

Impact of Short Story on the listening skills of the first year tertiary students in Indonesia

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Abstract

This study examines the effectiveness of short stories as alternative genre to engage students in listening practice. By employing quantitative approach, pre-experimental design was chosen to test the effect of short stories audio toward listening skills improvement. The participants of the research are first year college students of English Department in an Indonesian university. The phases in garnering the data was started with pre-test, followed by a designed treatment, and ended up with post-test to assess the effect. The result indicates that students' scores have increased after the treatment. The calculation of data with SPSS by considering Wilcoxon Rank Test results that there is improvement which post-test scores are higher than pre-test ones, which is $53.70 > 80.87$, and the significance is $0.000 < 0.05$. It suggests that short story is significantly effective for engaging students in listening practice and it further positively gives impact on listening skills. Therefore, short story could be an alternative genre used in the classroom as it possibly enthralls students to engage in listening activity.

Keywords: Effectiveness, Short story, listening skill

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1. Introduction

Becoming first year university students of English language department may be challenging for some people, especially who have lack of skills and average ability in English. This phenomenon seems to be common in Indonesia since not all students of English teacher training program have excellent competencies. One of skills is listening which

becomes the focus of this study. As pre-teacher, students under teacher training department need to garner more knowledge and shape their skills to be good teachers during their college time. The same problem also occurred in the authors' university. As a student in the fourth year, the first author has observed and experienced this phenomenon i.e. classmates as well as juniors. This phenomenon was also reported by Hasan (2000) that some common issues lack of strategies, contents of the listening text, various speakers in the audio, attitudes of the listener, type of listening tasks and the need of additional visual or written information for the aural input. Therefore, to deal with these concerns, we offer short story as one of the ways to help students cope with listening practices. The underlying assumption is that short story, which is simple and less complex story, could engage students in listening activity and the engagement could improve students' listening mastery. In this introduction, the article will be began with the review of definitions regarding to listening and short story as the theoretical framework of this study, and the review of previous studies on listening with different genres before stating the aims of the study formulated in the form of questions.

Listening comprehension has long been considered as a skill that can be acquired without intentional assistance since pupils could develop their ability through accessible learning sources i.e. audio, music, etc. (Osada, 2004). Further, some scholars argued that listening comprehension was an innate skill and there was a reason why learners no longer need to formally learn it. Despite of that statements, some other researchers also have questioned this perception and posited listening is different from hearing. Schnell (1995) argued that listening is an interpretive process and hearing is a physiological process. Therefore, hearing is an innate skill, a given one and listening needs focus to grasps the meaning of the text.

Listening comprehension skills became one of the topics gaining greater attention of the scholars (Wu, 2004). Meanwhile, various theories, strategies and classroom practices help learners and educators to accomplish listening task effectively and listening has finally been viewed as a pertinent skill in language acquisition (Brown, 1990).

Listening is also described as a process in which listeners attempt to decipher the meaning of the speakers' message. It means that there are various components involved in the listening process, such as the speaker, the audience, the tone, the instruments and so on. Both of these factors assist with listening. When a person learns a language, the first part of the skill acquired is listening. Meanwhile, the majority of pupils have difficulty learning a second language, particularly when it comes to listening. They also believe that listening bores them and makes them sleepy because they only hear sounds that they don't understand. Students are reluctant to learn because they think listening is boring. They really need better strategies to motivate them in learning listening skills.

The language needed in school is different from the required language when socializing with friends. Listeners can use either a bottom-up or top-down process when participating in a listening exercise. As students use the bottom-up approach, they concentrate on vocabulary, grammar, and tone. As a result, they attempt to translate the sound into sentences. The listener's attention is drawn to the information by using a bottom-up approach. They may miss the details in the top-down phase, but they understand the overall sense of the voice. To cope with bottom-up objective, the content in the listening practices should be adjusted to students' context and interest. Myriad of studies have reported on the design of materials as well as the activities in listening practices (Chen & Chen, 2021; Hogan et al., 2014; Kashani

et al., 2011; Kök, 2018). In this study, listening short story is chosen as the alternative media in teaching listening.

A short story is one form of literature . It means that a short story is a prose narrative that can be read in a short amount of time. In other words, the reader does not need much time to comprehend the contents of the short story. Lazar (1990) defined a short story is a fictional work. It tells a single event in a very concentrated manner, explains something in a time of crisis, introduces people who are exposed do not exist and has a plot and characters linked in some way. According to the concept above, a short story is a simple literary text used in academic work.

The type of short story used in this study is an anecdote, a kind of narrative that tells a person or event. This brief description of something is interesting and funny. Anecdotes are often used in essays, articles, and chapters to explain or support a point. They are short but not restricted, and then drabble is the purpose of storytelling to keep it short. They are quite short, only 100 words. The writing ability of a writer is tested here because he has to explain himself meaningfully in a very limited space; Fable is depicted anthropomorphic creatures (usually animals, but often mythical creatures, plants, inanimate objects, or forces of nature) that tell a morally edifying story. Morals are generally given at the end of the story, and children's stories are the most popular; feghoot is a narrative pun or a poetry narrative joke – a type of short narrative with humour as the most important aspect of its narrative and a short length enough to lead the piece with the pun.

The student will become bored if they are constantly exposed to the same form of audio. As a result, one approach that teachers can use in listening, learning activities is to use short stories. It is in line with Franchisca (2021) who stated that a short story might help to pique students' interest in the target culture and language. Students may be more involved in engaging in listening, learning activities if short stories are used. When learning listening skills, students need something special. They will be encouraged to study if they discover that learning listening is enjoyable. Short story media have been known by everyone to facilitate students in learning English because it is interesting and easy to grasp the meaning of the story. Short stories are easy and brief, it makes students feel more relaxed because of its common language; the short story works well in multicultural settings, provides a fictional and fascinating environment. Short stories have many advantages, including motivational, cultural, and higher-order thought benefits.

2. Method

To reveal the effect of short story used as a listening topic, quantitative research method was employed. A pre-experimental design (Creswell, 2012) is used by assigning one group for pre-test and post-test design. The authors chose one group pre-test post-test design because the population in the second semester of the English Department is limited, and at the time of the data being taken, the learning was online. Therefore it is impossible to divide between the experiment group and the control group. In this way, the results can be known more accurately since they can be compared with the circumstances before and after the treatment.

There is just one group in this study. There are three steps: pre-test, treatment and post-test. Before the treatment, a pre-test was given. It aimed to determine the students listening

ability before teaching them using a short story. After the treatment, a post-test was given. Meanwhile, the researcher used a short story as a medium for teaching listening.

2.1 Population and sample

The population in this research is all of the second-semester students of one university in East Java, Indonesia. Through purposive sampling, 23 students of English education department are invited as the participants. They are invited voluterrally to contribute in this study as the campus was still conducting online learning due to COVID-19 outbreak.

2.3 Data collection

This study has some phases to collect data as follow:

1. Pre-test

Before giving the treatment, the researcher administered a pre-test, the researcher passed a test about some of the listening.

2. Treatment

The treatment process aimed to ensure that the short story approach positively impacted the students' listening ability and that the researchers' main goal was met. Two short stories were chosen entitled "The Stag in the Ox-Stall" and "The Rat and The Elephant".

After doing the pre-test, treatment will be given.

3. Post-test

After completing the treatments in the class, the post-test was given. The goal is to know the difference between learning before and after that uses a short story. The process in the post-test was the same as the students' pre-test in the class.

2.5 Data analysis

The purpose of data analysis is to solve problems and find solutions to research problems. After obtaining the data, the researcher uses data analysis techniques to analyze the data. The data comes from the pre-test and post-test findings that students were given. It will be determined whether using a short story is effective or not in listening skills. SPSS 16.0 was used to analyze the data.

3. Results and Discussion

3.1 Results

This research uses a pre-experimental design and takes one class as a sample to observe. Then the student is taught by using the different media to determine the effectiveness of the media. This research has been conducted on 23 students, which can be described in detail. This research was conducted for the second semester. The data obtained in this study were from pre-test and post-test scores.

3.1.2 The Students' Achievement before Using Short Story as a Media in Listening Skills

In this study, researchers gave a pre-test before treatment. Students must answer 20 questions. The pre-test was given to determine the students' initial ability to acquire listening learning outcomes—the results of the pre-test analysis calculated using SPSS 16.0. In table

1, the results of both pre- and post-test scores are displayed for comparable overview. The detailed description of statistical calculation is presented in each subtheme of the results.

Table 1. Score of Pre-test and Post-test

NO	STUDENT	PRE-TEST	POST-TEST
1	NPR	100	100
2	SWT	25	100
3	VTA	50	100
4	NFA	55	80
5	CHT	50	90
6	CFG	45	95
7	MMR	75	65
8	VAR	30	95
9	AWA	35	80
10	KA	65	90
11	DA	95	95
12	SK	15	10
13	SDN	100	100
14	DALK	30	25
15	EKW	70	90
16	JRV	65	85
17	MAH	75	80
18	DAMS	35	25
19	OAP	25	95
20	VAN	45	100
21	MAF	25	75
22	RWS	35	90
23	RRSN	90	95

Table 2. Descriptive Statistic of Pretest

	N	Range	Min	Max	Sum	Mean		Std. Deviation	Variance
						Statistic	Std. Error		
Scores	23	85.00	15.00	100.00	1235.00	53.6957	5.45569	26.16457	684.585
ValidN (listwise)	23								

In table 1 and 2, 23 students took the pre-test. The student's lowest score is 15, and the highest score is 100. The data range is 85. The average of the data is 53.6957. The standard deviation of the data is 26.16457. The variance of the data is 684.585.

Table 3. Percentages of Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	85-100	4	17.4	17.4	17.4
	70-84	3	13.0	13.0	30.4
	55-69	3	13.0	13.0	43.5
	50-54	2	8.7	8.7	52.2
	0-49	11	47.8	47.8	100.0
	Total	23	100.0	100.0	

Based on table 3, it can be seen that the frequency of students' listening scores before treatment was 17.4% of students with a score ranging from 85-100, 13% of students with score 70-84, 13% of students with score 55-69, 8.7% of students with score 50-54, 47.8% of students with score 0-49. 1. From the data, it can be concluded that student scores are still lacking and need improvement.

3.1.2 The Students' Achievement after Using Short Story as a Media in Listening Skills

In this study, researchers gave a post-test after treatment. Students must answer 20 questions. Post-test is used to determine the final ability of students in the acquisition of listening scores. The results of the post-test analysis were calculated using SPSS 16.0.

Table 4. Descriptive Statistic of Posttest

	N	Range	Min	Max	Sum	Mean		Std. Deviation	Variance
						Statistic	Std. Error		
X	23	90.00	10.00	100.00	1860.00	80.8696	5.39591	25.87787	669.664
Valid N (listwise)									

In table 4, 23 students take the post-test. The student's lowest score is 10 and the highest score is 100. The data range is 90. The average of the data is 80.8696. The standard deviation of the data is 25.87787. The variance of the data is 669.664. From the data above, it known that, there is a significant different score of the data of pretest and posttest. The posttest mean score is higher that pretest. It can be concluded if there is an increase of students listening ability in short story.

Table 5. Percentages of Post-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	85-100	15	65.2	65.2
	70-84	4	17.4	82.6
	55-69	1	4.3	87.0
	0-49	3	13.0	100.0
	Total	23	100.0	
	85-100	15	65.2	65.2

Based on table 5, it can be seen that the frequency of students' listening scores after treatment was 65.2% of students with a score ranging from 85-100, 17.4% of students with score 70-84, 4.3% of students with score 55-69, 13% of students with score 50-54. From the data, it can be concluded that student scores increase.

The normality test Shapiro-Wilk is a test to know the distribution of data. In this test, the data was normal if the number of significance was more than 0.05 (Sig > 0.05). The table above shows that the significancy is 0.103 and 0.000, which is less than 0.05 (Sig < 0.05). So, it can be concluded that the data is normal.

Further, the homogeneity test was also used as a reference for the next statistical decision. If the number of Sig < 0.05, two variances from two data groups are not the same or not homogenous. If the number of Sig > 0.05, variance from both data groups is the same or homogenous. Based on the table above, the number of Sig is 0.399, so it can conclude the data of pre-test and post-test is homogenous.

The last step is to test the effectiveness of short story from pre-and post-test scores of students through Statistics non-Parametric Wilcoxon Test.

Table 6. Rank Output Interpretation

	N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	4 ^a	16.00
	Positive Ranks	16 ^b	194.00
	Ties	3 ^c	
	Total	23	
a. Posttest < Pretest			
b. Posttest > Pretest			

c. Posttest = Pretest

Negative rank or the difference (negative) between listening, learning outcomes for the pre-test and post-test 4. This value indicates no decrease from the pre-test value to the post-test value. Positive ranks or difference (positive) between listening, learning outcomes for pre-test and post-test. There are 16 positive data which means 16 students have increased. The mean rank or average increase is 12.13, while the number of positive ranks or sum of ranks is 194.00. Ties are the same value of pre-test and post-test; the table above shows 3, meaning that 3 values are the same between pre-test and post-test.

Table 7. Wilcoxon Rank Test

	Posttest - Pretest
Z	-3.328
Asymp. Sig. (2-tailed)	.001

Based on the results of the "Statistical Test" in table 7, Asymp.Sig (2-tailed) is worth 0.001. Because the value of 0.001 is smaller than <0.05 , it can be concluded that "the hypothesis is accepted" meaning that there is a difference between the pre-test and post-test results.

3.2. Discussion

In this part, the discussion covered the interpretation of the research findings derived from the result of the students' listening. The previous research shows by Adawiyah (2017) that the use of different media might attract the students to learn but fun with popular songs. Hopefully, using a popular song that is familiar to the students could increase their listening skills. Then in this research, based on the result of the student's answers before and after gave treatment used short stories, it could be concluded that students are not familiar with some words in the text. This indicates students still have limited vocabulary. However, in this study, some related terms of targeted texts were given. Like a scaffolding, introducing some words could lead the pupils into the text and help them understanding the meaning of the text (Ahmadi Safa & Rozati, 2017). Further, the treatment using the media (short stories) given to the students helped learners to become more focus, motivated, and begin to pay attention to vocabulary carefully.

It is important to apply the right techniques and media to be interested and enthusiastic in the learning process. There is a significant increase in student competence after using short stories in the teaching and learning process, and this implies that the use of short stories in learning is an effective medium to improve students' listening skills. The role of pre-test is somewhat crucial. Though in this study it is used as a tool to measure the improvement, initial tasks could help students get into the text (Barjesteh & Ghaseminia, 2019). Therefore, it is

highly suggested for educators not only to design post-test but also prepare the pre-test respectively.

The purpose of this research is to seek out the effectiveness of short stories on students' listening ability. It is clear that the use of media does not directly improve the comprehension. However, the use of various media, in this case is the short story as an alternative media, could gain students' interest and motivation. The sample in this research was in the second semester with a total of 23 students. After conducting the research, the researcher found differences in learning outcomes before using short stories and after using short stories. After using short story media, the results obtained are better than before using short story media. This can be seen from the results of the pre-test and post-test that have been carried out.

Based on the data analysis results, there is significant effectiveness on listening through short story media. This is evidenced by the results that have been calculated through the SPSS program. In addition, significant results can also be seen in the paired sample test. The result obtained 0.001. The result is below 0.05, which means H_0 is accepted and H_a is rejected. Thus, it is proven that the use of short story media is more effective than listening without using short story media. Therefore, short story media can improve student learning outcomes in listening activities.

4. Conclusion

Conclusion may cover general findings, limitation of the study, recommendations for future research and implication to others related to result findings/result Based on the results of research data analysis and calculations that have been done, it can be concluded that students achieve better listening skills after being taught using short stories in the second semester. Its effectiveness can be seen from the difference in the results of the pre-test and post-test. It can be seen in the data analysis that has been carried out from the average pre-test value of 53.70. In comparison, the average value of the post-test is 80.87. Besides that, it is also proven again by using hypothesis testing. The researcher employed paired sample t-test. The result obtained is 0.000. In the rule of paired sample t-test, if the significance is less than 0.05, the H_0 is rejected, and H_a is accepted. From all the results of the data analysis, it can be concluded that the use of short story media is effective in listening. In addition, students will be more interested in learning. The media can also motivate students to improve their skills further.

Based on the results of the research and the conclusions that have been described, some suggestions are possibly addressed for students, teachers, and future researchers. Students should further improve their listening skills based on the material that has been given. Besides that, students can also look for other sources such as the internet, books, and other sources. So in that way students, their scores can increase more quickly. For teachers, students listening skills can be improved by using short stories in the teaching and learning process of English. The teacher will not have much time to deliver the listening content if use short stories, and the students will more easily understand the assigned task. Ultimately, for further scholars, this research can be used as a reference source for further research and a starting point. Things like this must be done so that the learning process in the future is more innovative and develops in line with the current rapid progress of the times. .

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