convey to them and we can get new knowledge from the materials.

While reading, we have to understand and summarize what the reading English language about. Then, we can apply the informations or message from reading English language materials in our daily life, if it is suitable for us. Because, the guide line of reading involves reading intergration and promotes the development of the reader himself.

RESEARCH METHODOLOGY

This research is an experimental study which intended to obtain information in teaching reading comprehension skill at Tarbiyah faculty of Muhammdiyah University of Aceh and it uses an experimental research in order to answer the research problem. Experimental research was the attempt by the research to maintain control over all factors that affected the result of an experiment.

According to Surachmad (1990, p. 64), “the aim of an experimental research is not only to collect and to describe the data but also to find out the cause and the effect.” This study took two classes, namely the experimental class and the control class. The reseacher used true experimental design. Arikunto (2006, p. 117) said, “true experimental research is a study which has two groups: one group is the experimental group and another is the control group.” Here, the researcher conducted the experimental to prove the hypotheses whether the treatment by using short stories would improve the students’ reading comprehension ability. The experimental activities involved the pre-test and the post-test. Prasetyo and Jannah (2005, p. 97) said, “experimental research is a study that treats or creates a condition to the subject of research. For this research, the teaching treatments were conducted by using group strategy.

In testing, by using the pre-test and the post-test in each class at the end of the meeting, the researcher used the questionnaire to analyze students' responses in teaching reading English language materials, teaching methods, and it is also hoped that students in the process of teaching reading specially reading comprehension by using short stories. When the results of this study obtained the great results and the researcher recommended to teachers of English language to use the short stories as one of the subjects taught in their classroom, especially in teaching reading comprehension.

In doing this, the researcher attempted to determine or predict what occurred. The steps in doing this were to identify the problems and to define the problems of teacher or the students in teaching learning process, in this case was reading comprehension. The researcher made the hypotheses and constructed an instrumental design that represented all the elements, condition, and relations of the consequences by selecting sample of the subject to select or construct, and validate instruments to measure. This study tried to describe the application of short stories in teaching reading comprehension.

Population and Sample

Population

According to Arikunto (2006, p. 130), "population is the totality of the research subject, while sample is portion of the population that is researched in a research." Definitely, the populations were all individual that are related to object of the research. The population of this study was the total number students of Tarbiyah of Muhammadiyah University of Aceh that took reading comprehension in the first semester that consist of 82 students divided into three classes.

Sample

Sample is a small part of total population taken for representative of all population. Arikunto (1997, p. 25) said, "population is the whole subject of the research, while sample is a part of the studied population. He also explained sample as a representative of the majority group where further investigation needed. For the sample of the study, the writer took the first semester students of Tarbiyah of Muhammadiyah University of Aceh. There are three groups in this semester. The researcher took two class that are samples of 46 students.

Research Setting

This study was conducted at Muhammadiyah University of Aceh which took place in Lheung Bata, Banda Aceh. Furthermore, Tarbiyah faculty which was now led by Drs. H. Umar Ali Aziz, MA focused on education and teacher training in which the students prepared to be good teachers in the future. It consists of four departments, namely, English Department (TEN), Religious Education Department (TPA), Biologi Education Department (TBL), and Mathematic Education Department (TMA). Likewise, at Tarbiyah faculty, this study was conducted. This department aimed to produce students who were not only qualified in academic and able to improve the knowledge for the sake of society but also credible to have good behaviour. This department was currently chaired by Mrs. Yuniarti, S.S., M.Pd. According to the document in her office, it have 12 lecturers who worked for in manifesting its goal.

They graduated from various international universities overseas such as Australia, Malaysia, The United Kingdom, The United State and so forth. Additionally, the study was conducted at Tarbiyah faculty and the population was taken from all students who were in the first semester is talking reading comprehension I in the academic year 2015/2016.

Data Collection Procedure

In doing the research, the writer collected some significant data by doing experimental teaching. The researcher took two classes one is the experimental class and other one is the control class. They were taught by using different teaching technique. The resercher used short stories in the experimental class and using long stories in the control class. To achieve the aim of this research, some data were required to be collected through the pre-test and the post-test. In teaching learning process, a test was conducted to obtain the result of teaching reading English language. The pre test gave to the students before teaching learning process started, and the post-test gave to the students at the last meeting. In addition, they were useful to find out how capable of the students' understanding the materials that were taught by the teacher.

Research Instruments

Fraenkel and Wallen (2007, p. 113) stated, "Instrument as whole process of preparing to collect data in research." This research was conducted by means of data collection in order to test the hypotheses.

In this writing, the test was used to collect the needed data through field research by conducting some techniques as follows:

Test

Kubiszyn and Boriszyn (2001, p. 47) stated, “a test is a tool that can contribute importantly to the proses of evaluate students, the curriculum and teaching method.” Test defined as a series of questioner, problems, or physical responses designed to determine knowledge, intelligence, or ability. The test was used to get data and information in the research.

The researcher gave short stories to the students in order to know how far the students’ improvement of reading comprehension by using short stories. In this case, the students were asked to comprehend the text by answering the questions concerning the given text and the researcher focused in evaluating the students’ comprehension, they are main idea, supporting details, vocabulary, and inference. At the experimental class the researcher gave reading English language texts with short stories as the pre-test to the students in the first meeting while at the control class the researcher gave the long stories text. In the test, the students were asked to read short stories and answer the questions based on the given short stories. The test was given in written form.

Pre-test

The pre-test was given to find out the students’ competence in reading English language before presenting the materials, it consisted of 10 items (10 questions in multiple choice and others are in true-false items). Indeed, its purpose was to know the student’s ability in comprehending reading English language text before the treatment was given. In addition, the genre used in the pre-test was short stories. In the pre-test, the printed of the short story text was entitle “The Regret I”. The questions were concerned about main idea, detail information, plot, and moral values and the time allocated for the test was 30 minutes.

Post-test

The post-test was given to the students by using short stories in 30 minutes (10 questions in multiple choice and others are in true-false items). A post-test was used to measure how the students mastered the materials after short stories were applied in the class. The goal of the

post-test was to find out whether short stories developed the students' reading comprehension or not. Here, the genre used in the post-test was also about short stories. In the post-test, the printed of the short story text was entitled "The Nightingale and Rose II". The questions were concerned about main idea, detail information, plot, and moral values.

Questionnaire

The questionnaire was used to see the obstacles faced by the students in improving their reading comprehension through short stories. The researcher distributed questionnaire for the students and analyzed the answers by using percentage as mentioned in the questionnaire items. To analyzed students' answer of these questionnaires, the researcher used the percentage system as mentioned in Sudjana (2002, p. 67) and the formula is as follows:

$$P = \frac{F}{n} \times 100\%$$

Explanation:

P = Percentage

F = Frequency of respondents

N = Number of sample

FINDINGS AND DISCUSSIONS

Normality Distribution Test for Pre-Test Score

H₀: the score between the experimental group and the control group is normally distributed.

H_a: the score between the experimental group and the control group is not normally distributed.

The hypothesis have been proven by using level of significant 5% (= 0,05).

Table 1. Data for Normal Distribution on the Score of Pre-test of the Experimental Group

Score	Mid Score	Zscore	Normal Distribution	Area	Expected Frequency (Ei)	Observed Frequency (Oi)
45 – 50	44.5	-1.66	0.4515	0.0894	2.235	5
	50.5	-1.09	0.3621			

51 – 56						
	56.5	-0.52	0.1985	0.1636	4.05	3
57 – 62						
	62.5	0.04	0.0160	0.1825	4.5625	5
63 – 68						
	68.5	0.61	0.2291	0.2131	5.3275	4
69 – 74						
	74.5	1.19	0.3830	0.1539	3.8375	4
75 - 80						
	80.5	1.76	0.4608	0.0778	1.945	4

Table 2. Data for Normal Distribution on the Score of Post-test the Experimental Group

Score	Mid Score	Zscore	Normal Distribution	Area	Expected Frequency (Ei)	Observed Frequency (Oi)
60 – 65	59.5	-2.43	0.4925	0.0352	0.88	2
66 – 71	65.5	-1.72	0.4573	0.116	2.9	3
72 – 77	71.5	-1.00	0.3413	0.2272	5.68	6
78 – 83	77.5	-0.29	0.1141	0.045	1.125	6
84 – 89	83.5	0.14	0.1591	0.2095	5.2375	6
90 – 95	89.5	1.12	0.3686	0.0985	2.4625	2
	95.5	1.84	0.4671			

Table 3. Statistical Summary of Result of Normality Test on the Pre-Test of Both the Experimental and the Control Groups

	x_{count}	df	α	x_{table}
Experimental Class	6.23	5	0.05	11.07
Control Class	843			

The significant scores that are illustrated above are derived from statistical technique. Besides statements, there is a special criteria which identify whether its hypotheses is accepted or rejected, the latter being: if $x_{count}^2 > x_{table}^2$ thus H_0 is rejected, and H_a is accepted if $x_{count}^2 < x_{table}^2$.

Table 4. Statistical Summary of Homogeneous Test on the Pre-Test of Both the Experimental and the Control Groups

	F_{count}	(n_{1-1}, n_{2-1})	α	F_{table}
Experimental Class	1.64	(25-1, 23-1)	0.05	1.98
Control Class		(24, 22)		

The result of homogeneity varies from the both experimental and the control groups are homogeneous. In determining the acceptance and rejection of these hypotheses, we would follow this following testing criterion: if $F_{count} < F_{table (0,05)} = H_0$ is rejected or H_a is accepted in which $1,64 < 1,98$.

Table 5. Statistical Summary of Pre-Test Result of Both the Experimental and the Control Groups

Symbol	Groups		s_{gab}	t_{test}	df	α	t_{table}
	Experimental	Control					
N	25	23	9.53	4	46	0.05	1.684
\bar{x}	62	53					
s^2	111.25	68					
S	11	8					

The result of the pre-test both the experimental and the control groups, they can be summed up as essential report based on t-test and t-table scores, that there is a significant difference between the data from two groups. It can be clearly seen from this short quotation " $t_{test} > t_{table}$ " in which $4 > 1.684$. On the other hand, these two scores imply that all students in both groups had not the same competence.

Table 6. Statistical Summary of the Post-Test Result of Both the Experimental and the Control Groups

Symbol	Groups		s_{gab}	t_{test}	df	α	t_{table}
	Experimental	Control					
N	25	23	7	8	46	0.05	1.684
\bar{x}	80	65					
s^2	71	22					
S	8	5					

Based on the criteria of examining hypotheses, the results found that the students who are taught by using short stories have significantly increased their scores in contrast to the students who are taught by using long stories (conventional style). The evidence can be analyzed through this formula $t\text{-table} > t\text{-test} = H_0$ is accepted, and if $t\text{-test} > t\text{-table} = H_a$ is accepted. In short, 8 higher than 1.684 thus H_0 is completely accepted.

Discussion

After examining, the research findings and data analysis, there are several significant points that can be informed about the use of the short stories in teaching reading comprehension namely: the students who were taught through the use of short stories in teaching reading comprehension achieve a better attainment compared to the students who were taught by using the long stories. The use of short stories in teaching reading comprehension enables to show a positive impact on the students to develop their reading comprehension ability, and it plays the important roles of enhancing the students' competence and motivating them to study reading comprehension. To support and prove these arguments, here are some needed elaborations. Firstly, according to the statistical analysis on the previous page that is the result of quantitative analysis which analyzes the score of test, either the score of the pre-test of the experimental group and the control group. They need to know about the mean of the pre-test of both classes to get a description about the comparison of both groups, namely the experimental group gets 62 and the control group gets 53.

It can be seen the result of a deeply analyzed data of the pre-test through independent sample t-test where t-test score is 4 while t-table with the level of significant level of 0,05 is 1,684. It shows that t-test is higher than t-table which can be denoted that the difference of both groups is a significant because t-test (4) > t-table (1,684). In other words, the result reveals that there is a different performance between the data of both groups which infers that the ability of reading comprehension between the students in the experimental group and those in the control class. It means that both samples taken are assumed that is not at the same level of competence.

In addition, it is also essential to know the result of analyzing the data of the post-test of both groups. The procedure applied is the same as analysis on the score of the pre-test. Specifically, the experimental group gets 80 of mean whereas the control groups gets 65 of mean

which can contribute the apparent description in comparing the ability of both groups. To know deeply about the two groups ability, the independent sample t-test is applied on the data which brings the score of test and t-table where the former is 8 and the table 1,684. It indicates that the difference of both scores is a significant because $t\text{-test} > t\text{-table}$. Hence, H_0 in this case is rejected, and accordingly H_a is accepted which means that the students who were taught by using the short stories achieve good score in teaching reading comprehension by applying group strategy compared to those who were taught by using the long stories used conventional strategy. It can be seen in the following figure as follows:

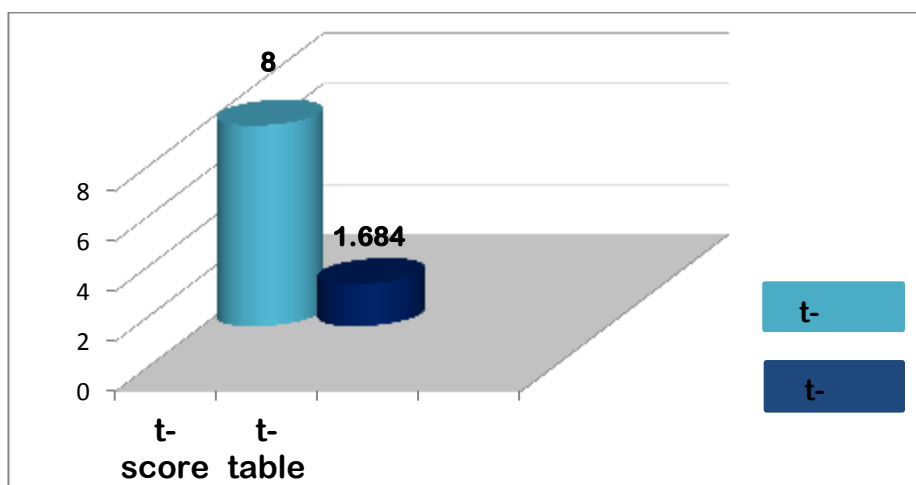


Figure1. Comparison of t-score and t-table

As we can be in figure 4.5 above, the t-score was higher than the t-table. Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It indicates that there is a significant difference between the two groups. It can be concluded that the students in the experimental group who were taught by using short stories gained a better improvement than those in the control group who were taught by using the long stories. This finding is supported by other researchers' findings related to the teaching reading comprehension by using short stories. Lindawati (2011) found the result of her research is that the use of short stories in teaching reading comprehension was more effective for English as compared to the traditional learning method. Furthermore, cooperative learning appeared to be more favorable for overcrowded groups. It is suitable with the experimental

study conducted by the researcher. Yuliana (2013) found also the result of her research concluded that the use of short stories is more effective in increasing the students' achievement in teaching reading comprehension.

Munarwati (2012) found her research was give good effects to the students' ability in reading comprehension and motivates them in learning English language. Thus, in the process of learning, they get better improvement in learning reading and get positive outcomes on social relationships with their friends. They can give and share their idea with each other and they get positive interdependence while learning together in a group. As a result, their achievement in reading comprehension.

This finding is supported by Suasti (2003) that group strategy is an approach that gave priority to teach the students to work together with each other to understand and do all their learning. In group strategy, the students work with their peers to accomplish a shared or common goal. The goal is reached through interdependence among all group members rather member or working alone. Each member is responsible for the outcome of shared goal.

The group learning is an educational approach. The group work has to be carefully planned and frequently requires a facilitator to ensure group progress. In addition the group function and the learning that takes place needs to be assessed and evaluated. The material learned is just as important as the group's ability to achieve a common goal. Facilitatory skills are important and require the teacher to ensure that both the task is achieved and the group functioning is maintained. The group learning allows the students to develop problem solving, interpersonal, presentational and communication skills, all beneficial to life outside the classroom. These generic skills are difficult to develop in isolation and require feedback and interaction with other individuals. Although this practice is not the best way for students to develop and improve on these skills, there are some ways to make this effective for both students and the instructor.

By group strategy is expected to enhance the students' understanding of the material being taught, learning to cooperate, respecting others' opinions and responsibility among fellow students to obtain the best for the group in learning and completing tasks (Davis, 1993). Learning with the opportunity to express ideas, listen to the opinions of others, and together make sense, becomes very important in learning because it has a useful element to challenge thinking and

enhance self-esteem. The teaching experience of the students is to construct their own knowledge. It is a form of active learning where the students work together to perform specific tasks in small group.

The teachers should carefully select each cooperative learning group so that a heterogeneous structure allows each students to bring his or her strengths to the group effort. The teacher then gives the students an assignment, often helping them to clarify the work that needs to be done so that each individual in the group has a certain role to play. The end goal can only be reached when every member of the group contributes effectively (Adam, Carlson & Hamm, 1990).

Harris and Sherblom (2008) argue that cooperative learning strategy allows all the students to master the material at relatively equal levels of mastery. Working relationship enables the emergence of a positive perception of what the students can do to achieve learning success based on their individual ability and contribution of other group members during their study together in groups. To achieve maximum results, it needs to apply the five elements of mutual aid learning strategy, namely: positive interdependence, individual responsibility, face to face, communication between members, and the evaluation process of group.

The type of cooperative learning dealt with in this research is a group strategy in teaching reading comprehension. Based on the result of the discussion above, the writer believes that the use of short stories in teaching reading comprehension can help to increase the students' achievement but also gives positive outcomes on social relationships in classroom.

The last discussion is about the qualitative analysis which works on the questionnaire filled by the students of the experimental group in the last meeting. The questionnaire that consist of ten positive statements of related along with the four strategy provided answer, namely strongly agree, agree, disagree, and strongly disagree result in good reaction of the students which ten statements are strongly agree on its mean and the rest belongs to agree on its mean. Having analyzed on the students answer on statements in questionnaire by using Likert scale above, it can be concluded that the students react positively on the strategy applied in their reading class which are related to motivation, curiosity and background knowledge. Thus, the use of short stories in teaching reading comprehension by applying group strategy is effective to use as has been proved by the theories, previous studies conducted by other researchers and the findings of this study.

CONCLUSIONS AND SUGGESTIONS

Conclusions

This study focuses on implementation of short stories in teaching reading comprehension. Based on the result of the study, it can be concluded that teaching reading comprehension by using short stories is better than t-score of post-test both group is 8 (t-table = 1,684). Based on the level of significance with (α) is 0,05 and $df = (n_1 + n_2 - 2) = (25 + 23 - 2) = 46$, it is found that $t_{0,05(46)}$ in the t distribution is 1,684. It is compared to t-test which is 8 and therefore t-test > t-table, that is $8 > 1,684$. Based on the criteria, if t-test < t-table which indicates H_0 is rejected and in other words H_a is accepted which states that the students who were taught by using short stories in the experimental group got good achievement in teaching reading comprehension with applying group strategy than the students who were taught by using long stories used conventional strategy.

Based on the questionnaire data, the students gave positive responses related to the strategy, positive relationship, motivation and material given after teaching reading comprehension by using short stories by applying group strategy. It can increase their self-confidence, social interaction, individual accountability, and group skill. Moreover, the students can learn more actively and got benefits from group work than they who were studied from individual learning or conventional strategy.

Suggestions

Based on the research that has been done, the writer provides suggestions that could be beneficial for the researcher himself, and for all readers who care about the issue of education, especially the English language teacher and the researchers are as follows:

- a) In order reach the successful use of short story, the teacher are suggested really prepare the short story to be used in reading comprehension
- b) Uses a suitable method or technique to teach reading comprehension.
- c) To the first semester students, it is better if teacher gives the students the easier material because their level was still lower.

- d) Plays an important role to motivate and encourages his/her students in improving the ability in learning English.

For the Students

The students should eliminate their fear in learning English and change their attitude about reading skill. Making mistakes is a part of learning progress and the students should not worry about mistakes.

For Other Researchers

It is suggested that other researchers can continue the experimental research by using short stories in teaching reading comprehension and correct the entire mistakes they get in this thesis and to solve the problems that might be faced by the students concerning reading comprehension aspects.

For Schools

In schools, English language teacher is suggested to apply an effective learning approach, method in order to increase or to improve the students motivation in learning English language specifically for reading comprehension.

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