

**USING CHILDREN SHORT STORIES TO ENHANCE STUDENTS'
READING COMPREHENSION AT SMA PERINTIS 2 BANDAR
LAMPUNG**

(Ungraduate Thesis)

ROSALINDA DESI ADELIA PUTRI

1913042019



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2023**

ABSTRACT**USING CHILDREN SHORT STORIES TO ENHANCE STUDENTS'
READING COMPREHENSION AT SMA PERINTIS 2 BANDAR
LAMPUNG****By****Rosalinda Desi Adelia Putri**

The objective of this research is to find out students' reading comprehension by using children short stories (fable) as a material. This research was quantitative research using one-group pre-test and post-test design. The population of this research was the first grade students' of SMA Perintis 2 Bandar Lampung. The sample of this research was X.6 consisting of 32 students. The instrument of this research was reading test in the multiple choices form. The result showed that there was a significant effect of Children Short Stories (Fable) on reading comprehension. It is shown by the increase in students' scores where the post-test scores were higher than the pre-test scores. The average score of the pre-test 51.53 while the post-test is 74.81. The increase scores was 23.28. The researcher used Sig. (2- tailed) in SPSS 26 to do the calculation with the significant level of 0.05. The result showed the result are sig (2-tailed) is 0.000 which is lower than 0.005. It indicates that students' reading skills have significantly improved between the results of the pre-test and post-test.

Keywords: children short stories, fable, reading comprehension

**USING CHILDREN SHORT STORIES TO ENHANCE STUDENTS'
READING COMPREHENSION AT SMA PERINTIS 2 BANDAR
LAMPUNG**

By:

Rosalinda Desi Adelia Putri

Undergraduate Thesis

Submitted in partial fulfillment of requirements for S-1 Degree

In

The Language and Arts Education Department
Faculty of Teacher Training and Education



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2023**

Research Title : USING CHILDREN SHORT STORIES TO ENHANCE STUDENTS' READING COMPREHENSION AT SMA PERINTIS 2 BANDAR LAMPUNG

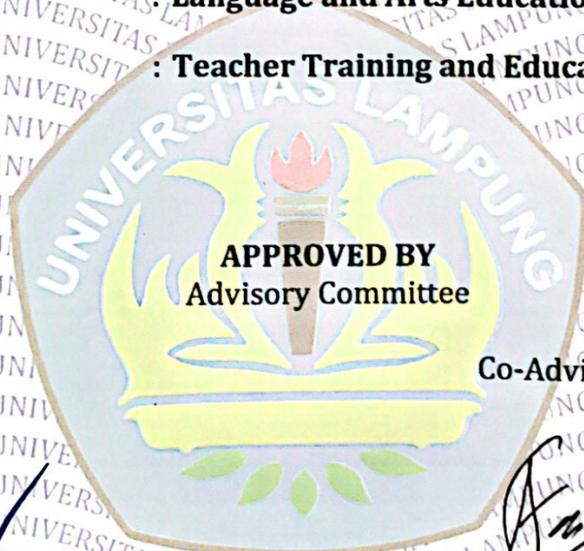
Student's Name : Rosalinda Desi Adefia Putri

Student's Number : 1913042019

Study Program : English Education

Department : Language and Arts Education

Faculty : Teacher Training and Education

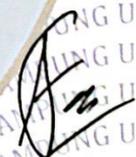


**APPROVED BY
Advisory Committee**

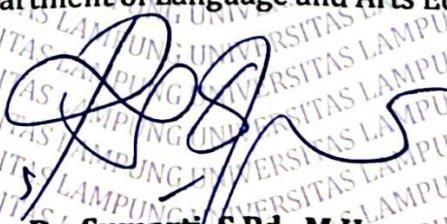
Advisor

Co-Advisor


Prof. Dr. Patuan Raja, M.Pd.
NIP 19620804 198905 1 001


Fajar Riyantika, S.Pd., M.A.
NIP 19930723 201903 1 017

**The Chairperson of
The Department of Language and Arts Education**


Dr. Sumarti, S.Pd., M.Hum.
NIP 19700318 199403 2 002

ADMITTED BY

1. Examination Committee

Chairperson : Prof. Dr. Patuan Raja, M.Pd.

Examiner : Dr. Muhammad Sukirlan, M.A.

Secretary : Fajar Riyantika, S.Pd., M.A.

2. The Dean of Teacher Training and Education Faculty



Graduated on : November 2nd, 2023

LEMBAR PERNYATAAN

Yang bertandatangan dibawah ini, saya:

Nama : Rosalinda Desi Adelia Putri
NPM : 1913042019
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : Using Children Short Stories to Enhance Students' Reading
Comprehension at SMA Perintis 2 Bandar Lampung

Dengan ini menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Dari apa yang saya tahu, materi yang ditulis dalam skripsi ini tidak didapatkan dari karya orang lain, tetapi pada beberapa bagian tertentu memuat kutipan yang bersumber dari penulis lainnya yang saya jadikan sebagai acuan untuk menunjang penyelesaian karya ini. Jika pernyataan ini tidak benar adanya, sepenuhnya akan menjadi tanggung jawab saya nantinya.

Bandar Lampung, 2 November 2023

Yang membuat pernyataan,



Rosalinda Desi Adelia Putri

NPM 1913042019

CURRICULUM VITAE

Rosalinda Desi Adelia Putri was born in Bandar Lampung on December 3rd, 2000. She is the second of four children of the affectionate couple, Mr. Mak Doni and Ms. Rosmala Dewi. She has two brothers and one sister, named Kevin, Akmal, and Nikita.

She began her study TK Permata Biru and graduated in 2007. She continued her study at SDN 1 Sukarame and graduated in 2013. Then, she continued her study at SMP Perintis 2 Bandar Lampung and graduated in 2016. Afterwards, she continued her study at SMAN 10 Bandar Lampung and graduated in 2019.

In 2019, she was registered as a student of English Education Department, Faculty of Teacher Training and Education, Lampung University. She did KKN at Negara Batin Village, Lampung Timur from June to August 2022 and conducted PLP at SMA Yadika Natar, South Lampung from September to October 2022. At the end of her studies, she was able to complete her thesis by the title “Using Children Short Stories to Enhance Students’ Reading Comprehension”.

MOTTO

“Perfection is impossible, just strive to do your best.”

DEDICATION

In the name of Allah Subhanahu Wa Ta'ala, the Most Gracious and Merciful, who always praised the life of researcher. She would like to dedicate this modest work wholeheartedly to her beloved parents, grandparents, and her family as a sign of her respect and gratitude for supporting her and giving a lot of love.

ACKNOWLEDGEMENTS

All praises to Allah SWT., The Almighty God, for the infinite blessings that brought me to the completion of this undergraduate thesis, entitled “Using Children Short Stories to Enhance Students’ Reading Comprehension at SMA Perintis 2 Bandar Lampung”. Peace and blessing be upon prophet Muhammad SAW, her families, her relatives, and all Moslems. This paper is presented as one of the requirements for S-1 Degree in English Education Study Program, Arts and Language Education Departement, Faculty of Teacher Training and Education in University of Lampung.

During the period of writing this paper, a lot of people supported and gave the writer plentiful of generous suggestion. The writer would like to express his deepest gratitude and honor to:

1. Prof. Dr. Patuan Raja, M.Pd., as the first advisor and academic advisor, for his willingness to give assistance, ideas, comments, suggestions, and encouragement within her time during the script.
2. Fajar Riyantika, S.Pd., M.A., as the second advisor who has given support, advice, suggestion kindness, motivation, and the best solution in completing this research.
3. Dr. Muhammad Sukirlan, M.A., as the examiner who generously contributes his suggestion and criticism for the improvement of this script.
4. Dr. Feni Munifatullah, M.Hum., as chairperson of English Education Study Program for her contribution and attention.
5. All of English Department lecturers who have given valuable lessons and contributions in extending the writer’s knowledge during her study.
6. Her beloved parents, Mr. Mak Doni and Ms. Rosmala Dewi who always give her support, their prayer, and their patience for supporting their daughter to be successful in finishing his college degree.

7. Rika, Nisa, and Sahrul, who always become her best friend since they were in Junior High School.
8. Diva, Anas, Fairuz, Sarah, Desy, Indria, Margareth, Maula, and Dira for the uncountable love, immeasurable laugh, and incredible moments until today.
9. All students of English Education Study Program 2019 especially Class A for unforgettable moments that will definitely be missed.

Finally, the writer realizes that this work is not perfect. This study may be flawed. The writer therefore appreciates receiving constructive comments and suggestions for improvement. The author hope that this research can contribute to the development of education, readers, and those wanting to conduct further research.

Bandar Lampung, November 2nd, 2023

The writer,

Rosalinda Desi Adelia Putri

CONTENTS

ABSTRACT.....	ii
APROVED BY	iv
ADMITTED BY	v
LEMBAR PERNYATAAN	vi
CURRICULUM VITAE	vii
MOTTO.....	viii
DEDICATION	ix
ACKNOWLEDGEMENTS	x
CONTENTS.....	xii
TABLES.....	i
I. INTRODUCTION.....	1
1.1 Background of the Research.....	1
1.2 Formulation of the Problem.....	2
1.3 Objectives of the Research	3
1.4 The Uses of the Research	3
1.5 Scope of the Research	3
1.6 Definition of Terms	4
II. LITERATURE REVIEW.....	5
2.1 Previous Studies	5
2.2 The Concept of Reading.....	7
2.2.1 Definition of Reading	7
2.2.2 Reading Comprehension.....	8
2.3 Teaching Reading.....	10
2.4 Children Short Stories	15
2.5 Teaching Reading through Children Short Stories.....	19
2.6 Procedure of Teaching Reading through Children Short Stories	20
2.7 Advantages & Disadvantages.....	22
2.7.1 Advantages.....	22

2.7.2	Disadvantages	23
2.8	Theoretical Assumption.....	23
2.9	Hypothesis	23
III.	METHODS	25
3.1	Research Design	25
3.2	Population and Sample	26
3.3	Instrument of the Research.....	26
3.4	Data Collecting Technique.....	27
3.5	Validity and Reliability	27
3.5.1	Validity	27
3.5.2	Reliability.....	29
3.5.3	Discrimination Power	31
3.5.4	Level of Difficulty	32
3.6	Data Analysis.....	33
3.7	Hypothesis Testing	34
IV.	RESULTS AND DISCUSSIONS	35
4.1	The Implementation.....	35
4.2	Results of the Research	37
4.2.1.	Result of Pre-test and Post-test	38
4.2.2.	Result of Pre-test and Post-test	39
4.2.3.	Result of the Normality Test	40
4.2.4.	Result of Hypothesis Testing	41
4.3	Discussion.....	42
V.	CONCLUSIONS AND SUGGESTIONS.....	46
5.1	Conclusion.....	46
5.2	Suggestions.....	47
5.2.1	Suggestions for English Teacher	47
5.2.2	Suggestions for Future Researchers.....	47
	REFERENCES.....	49
	APPENDICES.....	51

TABLES

Table 3. 1. Classification of Test	28
Table 3. 2 Specification of Pre-test	28
Table 3. 3 Result of Reliability	30
Table 3. 4 Discrimination Power of Reading Test.....	31
Table 3. 5 Level of Difficulty of Reading Test.....	32
Table 4. 1 Distribution Frequency of Pre-test Scores	39
Table 4. 2 Students' Difference Score	40
Table 4. 3 Statistics Score of Pre-test and Post-test.....	40
Table 4. 4 Results of Normality Test	41
Table 4. 5 Paired Sample T-test	41

I. INTRODUCTION

This chapter provides a brief description of whole contents of the research including background, formulation of the problems, and objectives of the research, the uses of the research, scope of the research and definition of key terms.

1.1 Background of the Research

Language is a means of human communication and cannot be separated from humans. People use it to communicate with others as social people. It is also used to express people's thoughts and feelings with others. Language is not just a means of communication, it is the main way we use it together and it shares meaning. Humans need to communicate in carrying out daily activities and interact with other people in their lives. English is a pure foreign language in Indonesia. Therefore, Indonesian students have difficulty in learning English. There is no other way for them but to try to learn English if they want to adjust to this era. Reading is not a skill that comes naturally; rather, it is a combination of skills that must first be acquired discreetly and gradually before being integrated and taking on an instinctive nature. In this condition, Gray (in Ngurah 2005: 34) emphasizes that reading is nothing more than the activity of the reader applying a number of skills to the written speech (reading) he/she reads in order to understand reading. Typically, a learner experiences the pleasure of reading not only as a code-breaking event but also as an acceptance of knowledge and happiness during the learning

process. The difficulty of reading depends on the reader's capacity for thought and language. Reading involves more than just reading; it also involves thinking and using different languages, particularly while reading English-language texts. Without exercising such ability, someone may have trouble understanding the author's point of view. The success of a person's learning is often based on the willingness to read a lot. It doesn't matter if he/she is reading scientific writing (journals or books on social sciences or natural sciences) or popular writing (magazines, newspapers or novels). All of this offers many benefits for the reader to increase their knowledge. Students' interest in reading is very important for improving performance. The lack of preparation of students and the need for success in English are causing problems. They want to improve their English, but they are not ready to read it. They find it difficult to learn English before they finally try it. Therefore, reading children short stories can be a good learning material since it is considered to be adequate for the learners from all levels (from the beginner to the advanced learners) (Collie & Slater, 1991). It is expected to make student easier to follow the plot. In addition, the story is intended to arouse students' interest in reading. It is related to reading and appreciating literature, insights and understanding of world culture and people. Develop image and visualization skills. And to gain a new perspective by testing their ideas against what is found in the book.

1.2 Formulation of the Problem

The identification of study can be identified as follows; is there any significant effect of children short stories on students' reading comprehension?

1.3 Objectives of the Research

Based on problem of the research questions, the objective of the study is to identify how the use of children short stories can help students improve their reading comprehension and to investigate the effects of using children short story to enhance students' reading comprehension.

1.4 The Uses of the Research

In relation to the objectives of the research, the findings of the study expected to be useful both theoretically and practically:

1. Theoretically

The result of this research can reinforce the findings of earlier studies and serve as a guide for academics in the future who wish to perform relevant research.

2. Practically

The result of this research might serve as a useful guide for teachers and/or students as they teach and learn to increase reading comprehension through the usage of children short stories.

1.5 Scope of the Research

Based on the background of study, the writer limits the study on students' achievement in reading comprehension. The students' must be able to determine the aspects of reading; main idea, specific information, reference, reference, and vocabulary using children's short stories such as fables. The text used in this research is narrative text. This research is only conducted to the first year of SMA Perintis 2 Bandar Lampung in academic year 2022/2023.

1.6 Definition of Terms

There are some words used in this research that are mostly explained in each chapter. To prevent misunderstandings regarding each term's meaning. Listed below are definitions for commonly used terms.

1. Reading

Reading is a process or practice used to comprehend a reading and to understand the author's intention or meaning for the reading's contents. According to Johnson and Pearson in a book entitled *Teaching Reading Comprehension* (1978), reading is the practice of using text to gain meaning.

2. Reading Comprehension

Reading comprehension is the capability to read text, analyze it, and comprehend its meaning. The objective of reading comprehension is to grasp or assimilate a text's meaning and purpose.

3. Children Short Stories

Children short story is a type of fiction that take the shape of many short stories and stories about human existence. Of course, children are the target audience for the author's children's short stories.

The discussion of the terms has ended the first chapter in which it elaborates the research background, formulation of the problems, objectives of the research, the uses of the research, scope of the research, and definition of terms. For the strong theories and some previous research which support this research are discussed in the next chapter.

II. LITERATURE REVIEW

This chapter is ahead of some theories which are discussed in a framework. It consists of the previous study, the concept of reading, teaching reading, children' short stories, teaching reading through children' short stories, procedure of teaching reading through children short stories, advantages and disadvantages, theoretical assumption, and hypothesis.

2.1 Previous Studies

Merli (2013) in her thesis entitled "Using Children Short Stories to Enhance Students' Reading Comprehension" found that revealed despite some limitations, the use of children short stories helped the students to improve their reading comprehension. The result of reading test showed a slightly improvement on the students' average score from 61.09 in diagnostic test increased to 76.28 in cycle 3 therapeutic test. The result of observation implied that the employment of reading strategies and the characteristic of children short stories gave influences to the improvement of students' reading comprehension.

Yustina (2022) in her article entitled "The Using of Short Stories to Enhance Students' Reading Comprehension" found that this study addressed the research question by using short stories to improve students' reading comprehension in eighth grade based on the data and analysis of the study. Reading comprehension in students' can be improved by employing short stories. The average student score

across all meetings demonstrates that it met the requirements for success. The students' mean score was 70.28 at the first meeting of action one, and it increased to 85.71 in action.

The students' mean score was then raised to 87.71 in the last meeting of action 3. This modification demonstrates how utilizing short stories as a strategy might improve students' reading comprehension.

Sundari (2020) in her article "Using Children Short Stories to Develop Students' Reading Comprehension on Narrative Text" found that this study used quantitative method to answer the question. The research question was "Is there any significant improvement of using short stories method in students' reading comprehension on narrative text?" This question was hypothesis in this research. Ho there is no significant improvement of using short stories method in students' reading comprehension on narrative text and Ha there is a significant improvement of using short stories method in students' reading comprehension on narrative text. Based on the test result, it was found that the average of pre-test score was 59.06. After giving treatments using short story method, the average of post-test score was 75.47. In addition, after comparing the results of pre-test and post-test, it can be concluded that using short story method is effective in improving students' reading comprehension on narrative text.

Thus, according to previous research there are many kinds of genre children short stories such as fairytales, myth, folktale, legend, trickster tale, etc. It implies that there are many different types of text, and they are all unique from one another. In the previous research, they are using the general genre of the short story. But, in

this research the researcher using more specific genre, such as fable story. And also the researcher believe the use of the short story (fable) method is effective in students' reading comprehension.

2.2 The Concept of Reading

2.2.1 Definition of Reading

There are many different ways to define reading because it relies on the viewpoints of different individuals. The writer provides the definitions listed below: According to Shriver (2007:1), reading is the best technique for a person to understand written words and letters. Reading is an interaction between the reader, the text, and their interactions with the text, according to Rumelhart (1985 as referenced in Hidayati). It might be argued that reading involves a strong link between the reader and the text. There is contact between the reader and the text when readers comprehend a text's message. However, reading involves more than just the relationship of the eyes to the text; it also involves the readers' ability to understand the text's written content. A reader's ability to characterize what occurs in a text is another crucial aspect of reading.

According to Hodgson in a book entitled *Learning Modern Languages* (1960), reading is a process to obtain messages conveyed by the author through the media in the form of words or written language. So, reading is a process that is needed to gain or capture the comprehension of words or written language.

According to Tarigan (1985: 32), reading is a process carried out and published by the reader to obtain the message to be conveyed by the author through words/written material or picking and understanding the meaning contained in the written

material. Besides the meaning and purpose of a writer's reading can be understood by readers through a process called reading. Reading is the technique of obtaining information from a written text; it is the transfer of information from the author to the reader. The purpose of all reading is to understand the message provided in the written text.

2.2.2 Reading Comprehension

Comprehension is the understanding and interpretation of what is read. Comprehension is the complex cognitive process readers use to understand what they have read. The National Reading Panel determined that young readers develop text comprehension through a variety of techniques, including answering questions (quizzes) and summarization (retelling the story).

According to Weir and Urquhart (1998), in Wallace (2001), the majority of the reading process may be seen as a cognitive activity. Additionally, it emphasizes how the students' emotive involvement with the text. Reading comprehension is now an essential part of the reading process in terms of the cognitive process and students' involvement with the material. Reading comprehension is the ability to process literature, comprehend its meaning, and integrate it with prior knowledge. Individuals' abilities to comprehend texts are influenced by their talents and aptitude to process information.

Reading comprehension is a difficult process that requires the reader to actively deliberate through meaning construction in order to fully comprehend the ideas and details presented in the text (Blanton et al., 2007; Neufeld 2006; Rapp et al., 2007 cited in Westwood, 2008:31).

Reading comprehension, according to Zimmerman (2009), is the ability to comprehend what has been read. Reading comprehension can also be defined as a series of processes used by readers to identify and grasp information included in a reading text, according to another definition (Abidin, 2010:127). Additionally, Lubis (2016) stated that reading comprehension is the strategy or approach the instructor employs to carry out the text by using a guide to direct the necessary information from reading texts. This and the definitions above lead the author to the conclusion that reading is a process to comprehend the messages offered in the text. In other terms, reading is the act of deciphering the author's meaning from printed or written materials.

According to Nuttal (1982), in order for learners to effectively comprehend a text, they are determining main idea, finding specific information, reference, inference, and vocabulary. Comprehension can be regarded as a condition where certainly exist. Beside a pleasure activity that can increase the reader's knowledge about the information from the text, in language class reading can also consolidate and extend the reader's knowledge and skill in language.

Reading comprehension is an interaction process involving the reader, the reading content, and the technique employed, it may be inferred from the explanation above. Activities to comprehend, apply, and assess the author's intent or key message are part of this interactive process. To make sense of the written content, readers continually make connections between all of this information and their prior knowledge.

2.3 Teaching Reading

Reading English is a crucial skill for pupils to master. The purpose of reading a text is to comprehend its content. When students read a text in school, they frequently struggle to understand and comprehend its content. As a result, reading teachers must have great approaches to teaching reading to children in order to assist them to achieve high results. Teaching reading is difficult because teachers must consider not just how to encourage pupils to read the material but also how they will comprehend all aspects of English in it. Studying English is challenging for Indonesian students, according to Chaudron (2004), because the English and Indonesian languages are significantly different in terms of spelling, sounds, pronunciation, vocabulary, and culture.

Some ways of teaching reading comprehension in the classroom were given by Duffy (2007). First and foremost, reading instruction is founded on knowledge. As a result, teachers are trained to have material expertise so that they can communicate the material to their students. As a result, a good teacher must prepare for it. Second, reading is a cognitive and linguistic process that requires a lot of effort. It entails decoding alphabetic symbols, drawing on personal experiences and language, and effectively employing procedures to create meaning. The teacher must understand that reading is a multifaceted activity. Third, learners differ, which means that each student is unique in terms of aptitude, conduct, or both. Students have a wide variety of skills, particularly when it comes to understanding the meaning of a text. As a result, teachers must assess their pupils' abilities in order to assist themselves in managing the classroom setting. Duffy's last technique is that teachers are well-informed decision-makers who make numerous instructional

decisions each lesson. Teachers must be knowledgeable about the reading processes, effective instruction, the diversity of communities they serve, and the expectations for the teaching of reading as outlined in the curriculum in order to make instructional decisions that will positively affect students' reading achievements.

The teacher must apply her knowledge to plan effective reading lessons and purposefully, thoughtfully, and reflectively select and use instructional materials; to monitor each student's progress; to take advantage of opportune moments to reinforce concepts or introduce new concepts; and to make decisions about appropriate interventions. As a result, reading classes necessitate thorough preparation on the part of instructors, as their mission include providing instruction that will have a good impact on the lives of children and teenagers. More than just teaching teachers how to use specific approaches, methods, and materials is involved in education.

1. Types of Reading

1. Intensive Reading

Intensive reading is far more time-consuming than skimming and scanning as it needs the reader's attention to detail. It involves close reading that aims at the accuracy of comprehension. Here, the reader has to understand the meaning of each and every word.

Intensive reading is a technique of reading seriously or earnestly to understand the contents of the text. Another definition according to Wikipedia, intensive reading

is the careful study, careful study, and detailed handling by readers of a short reading of approximately two to four pages.

Intensive reading involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills

2. Extensive Reading

Extensive reading lays more emphasis on fluency and less on accuracy. It usually involves reading for pleasure and is more of an out-of-classroom activity. It is highly unlikely for readers to take up the extensive reading of text they do not like.

In this research, the researcher used extensive reading because according to the explanation above, extensive reading is a way to enhance students' reading comprehension. You can read extensively outside of class or in it. This comprehensive reading technique is based on a number of concepts, including the ease with which the chosen information is relevant, the topic selection being tailored to the interests of the students, and the absence of teacher-set reading goals.

2. Aspects of Reading

Nuttal (1982) suggests that there are five reading aspects that must be mastered by the students. They must be able to determine the main idea of the text, find specific information provided in the text, make reference, identify reference, and understand the meaning of word or detailed information.

1. Main Idea

Main idea is generally stated in the topic sentences, which is often the first sentences in paragraph. The main idea is easier to identify when it is first or the last sentences in the paragraph. It is more difficult to find when it is located in the middle of a reading. And it is perhaps most difficult to identify when it is inferred and not actually stated. So main ideas is the foundational pillars for developing paragraphs. The main sentence usually contains a statement in the form of a summary or overall idea that can represent other statements in the paragraph.

2. Specific Information

Specific information or supporting ideas are paragraphs that develop from the main idea by providing certain definitions, examples, facts, comparisons, causes, and effects related to the topic sentence. Checking for specific information is highly essential in reading activities, and reading to see specific information might entail recognizing what information or sort of information the reader is looking for (Elizabeth & Prao, 2005). After locating it, thoroughly study the pertinent part to have a thorough comprehension.

3. Reference

In reading material, references are words or phrases that come before or after references. References are employed to eliminate needless word or phrase repetition. There are two categories of references. First of all, a reference is a euphemistic relationship that belongs to the tangible item or abstract idea it symbolizes. Second, reference is the relationship between two linguistic

expressions in which one supplies the details required to understand the other (Crystal, 1985).

4. Inference

The learner uses extra knowledge to grasp what is not explicitly expressed in speech or reading, according to the definition of inference (Yule, 1996). After reading the material, readers can draw their own judgments. The logical process known as inference enables one to draw a conclusion from facts or reasoning. Inferences and deductions are both types of informed assumptions. When reading books or other written works, the inference is crucial. A useful reading comprehension skill is the ability to make inferences.

5. Vocabulary

The amount of words used by individuals, social groupings, and professions is referred to as a vocabulary. Everyone who wishes to talk or make utterances to be read needs a basic vocabulary. In order to comprehend what is read, words must be examined. Vocabulary proficiency is closely connected to reading comprehension and overall academic achievement in students (Rupley et al, 1999). The amount of vocabulary that students need to know has an impact on their capacity to apply various decoding techniques when they come across new words. The reader's understanding is greatly aided by vocabulary, which is crucial to the reading process.

Based on the description above, students' reading comprehension can be seen from their ability to understand reading material. It can be concluded that a students'

level of reading comprehension can be said to be better if they are able to obtain detailed each aspect effectively.

2.4 Children Short Stories

A short story is one that you read through completely. It indicates that learning the contents of a short stories does not take a long time. Short forms of prose narrative are known as short stories. As a result, short stories are condensed prose narratives that are typically easy to read. To put it another way, readers don't need a lot of time to comprehend what a short story is attempting to convey. Children's short stories are shorter writings that are simple to read and comprehend because they make use of enjoyable word choices.

Collie and Slater (1991:196) explained that Short stories may be utilized with EFL students since they can be used at all levels (from beginner to advanced) and for all ages, are the right length for one or two class sessions, and are not too difficult for the students (young learners to adults). Children's short stories are also not only enjoyed by children who read them but teenagers can also read them because children's short stories have an interesting genre and storyline that can arouse interest in reading which influences reading comprehension. Reading children short stories gives students enough exposure to L2 reading. According to Davis, (1995, cited in Harmer, 2001:204) giving enough exposure to L2 reading can lead students to enhance their comprehension skills and add their active and passive vocabulary.

Additionally, short stories can inspire children because they allow them to experience their feelings via the events of the stories and it encourage them to read on until the conflict is resolved. As Elliott (1990,197) asserted that literature is

“motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities. Short stories typically concentrate on a single incident that has a single plot, a small cast of characters, and takes place over a little period of time. Stories typically follow a dramatic structure: exposition (the introduction of the scene, situation, and primary characters), complications, and crisis (the protagonist's defining moments and their devotion to a goal). The story's climax is its most important moment. Short stories have their unique elements, just like other fiction works. The number of elements in a short narrative varies among specialists; Gordon and Kuehner claimed that there are six elements in this particular story. Irony and symbol are two of the contrasts. According to Diyanmi, the use of irony and symbols will aid in the reader's comprehension of the works by condensing a lot of information into a small amount of time. However, when elaborating on other components like story, place, character, point of view, tone, topic, and style, both of these novels still use the same explanations. In this study, the author describes the elements found in Gordon and Kuehner's book. The element are follows:

1. Plot

The author arranges the events in a story's plot in order to achieve a particular effect. It consists of a number of operations that are often performed in chronological order. Two elements combine to form a plot. The internal conflict involving the main character and the antagonist is known as a conflict. Internal conflict in a story refers to the main character's conflict with himself or herself. It prevents a conflict from arising between the main character and a supporting character, society, or the natural world.

2. Setting

Setting refers to the surroundings or environment in which a story or event occurs. It might include specific details about timing and location. The setting of the story's place or period, according to Kusnadi et al (2009:60), will have an impact on both the author's intended moral messages and the story's central conflict.

3. Character

There are often one or more characters in a story, and the author employs them to carry out acts and provide narrative dialogue. Characters and characterizations are two significant components of the plot (Thobroni, 2008: 66). There are other concepts in literary works that are comparable to character and characterization. Characters are the people or actors who appear in stories. The protagonist and antagonist are typically present in most stories along with one or more other characters.

4. Theme

The theme is a crucial component since it permeates the entire narrative, from beginning to end. There may be more than one theme and it can be anything the author thinks is appropriate. The fundamental concepts and overarching ideas that the author expresses in his work either openly or implicitly are called themes. A story must begin with a concept that can be expanded into a full narrative.

5. Point of view

Choosing a point of view is crucial when writing a short narrative. The point of view is how the author positions himself within the narrative, which makes the

narrative more vivid and effectively communicated to readers or listeners. The use of storytelling techniques is intimately tied to this point of view. Point of view, which defines the grammatical structure and who is telling it, is typically employed to make a difference for the reader or listener, (Montaqua and Hanshaw). Consequently, to ascertain what the story contains.

Besides, there are many kinds of genre children's short stories such as fable, fairytales, myth, folktale, legend, trickster tale, tall tale, poetry and verse, biography, non-fiction, concept books, and issue books, movie adaptations, old wife's tales. It implies that there are many different types of text, and they are all unique from one another. One of the genre short stories is Fable. Typically, there are only a few characters in this short story, and frequently, the characters are anthropomorphic animals who act and communicate like people. In every fable, there is a significant societal lesson to be taught. Fables are a useful tool for testing children's understanding of character intentions because a character's positive or bad traits don't necessarily match to that character's result. A fable typically finishes with a statement of its moral, which is a general rule to live by that transcends the details of the story. Despite the fact that animals can't use reason to solve problems, everyone agrees that they can get themselves into similar predicaments as humans. As a result, the anthropomorphized life lesson serves the purpose of demonstrating to human audiences that they possess the advantage of mentalistic reasoning to assist them in avoiding or escaping the unfortunate circumstance. As an example, in the tale of the wolf and the sheep, a wolf disguised as a sheep might easily enter the sheep's pasture without being seen and devour the sheep. The moral of the tale is that people can be deceived by appearances.

- There are 4 Central Characteristics of a Fable:
 - a. Symbolism. Fable characters serve as metaphors for real people, and their misadventures are meant to represent human nature.
 - b. Anthro-morph. Fables often feature animals as the main characters and even ascribe human characteristics to inanimate phenomena (such as the wind or the sun). Some animals are known for having particular characteristics. For instance, a fox is clever, a lion is courageous, and an owl is intelligent. behavior.
 - c. Lessons. Every fable concludes with a moral lesson derived from the narrative. One illustration is "Slow and steady wins the race."
 - d. Humor. Fables frequently have a lighthearted tone when illustrating the folly of human nature

Understanding fables necessitates adopting the viewpoint of the major characters, with an awareness of both who is deceiving whom and the educational objective of imparting a lesson to children. Most studies to date have contrasted adults' greater comprehension with young children's inferior understanding. They have shown that comprehension of the fable's message is enhanced by knowledge about the characters' and the author's objectives. Yet, studies haven't particularly discussed how the fundamental cognitive mechanisms connected to intention in fable interpretation change over time.

2.5 Teaching Reading through Children Short Stories

Short stories help students learn to read and may be a lot of fun (Dari, 2020). A short story covers important topics. Each of those elements plays a part in creating the linked, story-wise framework that creates the story itself. There are theme, setting, plot, character, and point of view. Several studies focused on inspiring EFL

students through the use of literature addressed this issue (Brumfit & Carter, 1991; Benton & Fox, 1985; Bibby & McIlroy, 2013).

To be more precise, as Jeni, Putri, and Suhadi (2020) observe, Short stories are a very effective way to enhance students' reading comprehension during the teaching and learning process. According to them, the learners who taught through children short stories there is an enhancement in students' learning results. As a result, the students' mean score demonstrated that employing short stories in teaching and learning had improved outcomes. It's a great idea to use short stories as teaching material and a teaching approach, especially if you want to improve your students' reading comprehension. This is due to the fact that short tales inspire readers with their moral lessons and engage them in educational activities.

In summary, children short stories can be implemented in teaching reading as it involves students' senses in the learning process to make them aware of the language use and construct a meaningful learning process yet enjoyable. Children short stories, also, could help to stimulate students' interest in learning English.

2.6 Procedure of Teaching Reading through Children Short Stories

In enhancing students' reading comprehension, the researcher implemented the children short stories as the media. The procedure of teaching reading through children short stories are as follows:

a. Pre-activity

1. The teacher opens the learning process by greeting and praying with the students.
2. The teacher checks the presence of students as a form of discipline.

3. The teacher does brainstorm by asking questions related to the material to be delivered.
4. The teacher conveys the learning objectives to be achieved.
5. The teacher explains the benefits of the material to be studied and the competencies that must be mastered.
6. The teacher explains the learning activities that will be carried out

b. While-activity

1. Students read and listen to the teacher's explanation through a power point presentation that has been prepared by the teacher.
2. Students guided by the teacher are able to identify generic structure, purpose, intrinsic element, and language features in narrative text.
3. Teachers explain extensive reading and step to apply in student daily life.
4. Questioning
 - The teacher gives the opportunity to ask students about explanations that are not understood.
5. Experimenting
 - The teacher explains that there are several children short stories (fable) that have been prepared.
 - The teacher gives examples of narrative texts and explains how to find generic structures, plots, characters, and story locations, and provides some information related to vocabulary that is unfamiliar to students.
 - Students work on the LKPD that has been provided by the teacher.
6. Associating

- Students are able to answer several questions from the teacher related to generic structure, plot, and character. In addition, they are able to answer questions based on aspects of reading (main idea, specific information, inference, reference, and vocabulary)

c. Post-activity

1. Provide feedback (praise or suggestions) on the process and learning outcomes.
2. Students together with the teacher conclude the material that has been studied.
3. The teacher motivates students to always be enthusiastic in participating in the learning process.
4. The teacher and students close the learning activities by reading a prayer and greeting

2.7 Advantages & Disadvantages

As one of the media, children's short stories can give advantages as well as disadvantages in students' reading comprehension.

2.7.1 Advantages

Children short stories might help the students' reading comprehension by enhancing their vocabulary, boosting their enthusiasm, fostering critical thought, and providing them with opportunities to develop their language skills. However, utilizing short stories to enhance reading comprehension has significant limitations. Because of their shortness and accessibility for students with poor intermediate language proficiency, children short stories were chosen among several literary genres.

2.7.2 Disadvantages

The advantages of using children' short stories in teaching and learning reading comprehension is there will be many vocab that students' will not be familiar with since children short stories contain language that is not simplified and is designed for native speakers, especially for struggling readers.

2.8 Theoretical Assumption

Based on the explanation above, reading comprehension is important to be analyzed. The students sometimes feel bored with long texts and words that are difficult to understand and they only have an English class in once a week. It is believed that the students reading comprehension is low and it needs to be analyzed.

Furthermore, short stories can inspire children because they allow them to experience their feelings via the events of the stories and it encourage them to read on until the conflict is resolved. Children's short stories feature an engaging genre and plot that may attract readers' interest. which affects reading comprehension. The researcher assumes that using children' short stories (Fable) will help students' reading comprehension.

2.9 Hypothesis

The hypothesis should be stated in clear terms. Furthermore, the hypothesis can make a clear question of this research. The hypothesis in this research are null hypothesis (Ho) and the alternative hypothesis (Ha). The formulated hypothesis is described:

Ho : There is no significant improvement of students reading comprehension after being taught through children short stories

Ha : There is a significant improvement in students' reading comprehension after being taught through children short stories.

Based on the theories and the previous studies above, it is believed that Children Short Stories helped the students to enhance their reading comprehension. The enhancement by some factors and needs to be analyzed. Those are the explanations of this chapter have been discussed. The following chapter provides instructions on how to perform the research.

III.METHODS

This chapter discusses research design, population and sample, instrument of the research, data collecting technique, and data analysis of students' reading comprehension.

3.1 Research Design

This research was conducted through quantitative method with pre-test and treatment for the post-test. According to Creswell (2009) states that by analyzing the connection between variables, quantitative research provides a method for evaluating objective hypotheses. So that numerical data may be examined using statistical techniques, these variables can be measured, often using equipment. The final written report has a set structure consisting of introduction literature and theory, methods, result and discussion.

In conducting this research, the researcher used One Group Pre-test Post-test Design. In this research, the students were given pre-test before treatments and in the end of the research the students were also given post-test after giving treatments.

The design of the research is illustrated as follow:

T1 X T2

T1: pre-test

T2: post-test

X: treatment

The researcher conducted a pretest and a post-test to get the data. Before the treatments, the students' reading comprehension was tested, and after the treatments, the reading comprehension of the students was tested again to see whether the therapies had improved their reading comprehension. The data needed to assess the hypothesis was collected using pre- and post-tests

3.2 Population and Sample

The population of this research is the first year students of SMA Perintis 2 Bandar Lampung in the academic year of 2022/2023.

3.3 Instrument of the Research

The technique used to collect data in this research was reading test, they are pre-test and post-test. In this research, the students were pre-tested before receiving therapy, and the post-test was designed to measure the students' reading comprehension of children short story material after receiving treatment. A total of the test 30 questions that given after the try-out process carried out by the researcher. These questions comprised of aspects of reading comprehension. These aspects are main ideas, specific information, references, inferences, and vocabulary. Questions were obtained from the text or story students already read during treatment. In other cases, the researcher gives a try-out test before conducting the pre-test and applies the method to determine the validity and reliability of the test. Researchers dropped and changed some questions that were not good for students. Based on the results of the try-out, 10 questions had to be dropped from the try- out

test, and 30 questions were valid and reliable. Then, the researcher used 30 questions for the pre-test and post-test.

3.4 Data Collecting Technique

To assess the student's reading comprehension, the exam was given out. The exam was split into two parts. A pre-test was administered before to the therapy, and a post-test was administered following the treatment. Multiple choice test with 30 items was the test's format. Each multiple-choice question had four possible answers (a, b, c, d and e).

3.5 Validity and Reliability

3.5.1 Validity

The test can be valid or effective if the test measures the object under test and meets the standard, (Hatch and Farhadi, 1982: 250). According to Hatch and Farhadi (1982:251), there are two basic types of validity, namely content validity and construct validity. To measure whether the test has good validity, the two kinds of validity are analyzed:

1. Content Validity

Hatch and Farhadi (1982:50) stated that content validity concerns whether the test is sufficiently representative and comprehensive. The focus of the content validity is the adequacy of the sample and simply on the material. It means the material should be based on the basic competence in the syllabus of the first grade of Junior High School. The researcher made the test and lesson plan based on basic competence. In this research, the writer used table of specification, so every test items could be match with the goal and the material that would be taught.

Table 3.1 shows that of the 40 questions that have been prepared by the researcher, the researcher gets 30 questions that can be used as a pre-test before carrying out the research. So, the instruments used in this study were 4 questions about main ideas, 23 questions about specific information, 1 question about references, 7 questions about inferences, and 5 questions about vocabulary.

Table 3. 1. Classification of Test

No	Aspect of Reading	Items Number	Total Items
1	Main Idea	1,5,12,22,	4
2	Specific Information	2,3,4,6,7,10,11,12,14,17 18,19,20,21,23,27,28,31, 32,34,35,36,37,39	23
3	Reference	24	1
4	Inference	8,9,13,15,25,26,29	7
5	Vocabulary	4,16,30,33,38,	5
Total			40

The post-test questions used by the researcher were the same questions used in the pre-test, 30 questions with the same number of questions, there are 4 questions about main ideas, 15 questions about specific information, 1 question about references, 7 questions about inferences, and 3 questions about vocabulary. The difference between pre-test and post-test questions is that the items are randomized.

Table 3. 2 Specification of Pre-test

No	Aspect of Reading	Items Number	Total Items
1	Main Idea	1,5,12,22	4
2	Specific Information	2,3,4,6,7,10,11,12,14,17 18,19,21,27,28	15
3	Reference	24	1
4	Inference	8,9,13,15,25,26,29	7
5	Vocabulary	4,16,30	3
Total			30

2. Construct Validity

According to Setiyadi (2013:25), construct validity is needed for the test instrument, which has some indicators in measuring one aspect or construct. The procedure was to determine experimentally what factors are related to test performance. In a reading test, the researcher made some items of reading text that can use to measure students' reading comprehension based on some criteria of reading aspects. Before the pre-test and the post-test are conducted by the researcher, the instrument of the reading test is checked by using inter-rater validity in which the researcher consults the instrument to the expert of reading. The expert reading gives their judgments based on the aspects of reading. After the instrument of the reading test is checked, the researcher gets the result that the instrument of the reading test is valid based on the construct validity.

3.5.2 Reliability

Reliability refers to the consistency of the measure. Hatch and Farhadi (1982:244) mention that reliability refers to the extent to which the test is consistent in its score and indicates how accurate the test score is. To measure the coefficient of the reliability between odd and even groups, the researcher uses the formula as follows:

$$R_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Notes :

R_{xy} = coefficient of reliability between odd and even number n that, is the number of students who followed the test

$\sum x^2$ = Total square of x (total score of odd number)

$\sum y^2$ = Refers to the complete square of y (total score of odd number)

$\sum xy$ =) The total score of odd and even number

If the half-test reliability had been determined, the researcher used Spearman-Brown's Prophecy formula to determine the reliability of the whole test.

$$r_k = \frac{2r_{xy}}{1+r_{xy}}$$

Notes:

r_k : the reliability of the whole test

r_{xy} : the reliability of the half test

Table 3. 3 Result of Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.781	40

The criteria of coefficient correlations are (Hatch and Farhady, 1982):

0.00-0.19 : Very low

0.20-0.39 : Low

0.40-0.59 : Average

0.60-0.79 : High

0.80-1.00 : Very High

After calculating the reliability, the researcher determines the level of difficulty (LD) and power of discrimination (DP) on the questions. The level of difficulty and differentiating power can be seen in Appendix 2 and Appendix 3.

3.5.3 Discrimination Power

Discrimination power refers to the extent to which the item able to differentiate between high and low levels students on the test. A good item according to this criterion is one that good students get good score and get bad score. To see the discrimination index, the researcher used the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Notes:

DP : Discrimination Power

U : The total of correct answer of the higher group

L : The total of correct answer of the lower group

N : The total number of the students following the test

Table 3. 4 Discrimination Power of Reading Test

No	Computation	Criteria	Total Items
1.	Negative	Bad	7
2.	0.00 – 0.20	Poor	3
3.	0.21 – 0.40	Satisfactory	3
4.	0.41 – 0.70	Good	26
5.	0.71 – 1.00	Excellent	1
Total			40

This research determines the ability of students on students who have more knowledge and students who have less knowledge about reading. This aims to

balance the number of students even though some of the top students do not pass the standard criteria.

3.5.4 Level of Difficulty

The level of difficulty is used to classify test questions into easy or difficult question. To see the difficulty level of the research test questions, use the following formula (Shohamy, 1985):

$$LD = \frac{U + L}{N}$$

Notes:

LD : Level of Difficulty

U : The proportion of upper group students

L : Refers to the proportion of lower group students

N : The total number of the students

Table 3. 5 Level of Difficulty of Reading Test

No	Computation	Criteria	Total Items
1	<0.30	Difficult	10
2	0.30 – 0.70	Average	10
3	>0.70	Easy	20
Total			40

The criteria are (Shohamy, 1985)

<0.30 : Belongs to difficult questions

0.30-0.70 : Refers to average questions

>0.70 : Mean that is an easy question

Based on the test results, it can be concluded that there are eleven questions with a value of more than 0.70, which means that the questions are included in the easy category. There are ten questions with a score of less than 0.30 which means that the question is included in the difficult category. While twenty-nine questions with an average score, which means the question is included in the average category. The resulting details are shown in appendix 2.

3.6 Data Analysis

Analyzing data is a process of findings data into research. Based on the problem statement, the data needed in this research was the students' reading comprehension of junior high school students before and after the student were taught through a children' short stories.

1. Pre-test

The researcher gave the pre-test. Pre-test contains 30 multiple-choice items with four options (a, b, c, d, and e). The pre-test was administered in order to know the students' reading comprehension background knowledge before the treatments.

2. Treatment

Treatment is an activity carried out by students after the pre-test. In this treatment, students learn about a narrative text, children short stories (fables), about 3 meetings. After they have taught by the researcher, both of us discuss the reading material that the students have read. The time that the researchers did this treatment was around 90 minutes in each treatment.

3. Post-test

The test is administered after conducting the treatment for the students. The aim of this test is to find out whether there is any significant difference of students' reading comprehension or not after three treatments. The realization of the post-test is same with the pre-test. Post-test contains of 30 questions in the form of multiple choice. The only difference is the random exam questions in this session

3.7 Hypothesis Testing

After collecting the data, the researcher analyzed the data using the results of the pre-test and post-test that had been done to see if there was an effect between extensive reading and reading comprehension. The research hypothesis is:

Alternative Hypothesis (H_a): There is a significant influence between students' extensive reading and students' reading comprehension.

Alternative Hypothesis (H_a) = Sig. <0.05

Researchers used the dependent t-test which was calculated using SPSS 26.0 for Windows to test the hypothesis.

Those are the explanations of this chapter which are concerned with research design, population and sample, instrument of the research, data collecting technique, and data analysis of students' reading comprehension

V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with two points. They are conclusions and suggestion. Those two sections are presented below.

5.1 Conclusion

According to the explanation from the previous chapter, there is a significant effect of Children Short Stories (Fable) on reading comprehension. The researcher administered the treatment using Children Short Stories (Fable) during the second meeting. During the treatment, all X.6 students had quite good enthusiasm and were more active in asking questions about the material presented by the researcher. And they carried out the tasks given by the researchers well and certainly had quite good progress. It shows by the increase in students' scores where the post-test scores were higher than the pre-test scores. The average score of the pre-test 51.53 while the post-test is 74.81. The rising scores was 23.28. From the statistical findings, it is also known that the null hypothesis is rejected and the alternative analysis is accepted because the result is sig (2-tailed) is 0.000 which is lower than 0.005.

It indicates that students' reading comprehension have significantly improved between the results of the pre-test and post-test. The use of short stories can improve students' reading comprehension skills, it can be inferred from the results. Because they like reading stories that are concise and simple to understand, short stories

increase students' enthusiasm in reading. With narrative stories in particular, it may make learning easy and enjoyable for students.

5.2 Suggestions

After passed all of the procedures to finish this thesis, the researcher would like to give some suggestions in short story in reading skill, as follows:

5.2.1 Suggestions for English Teacher

1. The researcher suggests English teachers to be aware of their students' interest in reading when studying English as well as how to monitor them because it is crucial to encourage students' preparation for and comprehension of the subject prior to using self-regulated learning
2. The researcher suggests teachers to be innovative, try to find new things or new ideas when introducing English to students, especially when teaching reading. This study advises teachers to be more patient while assisting students in finding solutions to their problems with English learning because understanding the language requires additional methods or techniques to improve it.

5.2.2 Suggestions for Future Researchers

1. The other researchers who would like to conduct similar research. They are suggested to practice the strategy with student at various levels and because every school has a range of students.
2. The other researcher suggested to practice with writing skills, listening skills, etc. because Children Short Stories (Fables) maybe can be a tool for students to enhance their other skills other than reading skills.

Finally, those statements above represent the conclusion of this study during the research of using children' short stories to enhance students reading comprehension. Additionally, it is possible to take into account the aforementioned proposal in order to carry out a better follow-up research on this study.

REFERENCES

- Ansyari, K. (2007). *Teaching English as Foreign Language*. Pekanbaru: Alaf Riau Graha Unri Press.
- Bojovic, & Milevica. (2010). *Reading Skills and Reading Comprehension in English for Specific Purposes*.
- Collie, J., & Slater, S. (1991). *Literature in the language classroom*. (5th ed.). Glasgow: Cambridge University Press.
- Cohen, L. (2007). *Research Method in Education*. London: The Taylor & Francis e-Library.
- Creswell, J. W. (2012). *Educational Research, Planning, Conducting and Evaluating Quantative and Qualitative Research* (4th ed.). MA Pearson.
- Dari, Y. W. (2020). *Psychological Analysis in Jhon Updikes Separating*. Journal of English Education, Literature and Linguistics, 3(1), 56-65.
- Handayani, Merli P. (2013) "Using Children Short Stories to Enhance Students' Reading Comprehension." *UPI Journal of English and Education*, vol. 1, no. 1, 2013, pp. 133-141.
- Hasbaini, & Manan, A. (2017). *Teaching reading comprehension by using short stories*, 8(3), 404-423.
- Jeni, Y. (2020). *The Using of Short Stories to Enhance Students' Reading Comprehension*. Borneo Educational Journal (Borju), 2(2), 83-88. <https://doi.org/10.24903/bej.v2i2.632>.
- McMillan. (2001). *Research in Education*. New York: Longman, Inc.
- Ngurah, I. G. (2022). *Mastering Reading Skill Faster*, 16(2), 1674-1680. <https://doi.org/10.35327/gara.v16i2>

- Nuttal, C. (1982). *Teaching Reading Skills in a Foreign Language*. London: Heinemann Educational Books.
- Palletier, J., & Beatty, R. (2015). Children's understanding of Aesop's fables: relations to reading comprehension and theory of mind, 6, 1448. <https://doi.org/10.3389/fpsyg.2015.01448>
- Pearson, P., & Johnson, D. (1978). *Teaching Reading Comprehension*. New York: [https://www.scirp.org/\(S\(351jmbntvnsjt1aadkposzje\)\)/reference/referencespapers.aspx?referenceid=2348290](https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/reference/referencespapers.aspx?referenceid=2348290).
- Pratiwi, I. D., Putri, J., & Suhandi, A. (2020). *Short Story as a Media for Motivating Students' Improvement in Reading*. Borneo Educational Journal (Borju), 2(2), 83-88. <https://doi.org/10.24903/bej.v2i2>.
- Rupley, W. H., Logan, J. W., & Nichols, W. D. (1999). *Vocabulary Instruction in a Balanced Reading Program*. *Reading Teacher*, 33(6), 336.
- Setiyadi, A.B. (2018). *Metode Penelitian untuk Pengajaran Bahasa Asing (Pendekatan Kuantitatif dan Kualitatif Second Edition)*. Yogyakarta: Graha Ilmu.
- Setyani, S.G. (2009). *The Use of Short Stories to Develop Student's Reading Comprehension Skill*. Thesis. Semarang State University. Jepara
- Sundari, P. (2020). *Using Children Short Stories' to Develop Students' Reading Comprehension on Narrative Text*. Jakarta: e-Journal Institut Pendidikan Indonesia.
- Thobroni, M. (2017). *Belajar & Pembelajaran : Teori dan Praktik*. Yogyakarta: ArRuzz Media