

## **Chapter One**

### **Introduction**

In this chapter, the researcher discusses some topics to reveal the main problem of this study. In this chapter, it provides the background of the research, identification of the problem, the delimitation of the problem, research question, objective of the research, and significance of the research.

#### **Background of the Study**

Reading is one of the most important skills in learning English. Because of reading, someone can get a lot of information. Reading is also a tool of improving and consolidating someone's knowledge. As stated by Mukundan, Zarifi, and Kalajahi (2016), the most silent and dominant activities in any language learning is reading. That way, the readers should be able to comprehend the text to get the information. On the other hand, the students sometimes have some problems to comprehend the text in reading. According to Hasbaini and Manan (2017), the students face upon the difficulties to understand the main point of the text, grammar, structure, or vocabulary in the text. Hasbaini and Manan (2017) explained that the students have the difficulty to understand the grammar, structure, and vocabulary of the text. Hence, when the students find those mentioned problems, they can feel bored and lazy in reading English language text.

In addition, Umam (2013) argued that the teachers and parents can influence an attitude towards reading. When the students have the skill in reading and sense of interest in reading, they can increase their positive attitude toward

reading and improve their reading skill. One of the main factors which determines a student's success in learning a language is their attitude. According to Prosper (2010), attitude can be defined as students' feelings about the language learning influenced by learning ability in language learning. Regarding the statement mentioned, it deals with how someone feels, thinks, and behaves toward something. The positive attitude towards reading can influence the students to have willingness in reading more and enhance the students' comprehension and learning experience. Laurice (2004) stated that children who develop positive attitude towards reading are more likely to be willing to read, take pleasure in reading, become proficient readers, and enjoy reading throughout their lifetime. Therefore, reading short story might become a way to increase students' interest in reading.

In addition, one of reading text types which can develop the students' positive attitude towards reading is short story. The use of a short story can increase the readers to have better understanding. According to Saka (2014), 59.5% of 40 participants agreed that the use of a short story can increase the readers' understanding. Short story is easy to finish and understand, and it is simple for the students to work with their own idea. Following this, the short story also has a lot of choices, so the students can choose types of reading text based on their interest. Besides, the short story also can be used with any levels. As mentioned by Brewster (2004), the students could find words to be remembered and learn easily from a short story. Hence, by reading short story, the students can

improve their vocabulary and remember every single word which they have found.

Based on the researcher's experience in learning English reading, the use of a short story had a positive attitude in learning. There were two positive attitudes of reading a short story such as motivating the students to practice reading and improving their vocabulary mastery. As the first positive attitude, it could motivate the students to practice reading. Because it is short, the purpose of giving a single effect could make the students feel easy to follow the line of the story. Besides, the short stories enabled the readers to read the story in a short time of around one or two hours. Murdoch (2002) argued that a short story enables the teachers to teach the four language skills in any level of language proficiency. Also, short story provides quality text-context which can enhance English language teaching for the learners.

The reason above happened to the researcher in reading English text which it might be faced by the majority of the students. Therefore, the researcher is interested in conducting a research to investigate the benefits and challenges of using short stories in reading class regarding the phenomena mentioned above.

### **Statement of the Problem**

Nowadays, there are a lot of various textbook that can be used in classroom activity to build a good learning process in reading. Such as E-book, Journal, or Novel. However, there are some problems when the students read English textbook. Finding interesting textbook to read is a difficult problem for

students. Some of the textbook is not always effective for some students because some of the students might not have an interest in reading.

Another problems, based on the researcher's experience, to face advance learning process in the following semester, the researcher feels that it is extremely important to provide the students a basic foundation to face further learning process. When students are required to understand the English text book or the English journal, they need to be familiar with the text written in English. Then, the researcher thinks that providing them with short story written in English will give them foundation to later on dealing with more complex English written literature. Thus, later, the students will face less difficulty on understanding the English written text in form of English textbook or English journal. The reason above happened to the researcher as the problem in reading English text which it might be faced by the majority of the students. Therefore, the researcher is interested to explore the benefits and challenges on the use of short stories in the reading class.

In addition, the researcher wants to explore the students by providing short story of reading activity. Besides, it is clearly that the department aims to prepare their students to face advance reading material such as English text book or English journal for the following semester. Accordingly, the researcher wants to explore the benefits from short story of reading activity. The researcher would like to explore the benefits which the students have achieved from that activity and challenges faced during taking the class.

### **Delimitation**

This research focuses on the use of English short stories in reading class. The researcher limits the research to focus on specific aspects. Firstly, the researcher focuses on investigating the benefits of using short stories in reading class. Secondly, the researcher also focuses on finding out the challenges faced by students in using short story in reading class.

### **Research Question**

To administer this research, based on the background of the researcher, the researcher formulates two research questions. Those two research questions are mentioned as follow:

1. What are the benefits of using short story in reading class?
2. What are the challenges faced by the students in using short story in reading class?

### **Objectives of the Research**

Based on the research questions, the objectives of the research are:

1. To explore the benefits of using short story in reading class.
2. To identify the challenges faced by students in using short story in reading class.

### **Significances of the Study**

This research is aimed to give positive advantages for some parties such as the researcher, the students, the lecturer, and other researchers.

**For the students.** This research can give the students information about the benefits and the challenges of using short stories in reading class. Besides, this

research can be the opportunity for the students who have the willingness to improve their reading skill through reading short stories.

**For the teachers.** The results of this research are able to give the teachers information about the benefits and challenges of reading short English stories in reading class. This research can help the teachers to be more aware of the benefits and difficulties to practice reading short stories. Besides, the teacher can consider using short stories based on both sides. Following this, this research delivers a solution to the problems on using short English stories. Also, this study can give the benefits for teachers to make reading short English stories as one of the ways to improve the students' reading skill. Additionally, this research can be useful for the teachers as a reflection to their teaching

**For other researchers.** The result of this study might be used for other researchers who are interested in investigating the same topic of this study as the additional information to conduct further different research design or methodology. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research