

The Students' Perception in Using Short Story at EFL Classroom

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ABSTRACT

The inclusion of literature as one of the program's learning components English language, effective second-language usage, and effective use of English as a foreign language. Discuss the advantages of employing literature from different genres, such as poetry, theater, novels, or short stories, while teaching English in the decades past. The purpose of research is to identify short stories as a type of literature that may be utilized in English language learning or to improve language abilities. Short stories have been chosen as a literary genre used as learning materials for the English language because they have some advantages, such as text that is interesting and can encourage students to learn the language, which is adapted to the level of understanding of the English language student. The use of short stories in English language training has been perceived well by students as evidenced by their expanded vocabulary, their ability to translate texts into their own languages, and their understanding of the historical background of the stories.

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1. INTRODUCTION

There are two advantages to teach the foreign language, especially English, they are internal and external benefit. The transformation that took place in the learner during the learning process is known as the internal benefit. The other advantage is that the person is aware of other people's perspectives on life and other cultures. It will be able to instill tolerance in people for the cultures and lifestyles of other countries. The aforementioned claims suggest that English, as a global language, is significant in a variety of spheres of life, including technology, economics, international relations, education, etc. As a result, it's crucial to start teaching English to pupils as soon as possible in order to better equip them for the future. Reading, speaking, listening, and writing are considered to be the four fundamental English language abilities that students should be able to master via the teaching and learning processes. These skills are interrelated. Therefore, the instructor should pay attention to how the tactics are used correctly as well as how well they fit the qualities of the pupils. To achieve the learning objectives, the teaching and learning process aims to make the lesson more engaging and understandable for the students.

The use of short stories as a kind of literature is one of many strategies that may be used in the classroom to achieve the learning objectives of the students. From the time of our birth, stories have guided us through life, and this has not changed as we have aged into adolescence or adulthood. We may watch or listen to stories on television or the radio. At school, we occasionally have to write our own stories as pupils. The instructor tries to teach the kids about language, life, and culture while also making learning more enjoyable for the pupils via stories. The narrative may be used to improve vocabulary, grammar, and pronunciation as well as fundamental language abilities including speaking, listening, writing, and reading. Students may be able to express their imagination and creativity while also feeling a sense of accomplishment.

Literature has been used to teach second and foreign languages for more than a century. Grammar Translation Method was used to teach second/foreign languages in the nineteenth century. Students would translate literary works into their mother tongue from the second or foreign language. Literature was abandoned when this approach was supplanted by ones that focused on vocabulary and structural elements. Thus, neither the Audio-lingual Method nor the Direct Method used literature to teach second or foreign languages. In the 1970s, approaches including Community Language Learning, Suggestopedia, the Silent Way, Total Physical Response, and the Natural Approach—as well as the Notional- Functional Syllabus—did not use literature to teach second or foreign languages.

For the past 20 years or so, literature has made a comeback in EFL classrooms, but not in the same degree that it did with the Grammar Translation approach. Literature may be utilized to supplement language instruction and reinforce abilities, as educators have learned. For students in the beginner and intermediate levels, the instructor may employ literary texts for "language practice, reading comprehension, and maybe aesthetic appreciation." As opposed to this, advanced students may use literary texts to "develop knowledge of world literature, practice reading and discussing creative work, and introduce literary concepts, genres, and terminologies, such as recognition of figures of speech, levels of meaning, and other stylistic features." Due to the cultural characteristics of stories, students may also acquire insight into literature by entering a world that is either familiar or unknown to them. They can then travel from the literary text to their own thoughts to interpret concepts, which fosters critical thinking.

The first time literature was used in EFL schools was at the turn of the century, when the Grammar Translation Method was the only known teaching strategy that worked well in ELT classrooms. Since the sole objective of these sessions was to translate literary materials from the target language into the students' home tongues, the usage of literature was strictly limited. With the introduction of new teaching techniques like the Direct Method and the Audio-lingual Method, the usage of literature in EFL lessons had a long gap. This was mostly due to the emphasis that these teaching strategies placed on vocabulary and structural knowledge. Since the previous two decades, the focus of EFL instruction has shifted, with the objective of English instruction now being to assist students in developing proficient communication skills in the target language. Because literature plays a significant role in teaching English, instructors and trainers have re-started to look for innovative methods to incorporate it into EFL classrooms. Literary genres are useful teaching aids for language classrooms at all levels when handled properly and in accordance with their real character.

EFL students may learn about culture through short stories. Short stories convey the culture of the characters they are based on. Students get knowledge about the history, present, and practices and traditions of people through studying the culture. Students are taught about culture through experiencing it themselves. When employing literary materials, educators must be aware that it is important to study the culture of the audience, if it differs from the students'. Students learn more about their own culture when they encounter a new one. They begin contrasting their culture with the other culture in order to identify any overlaps or discrepancies between the two. The two cultures' contrasts might lead to misinterpretation. Instructors should explain the culture to the class or assign students to research it to minimize misunderstandings.

Teaching English through Literature is the name of a study by Hişmanoğlu (2005). He discovered that literature is frequently used in classrooms today to teach vocabulary, grammar, and pronunciation as well as fundamental language abilities (reading, writing, listening, and speaking). The primary reasons for using literary texts in foreign language classrooms and the primary criteria for selecting suitable literary texts in foreign language classes are stressed in order to acquaint the reader with the underlying motivations and standards for language teachers using and selecting literary texts. The relationship between literature and the teaching of language skills, the benefits of different literary genres for language learning (such as poetry, short stories, plays, and novels), and the difficulties language teachers have while instructing English through literature are also covered.

As one of language basic skill, reading may develop independently of listening and speaking skills. On the other hand, it also has some micro-skills, like recognizing vocabulary, picking out key words to identify topics and main ideas, recognizing grammatical word classes like noun and adjective, etc., identifying sentence constituents like subject, verb, object, and prepositions, etc., and determining the main idea or the most crucial

information. Teaching reading is a challenging task, and occasionally we observe that the majority of students become disinterested in reading assignments when the teacher assigns them reading passages that have few words they can understand. Numerous methods exist for teaching reading to students. Reading short stories, novels, and poetry might help some pupils learn to read, while others may learn by listening to music or reading books. Therefore, this research tries to investigate the following questions;

1. How to use short stories in English Teaching and Learning for Information System students?
2. How the students' perception in short stories of English Teaching and Learning for Information Department students?

2. METHOD

This research is of the qualitative, multi-method variety, with a focus on incorporating an interpretive, naturalistic approach to its subject (Denzin and Lincoln in H. Punaji Setyosari, 2013). In order to evaluate events in terms of the meanings individuals assign to them, qualitative researchers study things in their natural environments. According to Creswell (2017), a case study is a way of getting to know and understanding an object of research using integrative, comprehensive, or comprehensive practices

This research takes place at one of university in Lubuklinggau. The use of short stories in the classroom is the subject of this study. This study includes some informants. They attend classes where English is taught. They were chosen based on the purposive sampling technique based on the theory of Sugiyono (2017).

The data were collected by using observational notes, interviews, and documentation. After the data were collected, the data were analyzed using the model of Mile and Huberman (2014), which this model consisted of four steps; collection, data reduction, data display, and inference/interpretation.

3. RESULTS AND DISCUSSION

The researchers employed focus group discussion and a depth interview as one of her research tools to examine the impact of employing short stories in reading exercises. It might play a significant role in the use of short stories in the classroom. It primarily serves as a means of listening to and learning from students. It is also employed as a means of encouraging students' active engagement in the process of risk assessment for study.

Focus Group Discussions (FGD) is a type of conversation used to learn more about the interests, needs, and points of view of learners. Focus groups and less organized interviews have many similarities, but focus groups go beyond just gathering the same information from a large number of people at once. The writer obtained some information from participants during focus groups. A researcher then leads, supervises, and records the conversation. Twelve people participated in the focus group discussion, and they came from various information system classes. These participants were divided into three categories based on their performance on the post-test; these are the students who received passing, adequate, and failing grades.

According to the focus group discussion, the writer learned some details regarding the benefits and drawbacks of employing short stories in English teaching settings, which may be summarized as follows:

1. Short stories increase vocabulary among students

The third students group stated that using short stories helped them expand their vocabulary since they learned some new topic-related terms as a result of the story. Among the informants, one said:

At first, I already knew this story in high school, so there were words that I already understood the meaning, although there were also some that I didn't know, I looked them up in the dictionary, so my vocabulary increased and we also got assignments to memorize.

2. Short stories can encourage good language learning attitudes since they're entertaining and inspiring. Learning English is difficult since students need to acquire a large vocabulary, which is especially true for reading activities. Lacking fresh vocabulary makes it challenging for them to comprehend the text's meaning. However, some students believe it is simple because they have prior experience from high school. One of the informants with a decent score stated the following:

The story texts given during English lectures are very interesting and not boring. Because English words are familiar for me because I got them in high school and I think we just need to repeat them and make them more solid with the additions given by the lecturer accordingly. with our needs

This statement is also corroborated by the following two informants:

Learning English is very fun for me because I like learning English since high school because I know that English is an international language and especially because I can communicate with foreigners

According to the aforementioned remarks, pupils who have had experience learning English believe that it is engaging and fun.

3. Short stories let students explore and use their creativity.

The majority of students expressed their gratitude by reading the story aloud, giving them the chance to learn more about it now that they are familiar with it. One of the informants claimed that she had any experience studying and learning more challenging terms from the dictionary as a result of the story.

I like to use the story of Prophet Sulaiman and the hud-hud bird because I watched the cartoon, so my imagination can immediately understand as soon as I read it, I can't understand it in English. So that made me want to read it because I was interested in the continuation of the story

4. Students' speaking abilities are improved through short stories.

Retelling the story in their own words and in an understandable manner is extended practices that may help students improve their speaking abilities and get more invested in the story. As one example put it:

I am usually afraid and shy to speak English and convey ideas because many scientific words are difficult and new. But what's interesting about this story is that we watch the movie all the way through and then we tell other people what the story is about

5. A really useful strategy appears to be using short stories.

Foreign language courses today. Because it's brief, reading for both children and teachers is made simpler. Effective time and all English abilities can progress. According to several informants:

When I was in elementary or junior high school, I didn't like learning English because the teacher's teaching methods were monotonous and didn't give students the opportunity to practice English. Entering university and learning English, we were very satisfied with the strategies used, which finally sparked our interest in learning

6. Short stories encourage students to write more creatively.

Students' English writing skills are improved when short stories are used in the classroom. The primary characters, setting, and conflict were all listed when the teacher asked the students to explain the narrative in one paragraph. One of the informants said:

With this story text, I can make a short summary that is easy to understand, although I think a summary called a summary text sometimes confuses us because we feel that all ideas are important, and in the end I took out most of the text, which I myself don't understand

7. The learning process for students can be enhanced through stories.

The majority of students who have studied English before believe that learning the language will provide them more exposure to western culture and individuals who speak it. She claimed:

At first, I felt that we were given too many assignments and were afraid to speak English. Still, after several meetings with constant tasks, I finally realized my mistake and started speaking and saying sentences, albeit slowly

Influence means that the capacity to have an effect on the character, development, or behavior of someone. Based on Oxford Dictionary short story is a story, usually about imaginary characters and events that is short enough to be read from beginning to the end without stopping. Short story is imaginary of event or something by written like fabel with the aim to entertain the reader with the small duration. Short stories, which improve reading, writing, speaking, and listening skills, are the best genre to utilize in language training (Pardede, 2011). The participants in a study by Pourkalhor and Kohan (2013) demonstrated improved reading ability after

receiving instruction through short stories. The fascinating circumstances offered by literary texts in helping to show the noticeability of lexical and syntactical traits (Ziya, 2009).

The value of literary works or short stories in the teaching of English has been the subject of numerous studies. In a separate study by Tasneen (2010), the opinions of instructors and students towards the use of literary texts in language classrooms were examined. The findings revealed that 50% of teachers and 98% of students believed that literature is a useful source for language learning. Short stories were chosen in a related study by Khatib (2011) because they are more useful and simple. Another study found that include short stories in English courses makes very young students feel more comfortable and motivated (Tarakcioglu & Tuncarslan, 2014). Iranian EFL teachers' views about using authentic materials in the classroom were examined by Akbari and Razavi (2016), and their findings likewise indicated that participants' sentiments were favorable.

Short story is a useful tool for teaching languages in a language classroom. It is a powerful tool for teaching in context and teaching students how to express themselves, maintain control, inform others and culture. The best source for observing language and life itself is short fiction. Characters in short stories portray all the actual and metaphorical actions that people do in daily life, and they do so in a range of registers and tones. The realm of short stories both reflects and sheds light on human existence Hişmanoğlu (2005).

In other words, the use of short story in today's communication-based, student-centered foreign language instruction appears to be an effective strategy (Mengü 2002). Due to the fact that it is actual content, it aids students in improving their understanding of the verbal and nonverbal components of the target language they are learning. Short story can be used in language classrooms by teachers who want to add color, motivation, and excitement to the learning process. It helps learners develop their personalities and moral standards. As a result, they may deliver instruction that is more meaningful and realistic, which will greatly benefit the students.

According to Obediat (1997), literature enables students to speak English more fluently, express themselves clearly, become more skilled English speakers and creative, critical, and analytical thinkers by learning the features of modern English, comprehending how the English linguistic system is used for communication, observing how idiomatic expressions are used, and learning the characteristics of modern English. According to Custodio and Sutton (1998), literature can broaden students' perspectives and provide them the freedom to analyze, connect, and explore. In conclusion, literature offers pupils an unmatched rich source of authentic content in a variety of registers. Students can effectively internalize the language at a high level if they can access this content by gaining literary competency (Elliot 1990:198).

So, studying literature is good because it is a difficult activity that requires readers to think back on, recover, and reflect on their prior encounters or memories in order to construct various interpretations of the text (Boubekeur, 2021). Reading literature often involves social conundrums and tensions, according to Yang (2002). In other words, it necessitates that readers respond personally. By choosing and considering his or her replies, the reader constructs meaning.

4. CONCLUSION

After completing the research, the researcher offer some conclusion based on the study conducted with first-semester students of an university in Lubuklinggau on the usage of short stories in enhancing students' English proficiency. This investigation led the writer to the following conclusions:

1. Teachers should present students with an authentic example of language usage since the goal of EFL instruction is to enable students communicate effectively in the target language. She or he should achieve it by concentrating on literary and cultural factors in addition to linguistic ones. Short stories are a great tool to employ in EFL education programs since they provide these components.
2. When short stories are interesting and engaging, they have a positive impact on students' linguistic and extralinguistic knowledge. Short stories may also be used in the classroom to improve students' English vocabulary, reading, speaking, and writing skills.

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