

# **STUDENTS' ATTITUDE TOWARDS READING SHORT STORY**

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Program in Pakuan University )

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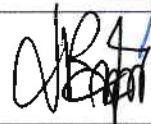

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## DECLARATION

I hereby declare that the paper entitled, "Students' Attitude Towards Reading Short Story" is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the texts. Should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility.

Bogor, 9 November 2022



Rizky Regina DL

## PREFACE

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The researchers realize this paper is still far from being perfect. Hence, the writer accepts any suggestion and criticism for the completion of this paper are highly appreciated.

Hopefully, this paper will be beneficial for teachers or lecturers to teach Short Story for students to build a positive attitude in reading.

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Rizky Regina DL

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## **ABSTRACT**

Attitude can be defined as a student's response to people, places, things, or events in life. In addition, the selected material, such as a short story, can be one of the resources that help the teacher in building students' attitudes towards reading text. This research discussed about students' attitudes toward reading a short story. The research aims to determine students' attitudes toward reading a short story. The attitude in this research is defined as three components: affective, cognitive, and behavior attitude. Furthermore, the participants of this research were sixth-semester students of the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences-Pakuan University. The research applied a qualitative study method and descriptive analysis technique. The instruments used in this research were; a questionnaire, documentation, and interview. The result showed in affective components that students felt relaxed when they read the short story. It was represented by students' positive responses. Then, in cognitive attitude reading short story, the use of short stories made students knowledgeable in terms of gaining vocabulary enrichment. Short story influences students to have a positive attitude while learning English. It showed that in behavior attitude that students have positive reading habits. The findings of the study showed that students generally had positive attitudes, becoming interested and motivated in reading text, encouraging students to read more and making them curious to read short story.

**Keywords:** Attitude, Literary Text, Reading, Short Story

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Nowadays, the government focuses on improving the education system in Indonesia. The government has developed the curriculum to be much better than before. Teachers are no longer the source of knowledge, but students can figure out the subject or the material themselves to get knowledge. Teachers give examples and directions on what they must do and guide them to keep on track. Furthermore, Spoon feeding has decreased during the learning process in the classroom. For example, teachers give a topic and let the students add more information from another resource.

Teachers must increase students' interest in reading and develop their prior knowledge. Prior knowledge is the knowledge the learners already have and is gained through interaction with friends and surroundings or from books. Hence, Attitudes affect a student's ability to succeed in reading, are parents and environmental conditions can alter their responses toward reading. It means that parents have a part in choosing printed materials or non-materials to build students' prior knowledge that has a context in real life. So they can imagine and relate to their real life. For instance, when we were children, our parents bought books about the alphabet, colors, or short stories with many pictures. Then, they taught their children how to read and helped them to get the main idea based on the text. Reading is the identification, interpretation, and perception of written or printed materials. Comprehension is the ability to

understand and get meaning from spoken or written language (National Institute for Literacy [NIFL],2001).

Reading comprehension is the process of constructing meaning based on the reader's understanding. The comprehension process involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's messages. It sometimes influences their response and attitude after reading the passage. Many factors may alter students' attitudes toward reading, including self-concept, teacher and classroom environment, socioeconomic status, and parental involvement. For example, self-concept focuses on personality building when solving reading problems and impacts classroom learning outcomes. Attitude is an established way of thinking, feeling, or behaving about something or someone. In multidimensional, the attitude has three components: emotional response, beliefs regarding, and behavior related to the subject.

In this paper, the researcher wants to investigate students' attitudes based on three components involved; affective, cognitive, and behavior towards reading a short story.

## **B. Reason for Choosing the Topic**

Schools are beginning to pursue reading literacy activities as part of a new curriculum. Likewise, at the campus lectures on the subject of extensive reading and literary class: college students have to read literary texts such as short stories and books to increase their ability to comprehend text and build

vocabulary. The activity is expected to increase students' interest in reading and their comprehension skills.

There are two reasons the researcher chooses this topic. First, the researcher finds interest in the topic that literary text is helping students to learn English and have a positive attitude toward reading.

Firstly, the researcher finds interest in the topic that literary text is helping students to learn English and have a positive attitude toward reading. It is considered if the chosen literary text is a sample to figure out the student's attitude toward reading literary text. A literary text is a piece of written material, such as a book, short story, or poem, to tell a story or be entertaining.

Secondly, the researcher thinks some students find difficulties interpreting text based on the story that has been read. Literary texts, especially poems or short stories, often use unfamiliar vocabulary or the meaning of words changes based on the context.

### **C. Research Question**

The research question is “What are students’ attitudes towards reading short stories?”

### **D. Aim of the research**

The research aims to determine students’ attitudes toward reading a short story.

### **E. Research Focus**

The focus of this research is to know students' attitudes toward reading short stories based on the three components of attitude those are affective, cognitive, and behavior component.



## **F. Operational Definition**

1. Reading Comprehension is a term used to identify those skills needed to understand and apply information contained in a written material.
2. Wenden (1991) cited in Slamet Riyanto (2016), he stated that the term of attitude includes three components as affective, cognitive, and behavior component.
3. Alhmali (2007) claims that attitudes are highly important in the area of education.
4. Bastug (2014) expressed those who read a lot will be more faithful in reading, which means they have a positive reading attitude.
5. Reading attitude is the system of the feeling of the learner related to reading which causes them to avoid or resemble reading situations. Dealing with the atmosphere or the classroom environment during the reading process makes them enthusiastic and happy.
6. Literary text elements are setting, plot, characterization, conflict, point of view, theme, and tone.

## **G. Research Significance**

By conducting this research, the researchers expect this research will contribute benefits in three aspects. There are three aspects of research significance that the researcher hopes to accomplish in this paper, those are below;

1. Theoretical aspects

The researcher expected this study to provide more insight into lecturer

consideration in using short stories for reading class related to students' attitudes.

2. Practical aspects

The researcher found it can be helpful to use short stories in reading or other reading classes to perceive students' positive attitudes toward reading.

3. Institutional aspects

The researcher expects this paper can be used as a source and reference for another researcher who has the same interest in students' attitudes towards the literary text and concise stories..

## **CHAPTER II**

### **THEORETICAL FOUNDATION**

#### **A. Reading Literary Text in Teaching Learning**

Reading is the process of decoding symbols and word recognition from printed materials; in other words, reading is an interactive process between the reader and the text. People achieve knowledge in life mostly by reading, that is why reading is essential (Kemendikbud, 2016). In addition, according to experts, it is said that reading is a dialogue between the reader and the text, which involves an active cognitive process in which the reader's background knowledge plays a key role in the creation of meaning (Lee, 2019; Nguyen, 2018; Taha, 2017; Ahmed, 2017).

Reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes (Khoiriyah:2010:1). Moreover, besides using prior knowledge, they should have good word recognition skills and implement some reading strategies such as identifying main ideas, making connections, questioning, inferring, and predicting (Moreillon, 2007). The students ask questions to find the relationship between the story. Then they look for possibilities of what the writer tries to convey in the story. Furthermore, association with students' prior knowledge, vocabulary, and reading skill also influence the students to predict the meaning of the text. Harmer (2007) writes that reading is helpful for students in building vocabulary, knowledge, clear spelling, and good

writing. In a second/foreign language reading, students need to be able to do several things, such as scanning, skimming and looking for detailed information in a text.

Furthermore, in teaching and learning process reading is being able to interpret written symbols and understand printed materials (Johnson, 2017). The teacher chooses various text materials in the reading classroom, such as literary text. Literary texts should be selected carefully so that vocabulary, grammar and other linguistic elements, represented by them should be suitable for learners' levels, thus by selecting stories that are appropriate for students' proficiency, it is expected to avoid 'frustrational reading' that may students experience as cited in Erkaya 2005. According to Collie & Slater (1991) cited in Pardede (2011), theoretically the use of literature in language teaching is very advantageous. Literary is a written work divided into fiction or nonfiction, whether poetry or prose. The short story is one of them. The use of short story in English teaching should be aimed at encouraging the students to use what they have previously learned. By doing this, the learning process will be student-centered. However, the teacher plays a great role (Pardede, 2011).

Teachers have to select what kind of text is used in reading class, such as a short story, to persuade students to read because the story is short and has linguistic components that are expected to help students to remember or recall what they have learned. Selecting the materials in the reading classroom is essential because suitable materials will increase students' interest in reading as a reflection of a good attitude toward reading. Erkaya (2005) who notes

four benefits of using short stories to teach ESL/EFL, i.e. motivational, literary, cultural, and higher-order thinking benefits. Using literature in the teaching-learning process, students learn some things, such as language use, linguistic understanding, and literature features. Literature Encyclopedia Britannica Classic (2014) defines a short story as a brief fictional prose narrative that is shorter than a novel and that usually deals with only a few characters.

A Short story is usually concerned with a single effect in only one or a few significant episodes or scenes. It is also defined as a short-written story usually dealing with few characters: a short fiction or an invented prose narrative shorter than a novel usually dealing with a few characters. Students will process the information by constructing meaning, making a conclusion, taking notes, building vocabulary, connecting with their beliefs or behavior, and so on. Cited in Khatib (2011) that personal interpretations and analysis of literature are based on not only the textual elements but also the readers' personal views, experiences, and feelings; studying literature enables students to construct their interpretation and reflection, according to their own experience, by thinking critically and comparing and contrasting two different culture.

From the explanation above, students' interpretation is the interaction between the reader and the text is essential. Students are expected to know the text's purpose and get information written by the author, either using unfamiliar words or a twisted plot. It defined reading comprehension as an

ability to process text, understand its meaning, try to get information from written text and make connections with what the reader already knows. Then the students' interpret the text in their own words, and they should have good word recognition skills and skimming or scanning to get the main idea from the text, as a thinking process between the reader and text.

## **B. Attitude toward reading**

Attitude is a little thing that makes a big difference. - Winston Churchill.

Attitude can be defined as a student's response to people, places, things, or events in life. It refers to a person's viewpoint, mindset, and beliefs. Students' attitudes, such as their ability to interpret text, are based on their thoughts, emotions, and tendencies. The choice of the text is a very detrimental factor which helps in forming students' attitudes (Adedoyin & Shangodoyin, 2010).

Attitude divides into three components, namely cognitive, affective, and behavior. The first one, the cognitive component, consists of the beliefs and thoughts about an object, people, behavior, event, and knowledge. Likewise, Alhmali (2007) claims that attitude is highly important in the area of education. The reason is that students' negative attitudes towards particular subjects can prevent students' motivation to study and make them inactive. Students' performance can see those components in the classroom, their worksheets or notebook, and their interest in reading.

Students with positive reading attitudes tend to be willing to read, enjoy reading, become proficient, and become lifelong readers. On the other hand,

students with poor or negative attitudes would be the opposite, as they will be reluctant and pay less attention during the teaching-learning activity.

Students in a good mood and condition usually have a positive attitude because there is no burden while reading text. Reading attitude is the feeling of someone reading or not reading. Alexander and Filler (1976;1) as cited in Yamashita (2004), said that reading attitude is the system of the feeling of the learner related to reading which causes them to avoid or resemble reading situations. Dealing with the atmosphere or the classroom environment during the reading process makes them enthusiastic and happy. As stated in Louie (2005) found that culturally relevant material coupled with students' interests has the strongest influence on students' connections to a text. It means reading short stories, immersing readers in a text, and simply enjoying the reading experience, and the output is positive. Related to Tunde (2014) said that learners who are low in present reading usually have a negative reading attitude. Then a learner who has a positive attitude toward reading may get hit in the reading process. Bastug (2014) expressed those who read a lot will be more faithful in reading, which means they have a positive reading attitude.

Thus, attitude is an evaluative statement that is either positive or negative depending on the degree of like or dislike for the matter in question. In short, attitude is how someone behaves and thinks about any topic. It refers to individual prejudice to response, and the output can be a positive or negative attitude. Attitude can be defined as a way to express thoughts or opinions, feelings, and students' beliefs related to the text. Students with a positive

reading attitude will show their interest in the classroom, respond to the teacher, and enjoy reading a story.

### **C. Factors Influencing Attitude**

Students have different attitudes towards an object; in this case, the thing is the short story. There are many factors, such as students' interests, experiences, feelings, and environment. Furthermore, Morgan and Fuchs (2007) describe that good readers tend to have good reading comprehension levels and have positive attitudes towards reading.

#### **1. Self-confidence**

Defined by Brown (1994) cited in Addisu (2020) as the "I can do it" principle is about the learner's belief in his or her ability to accomplish the task. That is, the learner expects good results, increases motivation and positive attitude, and increases willingness to take learning risks.

#### **2. Family Education (The learners' parents)**

The interaction between children and parents determines the children's attitude. Parents should pay attention to their children's achievements at school, such as; asking the children whether there is a problem or not in the learning process, asking the children about their activity at school, controlling their children's learning process, and so on.

Larsen and Long (1991) state that in several studies investigating the parental role and the development of attitudes toward the speakers of the target language, it was found that the learners' attitudes reflected their



parents' attitudes toward the target language because learners learn some behaviors by observing and imitating.

### 3. Social Environment

The social environment concerns the relationship between people or communities influencing people's lives. The social environment has a role in developing someone's attitude.

From the explanation above, social environment is a part of students' attitude toward learning English because the communities and social interaction have a good tendency toward the language. The students will have a positive attitude towards language and reading as well. The students can share or talk about an object, and this situation can help students' achievement in the learning process. Spolsky (1989) cited in Addisu (2020), states that the social context influences second language learning in two indirect but important ways.

It plays a vital role in developing the learners' attitudes towards the target language, its speakers, and the language learning situation, including the learners' expectations and perceptions of the learning and its probable outcomes. These expectations and perceptions lead to the development of the learner's attitude and motivation.

### 4. Teacher

The teacher is the communicator in the teaching-learning process and should become a good communicator to their students, bringing the material attractive and communicatively to the classroom. So the students

can be interested in learning English because the audience is students with numerous characteristics such as age, gender, self-esteem, and so on. Thus, finding out students' needs is expected. Helping one another will keep them to have positive attitude.

#### **D. Types of Attitude**

There are three types of attitudes based on experts' perspectives. One of them is proposed by Partini (1989: 46), cited in Swadayani (2013), who states that an attitude can be distinguished into:

##### **1. Positive Attitude**

###### **a. Attention**

Attention is special care or action; practical consideration. In learning English, attention is essential because when the students pay attention to the lesson, they will get something from it.

###### **b. Effort**

An effort is something that someone does to make their dream come true. In learning English, students must try to master it, and it will be possible to have a positive attitude.

###### **c. Activity**

Activity is being active or lively. The teaching-learning process, especially in English class activity, is one of the positive attitude components that can train the students to think, speak and write in English. Besides that, the students can answer the teacher's questions or ask something using English and measure how well their English is.

d. Students Interest

One of the positive attitudes is students' interest. If students are not interested in English, they will find many difficulties in learning English because they are forced to master it without their own awareness. Feeling happy and interested in reading helps students to understand English easier.

2. Negative Attitude

Students who have a negative attitude towards English will ignore it. They do not pay attention, and they have no effort to master English. Those situations will have a bad effect on their achievement in English.

**E. Component of Attitudes**

According to Wenden (1991), cited in Slamet Riyanto (2016), he stated that the term attitude includes three components:

1. The cognitive component is made up of the beliefs and ideas or opinions about the object. It will involve perceptions, concepts, and beliefs about the attitude object.
2. The affective component refers to the feelings and emotions that one has towards an object, likes or dislikes, with or against.
3. The behavioral component refers to one's consisting actions or behavioral intentions towards the object. This component concerns the individual's predisposition to respond, seek out, and approach the attitude object.

## **F. Related Research**

There is two related research in this paper. One of the related research influenced the researchers in constructing the instrument. The first related research is "Using Short Story in Reading Skill Class," which Nuray Okumus Ceylan conducted in 2016. The study aims to discover the thoughts and attitudes toward the short stories covered in the reading skill course.

The researcher has conducted the research at Bulent Ecevit University, and the participants are 40 first-year students in the English Language and Literature department taking the obligatory course. The result of data analysis from the reading questionnaire analyzing via SPSS by using a frequency test. This research shows that studying short stories in class indicates good student results.

The students reported that studying short stories broadens their perspectives on events they have never experienced. They provide them with a better understanding of different behavior. Moreover, it helps them develop empathy and better understand people in different situations and behaviors. Short stories increase students' knowledge and make students more tolerant if there is a comparison between their culture and others.

The second related research is "Literature in ELT setting: Students' Attitude and Preferences towards Literary Text," which Elena Spirovska Tevdovska conducted in 2016. The research's target population is 53 English and language literature students at South East European University.

The researchers used a qualitative method and collected the data through a questionnaire as a student survey. As a result, most participants often enjoy novels and short stories. In addition, they expect that language activities, including working on the vocabulary in the text, will be incorporated into the class. Furthermore, additional information related to the text's theme, plot, or background (historical or cultural aspects) is perceived as helpful and needed. The participants said contemporary texts are very interesting and catch the students' attention.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Method and Design**

The researcher will apply the qualitative study method to describe students' attitudes toward short stories. This study was carried out with a detailed description of the case. Descriptive analysis is chosen as the design in this research. The researcher uses qualitative studies because the researcher investigates issues about students' attitudes toward short stories. The research object will cover only some types of literary text but only short stories. In addition, qualitative study instruments include observation, documentation, report, and interview. Qualitative research aims to provide a detailed understanding of human behavior, emotion, attitudes, and experiences. In this research, the researcher used triangulation based on different methods of data collection: documentation, questionnaire, and interview, to investigate students' attitudes toward short stories.

The researcher will distribute the questionnaire to the students to collect data about students' attitudes toward reading short stories. After collecting the data, the researcher analyzed the journal log as documentation to obtain more information written and pictured by the participants through the Google form. Documentation (journal log) help the researcher figure out students' attitudes after learning a short story written by themselves and based on answering the indicators provided by the researcher. In addition, the interviewees will be

asked for deeper information necessary to complete information about students' attitudes toward reading short stories.

The research design was drawn as follows:

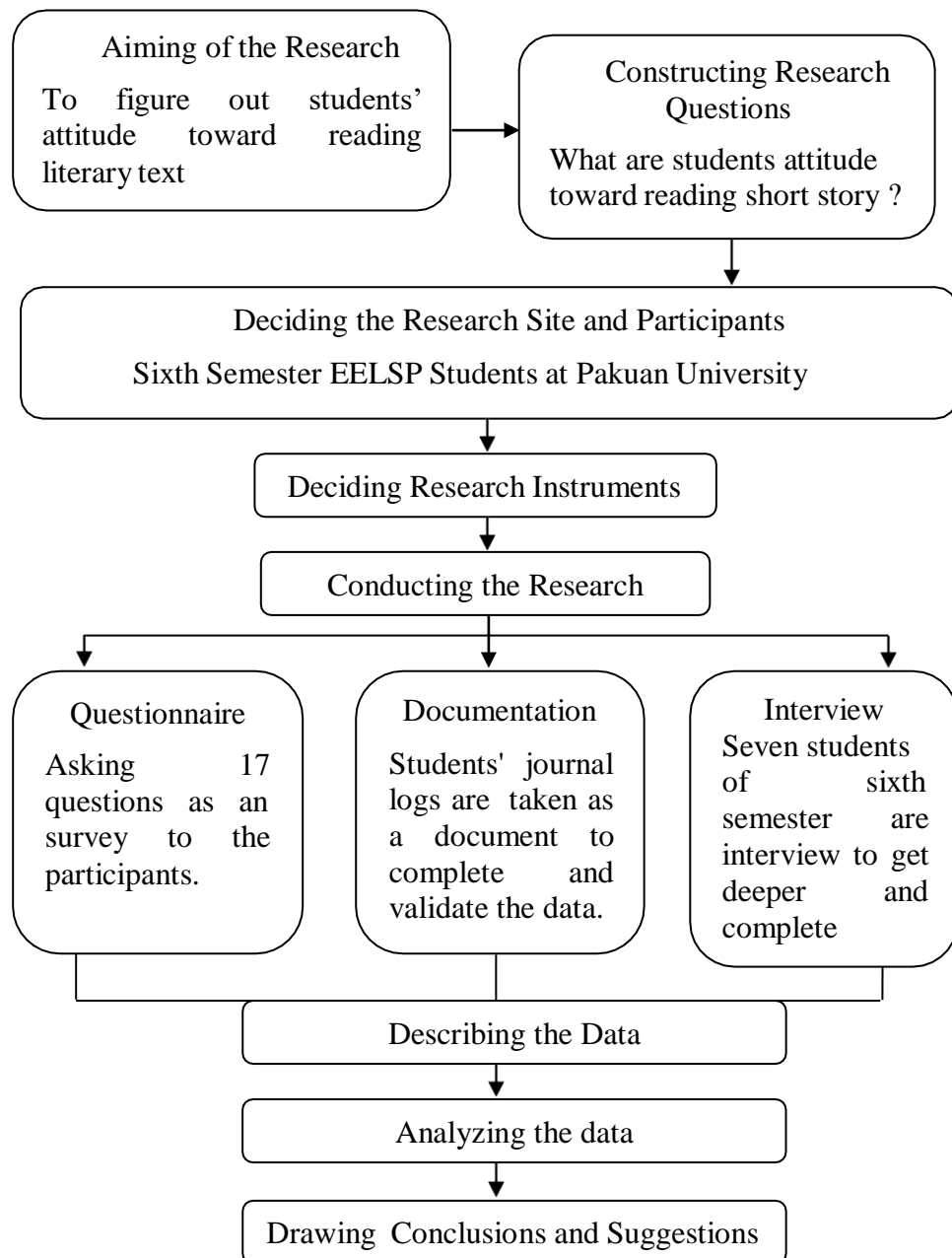


Figure 3 1 Research Design

## **B. Research Site and Participants**

The researcher conducted this research on Sixth Semester Students (batch 2019) of the English Education Study Program, Faculty Teacher Training, and Educational Science at Pakuan University. The researcher chooses a purposive sampling method with targeted participants who have taken Literary Appreciation Class. The participants in this research were students in six semesters of the English Language Education Study Program. During the Literary Appreciation class, all the participants learned several literary texts, including short stories. Therefore, the researcher wanted to determine students' attitudes toward reading short stories by asking about participants' experiences.

## **C. Research Instrument**

The researcher used three instruments to collect the data: questionnaires, interviews, and journal logs. The questionnaire contained a close-ended questionnaire of seventeen statements to determine students' attitudes toward literary text based on indicators of component attitude.

Documentation is chosen to know students' feelings, opinions, and experiences in class, which each participant writes. Afterward, the researcher selected a few students for interviews to understand their perception and feelings toward text, in this case, a short story used in the classroom.

## **D. Research Procedure**

In this research, the data were analyzed to gain a conclusion. Three techniques will be employed. The steps and procedure of analyzing the data are presented as follows:



### 1. Questionnaire

The researcher distributes the questionnaire to all the participants from the sixth semester. That purpose is to gain factual information about students' opinions, beliefs, behavior, and experiences or general attitudes related to their experienced learning the short story. The questionnaire consists of seventeen closed-ended statements. Those questions are related to their feelings towards literary text, point of view, and belief. The questionnaire was distributed by Google form.

### 2. Documentation (Journal Log)

Documentation was collected to gain more information to confirm and validate the data from previous instruments. The journal log contains three questions that purpose to see the point of view of students' after experiencing Literary Appreciation class and having taught literary texts such as short stories. The participants will be asked to write down the answer. In addition, to avoid misunderstanding, the students were allowed to use Bahasa Indonesia to tell more about their experiences in the classroom.

### 3. Interview

The researcher will interview the participants through WhatsApp Applications that were conducted in order to find out the information in detail that could not be gained from the journal log and questionnaire. The interview section hence the structured interview, was conducted and contained seven open-ended questions to know their feeling and

perception after learning a short story in the Literary Appreciation class. The question asked whether they enjoyed the class or were interested in reading a short story. The questions are related to students' feelings towards literary text, the relationship between students' interest and the text content, students' perception, and the atmosphere during the teaching-learning process. The participants will answer the question by sending a direct message or a voice note using the WhatsApp Application.

#### **E. Data Analysis**

After, the researcher obtained the data about students' attitudes by collecting the data through triangulation, questionnaires, and interviews. These data were analyzed following the instruments below:

##### **1. Questionnaire**

In this step, the researcher will distribute the questionnaire via Google Forms. The collected data will be processed and analyzed by Google form shown in the percentages table, and the result of the Google form will be described by the researcher in data analysis, such as a description to express general answers related to attitude.

##### **2. Documentation**

The second step of gaining the data is documentation (journal log) to get additional information about students' attitudes from students' journal logs that students have written that the researcher provided. Discourse analysis is used to describe participants' answers that are written from the

documentation after answering the questions from the researcher that aimed to figure out three components of attitude.

### 3. Interview

The last step through data collection is an interview. The researcher will pick a few students that are chosen as a participant in the interview section. After gaining the data, the researcher will elaborate the data and make the transcript based on the participants' reviews. It was coded and classified into some parts based on the aspects related to the indicator of attitude component. After all the transcripts have been encrypted, the researcher summarizes the complete data by summarizing and making a conclusion.

## **CHAPTER IV**

### **DATA DESCRIPTION AND ANALYSIS**

#### **A. Data Description**

The researcher conducted this research to obtain the data related to students' attitude towards reading short stories using a qualitative study method. This method was chosen to investigate issues about students' attitude toward short stories. In conducting this research, the researcher chose the sixth semester students of the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University as the participants and the research was conducted through online based study.

In addition, as many as seventeen students were selected to help the researcher. In obtaining the data, the researcher used three instruments to answer the research question. The instruments are the questionnaire, documentation, and interview. Furthermore, the researcher analyzed the data and described it more based on the three instruments and the analysis can be shows as below:

##### **1. Data from Questionnaire**

The questionnaire was distributed to the seventeen respondents from all classes of Literary Appreciation in the sixth semester. There were 17 questions that were divided into three parts based on the indicators of attitude components. The first part was based on affective aspects of attitude elements. The second part was based on the behavior aspect, and the third part was based on cognitive aspects of attitude elements.

In the questionnaire, the researcher used five options to classify the students' answers, those were: very often (VO), often (o), sometimes (s), rarely (r), and never (n). Then, the answer had been categorized into three attitude components, namely: affective attitude, cognitive attitude, and behavior attitude. The researcher then described the results found as bellow:

**a. Affective Components of Attitude**

In this indicator, the researcher analyzed students' feelings, emotions, like or dislike, with or against. In order to get general information dealing with students' willingness and interest in reading short stories than any various kinds of literary text. There are 5 statements based on this indicator.

Table 4.1 Questionnaire affective components

Statements	VO	O	S
I feel enjoy and relax when I read short story	8 (44.4%)	7 (38.9%)	2 (16.7%)
I feel the use of short story in reading class make the learning process interesting	5 (27.8%)	9 (55.6%)	3 (16.7%)
I like short story rather than poetry, or any various kinds of literary text	4 (22.2%)	8 (44.4%)	5 (33.3%)

Table 4.1 shows the result of student attitude toward reading a short story from affective components. The first question was about students' feelings while reading the short story and the answer showed that the students enjoyed and felt relaxed reading short stories.

It can be seen from the answer that around 8 (44.4%) of the participants chose ‘very often’ as the answer to the question. It means that they agreed with that statement. The second question from the table above was about whether the short story made the learning process more interesting or not. The results showed that around 9 (55.6%) of the participants chose ‘often’ as their answer. It means that they agreed with that statement. Then, for the third question, the participants were asked about their preference of reading the short story other than any various of literary text such as poetry. It can be seen that around 8 (44.4%) of the participants chose ‘often’ as their answer. It means that they agreed with that statement.

Table 4.2 Questionnaire affective components

Statements	N	R	S
I dislike or avoid reading short story because it difficult to understand and grasp the context	4 (22.2%)	9 (55.6%)	2 (11.1%)
When I am reading short story I usually get tired and sleepy	2 (11.1%)	7 (44.4%)	6 (33.6%)

Table 4.2 shows the result of the fourth and fifth question from the questionnaire. The first statement said that the students were not avoiding reading short stories because the story was difficult to grasp the context or to understand. It can be seen around 55.6% of the participants stated that they felt “rarely” agree with the statement. Moreover, the result of the fifthquestion showed that around 44,4% of

the participants felt “rarely” agreed with the statement of feeling sleepy while reading a short story. It means that they rarely agree with the fifth statement.

#### **b. Cognitive Components of Attitude**

In this indicator, the researcher analyzed cognitive components referring to the beliefs, thoughts, and ideas or opinions that the students gained after reading a short story. It involved perceptions, concepts, and beliefs related to the attitude. The objective of this research was reading short stories as one of a kind literary text. There were 6 statements on this indicator.

Table 4.3 Questionnaire cognitive components

Statements	VO	O	S
Short story helps me to understand better various English reading material	2 (11.1%)	11 (66.7%)	4 (22.2%)
I think short story is one of the resources vocabulary acquisitions	4 (22.2%)	11 (66.7%)	2 (11.1%)
Reading short story helps me to share my thoughts easier	3 (16.7%)	8 (50%)	6 (33.3%)

Table 4.3 shows the results of cognitive components of Attitude toward short stories. The result showed that there were 11 (66.7%) participants who agreed with the first statement, in which they answered that they ‘often’ felt the short story helps them better to understand various English reading materials. Meanwhile, the other 4 (22.2%) participants chose ‘sometimes’ and 2 (11.1%) participants chose ‘very often’ as the answer.

The second question was about whether short stories are one of the resources for vocabulary acquisitions. The result showed that 11 (66.7%) of the participants chose 'often' as the answer, 4 (22.2%) participants chose 'very often'.

In addition, the other 2 (11.1%) participants chose 'sometimes'. It means that most of the participants agreed with this statement. Then, for the third question showed that the participants agree that reading short stories helps them to share thoughts more easily, which means that they feel confident if they have to speak or give their opinion. It is proven by that 8 (50%) of the participants chose 'often' as the answer, 6 (33.3%) participants chose 'sometimes', and 3 (16.7%) participants chose 'very often' agreed with the statement.

Table 4.4 Questionnaire cognitive components

Statements	S	R	VO
I have trouble understanding of short story	9 (55.6%)	7 (38.9%)	1 (5.5%)

Further, table 4.4 shows the result from the statement that said the students have trouble in understanding the short story that they read. The result indicated that there were around 9 (55.6%) of the participants who 'sometimes' had trouble in understanding the short story. Further, there were 7 (38.9%) participants who answered 'rarely' agree, and 1 (5.5%) participant answered 'very often' in having trouble while reading the short story.



Table 4 5 Questionnaire cognitive components

Statements	S	R	N
It is difficult to figure out the main idea in the short story	11 (61.1%)	4 (27.8%)	1 (3.05%)
It is hard to interpret short story	10 (55.6%)	6 (38.9%)	1 (5.5%)

Moreover, to confirm the previous statement in the table 4.4. the table 4.5 shows the data result from the first statement whether it's difficult or not to figure out the main idea in the short story. As many as 11 (61.1%) participants stated that they 'sometimes' had trouble to understand the short story, then 4 (27.8%) participants state 'rarely' agreed for the statement and 1 (3.05%) participants stated that his/her 'never' agreed with the statement regarding to the difficulties in figuring out the main idea. For the second statement, the researcher asked whether the short story was hard to interpret and the data shows that there were 10 (55.6%) participants who stated that they 'sometimes' felt it. However, there were 6 (38.9%) participants who stated that they 'rarely', and 1 (5.5%) participant stated that it was 'never' never hard to interpret a short story.

### c. Behavior Components of Attitude

In this indicator, behavior component refers to students' actions or behavioral intentions towards an object and in this case the object was a short story. Concerning this component the researcher analyzed the individual's predisposition to respond, seek out, and approach the component of attitude in short literary text. There were 6 statements in this indicator.

Table 4.6 Questionnaire behavior components

Statements	O	VO	S
Short story engage me in reading	10 (55.6%)	5 (27.8%)	2 (16.7%)

Table 4.6 shows the result of the questionnaire related to the behavior of attitude component. The results of the questionnaire showed that there were 5 (27.8%) participants chose ‘very often’ as the answer. Moreover, there were 10 (55.6%) participants chose ‘often’ to agree and 2 respondents (16.7%) state ‘sometimes’ agree with that statement and feel engaged in reading class by using short stories.

Table 4.7 Questionnaire behavior components

Statements	N	R	S
Short story does not motivate me in reading	8 (44.4%)	8 (44.4%)	1 (11.1%)

Table 4.7 shows the result that as many as 8 (44.4%) of the participants did not agree with the statement given. the participants ‘rarely’ or even ‘never’ felt motivated while reading the short story. only 1 (11.1%) of the participants said that ‘sometimes’ she/he felt motivated by reading short story.

Table 4.8 Questionnaire behavior components

Statements	O	VO	S
Short story motivates me to learn English more	8 (50%)	5 (27.8%)	3 (16.7%)

Table 4.8 shows that most of the participants agreed with the statement that reading short story motivated the students to learn English more. It can be seen as many as 8 (50%) participants chose

‘often’ agreed with the statement. Moreover, there were 5 (27.8%) participants chose ‘very often’, and 3 (16.7%) participants chose ‘sometimes’ as the answer.

Table 4.9 Questionnaire behavior components

Statements	S	VO	R
When I am at home I read a lot	13 (77.8%)	2 (11.1%)	2 (11.1%)

Furthermore, table 4.9 shows the data result from the first statement whether the participants read a lot at home or not. It can be seen that around 13 (77.8%) participants stated that ‘sometimes’ they read a lot at home. In addition, there were 2 (11.1%) participants stated ‘often’, and 2 (11.1%) other of the participants stated ‘rarely’ as the answer of the statement of the questionnaire.

Table 4.10 Questionnaire behavior components

Statements	S	O	VO
I am the kind of person who used to reading	9 (55.6%)	5 (27.8%)	2 (11.1%)

Table 4.10. shows from the first statement about whether the students were the kind of person who used reading a short story or not. There were 9 (55.6) of the participants chose ‘sometimes’ they used to read short stories as the answer. While as many as 5 (27.8%) of the participants chose ‘often’ and 2 (11.1%) participants chose ‘very often’ agree with the statement.

Table 4.11 Questionnaire behavior components

Statements	O	S	R	VO
Short story has increase my interest in reading even though the class was ended	7 (44.4%)	5 (27.8%)	3 (16.7%)	2 (11.1%)

Further, table 4.11 shows the answer for the last statement about the students' interest in reading was influenced even though the class has finished. Based on the result, there were 7 (44.4%) of the participants chose 'often' and as many as 5 (27.8%) of the participants chose 'sometimes' agreed with the statement. However, there were 3 (16.7%) of the participants chose 'rarely' and the other 2 (11.1%) participants chose 'very often' as the answer. The result showed that many participants agreed with the statement that the use of short stories has influenced their interest in reading, even though the class has ended.

## 2. Data from Documentation

The second instrument used in this research was documentation. The documentation is in the form of a journal log that has been written in Google form and its answered by 17 participants. The indicators used in this second instrument are still the same as the first instrument. The researcher used three elements of attitude, that will be related to the students' feeling, interest / willingness, what they get after the lesson, and also the use of short story in the classroom that influence their reading habits and their interest in learning English text. This section will show the students' general perception based on three indicators.

#### a. Affective Components of Attitude

The data were obtained from the result of the students' affective attitude toward short stories. There were as many as seventeen participants who were asked to fill up these instruments. The answer of the participants which is written on the documentation instrument then carefully analyzed and then described completely. It aims at finding out the three components of attitude, namely the affective, cognitive and behavioral components of students' attitudes towards story reading activities. In addition, the affective component of attitudes was related to the feelings, emotions, willingness, motivation, and interests of students. The result found then has been described in the excerpt below:

Excerpt #1 from participants' number 1

*I like this class, and using a short story as activities, it increases my willingness to read. Waktu itu, kebanyakan kitadiminta untuk menentukan seperti plot, character, setting, point of view, symbolism, theme, style, tone, irony, dan critical strategies yang ada di dalam short story. Terus kadang2 ada cerita yang plot twist gitu, kadang ada juga makna tersiratnya, tapi itu yang bikin seru. Setelah itu, kita mempelajari drama dan diminta untuk act out the dramadari script yang sudah diberikan oleh dosen untuk UAS.*

[I like this class, and using a short story as activities, it increases my willingness to read. At that time, most of us were asked to determine the plot, character, setting, point of view, symbolism, theme, style, tone, irony, and critical strategies in the short story. Then sometimes there are stories that have plot twists like that, sometimes there are also implied meanings, but that's what makes it fun. After that, we studied drama and were asked to act out the drama from the script that had been given by the lecturer for UAS.]

Excerpt #2 from participants' number 6

I think it's quite interesting because I can find out info about short stories.

Excerpt #3 from participants' number 7

The literary classes usually use old literary works. It's interesting for me to explore old stories both in terms of writing style, idioms, plot, hidden meaning, and the philosophy. It's fun to be able to discuss the results of interpreting a story with the lecturer.

Excerpt #4 from participants' number 10

I am feeling interested to read the short story because I am also curious about the story. I have one difficulty with language features and vocabulary to understand the story.

Excerpt #5 from participants' number 12

Since I have an interest in Literary things, it was nice to have such a wonderful experience joining literary class, particularly when learning about short story. So after filling the attendance on the LMS, the students must watch a short video based on which were the representation of the short story. After that, the students had to read the same story through PDF file.

Excerpt #6 from participants' number 13

This course is interesting. I learned so many vocabulary as well as knowing about the short story in different titles.

Excerpt #7 from participants' number 15

It's very interesting to learn Literary Appreciation, because I can understand deeper about literary work. Once we learned about short story and the lecturer assigned me to know deeper about the story, how the conflict resolved, the symbols, settings, and many more. It's quite fun to understand the character and the feelings on the story. I think by doing a lot of reading can enlarge my vocabulary, especially reading a story (short story or novel) makes it more interesting and not boring.

Excerpt #8 from participants' number 4

My feeling is very happy and cheerfully to join this class.

Excerpt #9 from participants' number 8

Excited and enjoyed the class because of a new experience in playing the English drama.

Excerpt #10 from participants' number 14

I think, I feel happy when I learn about short story in literary appreciation class because I could discover and explore various short story in English. I could put myself into a short story so that I felt carried away into the storyline that I was reading and learning.

Excerpt #11 from participants' number 16

*Menurut saya adanya short story untuk belajar literary itu menyenangkan karna dengan short story yang kita baca itu tidak membosankan atau tidak membuat para pembaca mengantuk karna yang kita baca short story.*

[ I thought the use of short story to learn literature was fun because short story that we read not boring or made us as a reader felt sleepy.]

Excerpt #12 from participants' number 17

I feel happy when I just found new vocabulary in a short

In the first indicator of the documentation as stated in the excerpt#1, #2, and excerpt#4, the researcher found that the data show that the participants were interested in reading a short story. While in the excerpt#10, #11, and excerpt#12, it can be seen that the use of short story in reading class made students happy, fun, and excited.

Furthermore, based on the excerpt#5 and excerpt#7, a few students said that the use of short stories in Literary Appreciation class made the learning process more meaningful: it also helped the students to discover and explore various kinds of English short stories. It means that learning short stories in the class was not boring and made the students not get sleepy easily. Instead, the use of short story in class could influence their interest to read.

## **b. Cognitive Components of Attitude**

In this section, the researcher described the cognitive components of attitude toward short stories. The cognitive components of attitude were related to the participants' beliefs and ideas that involved the ability to understand, interpret text, mastery of vocabulary, knowledge acquisition, and others. The result found then has been described in the excerpt below:

Excerpt #13 from participants' number 1

After attending the class, I gained a lot of knowledge and insight related to the stories I read. I like to read something which is not too heavy and for pleasure, like reading a short story.

Excerpt #14 from participants' number 2

The feedback I get is that reading books can create new knowledge for me in terms of English and Information from short stories.

Excerpt #15 from participants' number 3

After attending the class, honestly my interest in reading still the same. I'm not the type of person who read often but I read story when I want. In other words, it depends on my mood.

Excerpt #16 from participants' number 4

I interested on reading because it's the windows to the world.

Excerpt #17 from participants' number 5

I explored more about my reading journey, I started reading more books.

Excerpt #18 from participants' number 6

The material I learned from the Literary Appreciation class encouraged me to delve deeper into what a short story looks like.



Excerpt #19 from participants' number 7

I have many discussions of moral messages in the literature that must be read during class.

Excerpt #20 from participants' number 8

I was motivated to read other forms of literacy to improve my English skills.

Excerpt #21 from participants' number 9

I got the motivation to read a lot.

Excerpt #22 from participants' number 10

I have the motivation to be more understanding about the story with high language that for me quite difficult.

Excerpt #23 from participants' number 11

I realize that there are many great readings made by writers, although sometimes the language used is quite difficult to understand.

Excerpt #24 from participants' number 12

After I attended the class, I felt so happy because I can experience others kind of reading that I have not felt before. I recognize kinds of short story, vocabulary addition, phrase, etc.

Excerpt #25 from participants' number 13

What I have got after attending the class is I can increase my extensive reading (reading for joy) and increase my motivation to always read in English.

Excerpt #26 from participants' number 14

The feedback that I get after attending the class is I can build my knowledge and interest in reading. Besides that, I can get motivation in reading because previously I was too lazy to read. By taking this class, it can add to my insight into several famous literary works so that I can understand the meaning deeper plot of the literary works that I have studied previously.

Excerpt #27 from participants' number 15

After I attended literary Appreciation class, I got a lot of new knowledge on how to analyze literary work and how to appreciate literature more. It motivate me to do more reading and makes me read a lot of fiction book.

Excerpt #28 from participants' number 16

*Bertambah semangat untuk membaca, apalagi mengenai short story karna memang saya menyukai short story karena tidak panjang ketika membaca jadi tidak membuat saya bosan ketika membaca.*

[Get excited to read, especially about short stories because I really like short stories because they are not long when reading so it doesn't make me bored when reading.]

Excerpt #29 from participants' number 17

From what I got while studying in class, I got new insights about the story of a drama and I thought it was quite interesting.

Based on the excerpt#13 and excerpt#14, it showed that the participants gained knowledge by reading a short story. Besides experience gaining knowledge, a cognitive component was also related to the ability to understand a text itself. It is proven by the answer stated in the excerpt#26. Furthermore, the short story makes the students' experienced other kinds of feeling related to reading activity that made them wanted to read more books. It can be seen from excerpt#17 and excerpt#24.

Thus, it can be concluded from the second indicator that most of the participants said after reading a short story it made them get positive feedback; for instance they can explore their reading journey and start reading more books, they also gained more knowledge, and different kinds of feeling from reading activity.

### c. Behavior Components of Attitude

This section described about the behavior components of attitude toward short stories. The behavior components of attitude were related to the participants to respond the reading activity that influenced in reading habits. The result found then has been described in the excerpt below:

Excerpt #30 from participants' number 1

I would like it if I was given a short story reading activity. Because, not infrequently many people do not like to read, especially heavy reading such as textbooks, academic books and so on. In my opinion, a short story can be used as a way of influencing reading habits to read to a higher level.

Excerpt #31 from participants' number 2

When I read a short story that comes to my mind like I can do good things like in the book I read.

Excerpt #32 from participants' number 3

In my opinion, the use of short story in the classroom activities can make the classroom atmosphere became interesting. However, for me, the use of short story in the learning process is not influenced my reading habits much.

Excerpt #33 from participants' number 4

The benefit it making improvement for grammar.

Excerpt #34 from participants' number 5

Short story really helps me to increase my vocabulary and improve my reading habit.

Excerpt #35 from participants' number 6

So I can have some references when in class discussing short stories.

Excerpt #36 from participants' number 7

I really enjoy the literary class because I like reading. When reading a story, it's like seeing things from a new perspective. This motivates me to read old literature in my spare time.

Excerpt #37 from participants' number 8

The use of short story enhanced my English vocabulary and made it easier for me to read other English materials.

Excerpt #38 from participants' number 9

I thought it was working to develop the habit in reading.

Excerpt #39 from participants' number 10

Choose the short story that is related to interest can help to improve reading skills because can enjoy the story without force.

Excerpt #40 from participants' number 11

Interesting short stories can make me more enjoy reading and listening to them.

Excerpt #41 from participants' number 12

The challenge, the difficulty, and the pressure were making me more motivated to reading any other book especially fiction.

Excerpt #42 from participants' number 13

My thoughts about the use of short story in the lassroom is really effective to be used in English class. Having read a lot of short story makes me getting used to always reading.

Excerpt #43 from participants' number 14

In my opinion, the using of short story in literary appreciation course activity can increase my reading skill. It can also add my vocabulary in English when i read a short story. In addition, the use of short stories in literary appreciation class can make me know more about learning in English literature.

Excerpt #44 from participants' number 15

Short story is interesting to learn because it's not too heavy to read like novel that needs to have more time to understand the plot. More thing I like about short story is that I can finish to read the story in one sitting. I think this activity can expand my reading skills and vocabularies.

Excerpt #45 from participants' number 16

*Saya yakin walaupun short story kita tetap bisa belajar bahasa Inggris dengan baik dan benar, selain itu sepertinya untuk peminat pembaca short story itu banyak karena pasti tidak membosankan ketika membaca nya.*

[ I am sure that even though we can learn short stories in English properly and correctly, it seems that there are a lot of fans of short story readers because they won't be boring when reading them.]

Excerpt #46 from participants' number 17

I think short stories can be a way for people to like reading, because the structure of the story is not too long and the storyline is easy to understand.

The third indicator of the documentation was related to the participants' reading habits, the classroom activity, and other things that influenced them to learn English. Based on the excerpt#30 and excerpt#38 it can be seen that the participants stated that the use of short stories influenced their reading habits to a higher level. It was because reading short story helped them to develop habits in reading. On the other hand, excerpt#46 stated that the short story can be a way for people to like read.

The result of this aspect can be concluded that some of the participants agreed if the use of short story in reading class influenced their reading habits: it also helped them to develop good habits in reading and helped them to build positive attitude in reading.

### **3. Data from Interview**

The third instrument was interview. The data was taken from an interview that was conducted to 7 participants from the sixth semester students of the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University. The interview was conducted in June to July 2022 via online using WhatsApp media. The researcher chose the participants based on the answer from documentation and a questionnaire instruments that showed a positive attitude. The questions were a semi-structured interview in which it was divided into 3 parts of indicators of attitude.

#### **a. Affective components of Attitude**

The first interview aimed at answering the affective components that refers to the feelings and emotions that one had towards short story. The First question of the interview was about the students' feeling and interest in learning English by using short stories in the classroom and their feelings toward a short story. It was found that all of them stated that it was fun to learn a short story in the classroom, and there was no force in reading and learning English. It can be seen on the statement of R#1, R#3, R#5, and R#11, in excerpt #47 below:

Excerpt #47

R#1 : *tentu saja Ka, short story membuat saya lebih senang untuk belajar, karena menurut saya short story tidak berat untuk dibaca.karena menurut saya short story tidak berat untuk dibaca, maka itu saya tertarik membaca short story, karena itu sangat menarik.*

[ Yes, of course Ka, the short story makes me happier to learn, because it's easy to read. Because I think the short story is easy to read, that's why I am interested in reading short stories, because it's interesting.]

R#3 : *... membuat saya lebih tertarik membaca cerita, karena short story merupakan cerita yang tidak terlalu panjang dan ceritanya juga cukup menarik. Hal ini dikarenakan terkadang jika menggunakan cerita yang panjang, saya cenderung bosan membacanya.*

[ Makes me interested more in reading the story, because the short story is a story that is not too long and the story is also quite interesting. It is because sometimes the use of a long story tends to get me bored while reading it.]

R#5 :*Iya, dengan short story saya menjadi lebih tertarik untuk membaca karena short story ini sifatnya ringan lalu mudah untuk dipahami dan juga memakai kosakata yang tidak terlalu sulit.Lalu karena short story ini fiksi, jadi itu sebagai hiburan yang membuat saya lebih tertarik untuk membaca.*

[ Yes, a short story makes me more interested in reading because the short story is easy to read and simple to understand. In addition, using vocabulary that was not difficult to understand. Because the story is fiction, it's entertaining for readers like me to get interested in reading.]

R#11 : *... membuat saya senang dalam membaca.*

[... Makes me happy to read.]

The previous statement were also supported by the statements in the R#12, R#13 and R#14 in excerpt #48 which explained in depth about their thinking that they were willing to read and felt more motivated to do reading activities by reading short stories in class.

Excerpt #48

R#12 : ... saya memang lebih senang dan tertarik membaca jenis cerita seperti short story, karena yang pertama short story ini menghibur, lalu membahas tentang membahas kehidupan nyata, dll. Apalagi waktu itu belajar materi short story itu saya lebih termotivasi untuk mengikuti pelajaran dikelas.

[ I am indeed more happy and interested to read such a kind of story like a short story, because the first reason is that the short story is entertaining and discusses real-life situations. Especially when I study short story materials, I am more motivated to take lessons in class.]

R#13 : Iya, lebih senang dan tertarik karena banyak cerita-cerita menarik sehingga tidak membosankan.

[ Yes, it is more fun and interesting because there are a lot of interesting stories so I don't get bored easily.]

R#14 : Ya betul sekali, karena dengan menggunakan short story, itu dapat membuat saya ingin membaca karena saya adalah tipikal orang yang kurang senang dengan membaca. Dengan adanya short story ini membantu saya tertarik dalam meningkatkan kegiatan membaca saya.

[ Yes, that's right, because by using short stories, it can make me want to read because I am the type of person who doesn't like reading. With this short story, it helps me to be interested in improving my reading activities.]



**b. Cognitive components of Attitude**

The next interview questions aimed at answering the cognitive components that involved the beliefs, ideas, perceptions, concepts or opinions about a short story. The questions number third, fourth, and fifth of the interview was about the students' opinions on whether the short story was useful or not. The third question was about the use of a short story in reading class that related to their attitude in reading and classroom atmosphere that gave an impact on it. The results can be seen based on the interviewee's answer from R#1 and R#3 in excerpt#49 below:

**Excerpt #49**

R#1 : ... *karena setiap habis dikasih teks short story pasti kita disuruh memberikan pendapat kita atau point of view kita tentang text tersebut.*

[... because every time we're given a short story, we are definitely asked to give our point of view about the story.]

R#3 : ... *menambah pengetahuan vocabulary dan menambah wawasan baru lagi tentang short story. [ enrich vocabulary and add new insights about short stories.]*

Based on the above statements, it can be seen that some of the participants agreed that statement. The previous statement were supported by the statement from other participants which is written in excerpt#50 below from the participants R#5, R#11 and R#13 that said the use of short story helped them to understand a text and improving reading skills.:

Excerpt #50

R#5 : *Short story ini sifatnya ringan dan mudah untuk dipahami karena memakai kosakata yang tidak terlalu sulit.*  
[ theshort story is light and easy to understand because it uses vocabulary that is not too difficult..]

R#11 : *melatih kemampuan membaca saya.*  
[ Practice my reading skills.]

R#13 :...*walaupun terkadang bahasanya sulit dimengerti, tetapi membuat penasaran jadi berusaha untuk mengerti teks cerita pendek tersebut.*  
[although sometimes the language is difficult to understand, but it makes me curious so I try to understand the text of the short story..]

It was also supported by the statement at the R#12 and R#14 in excerpt#51 below:

Excerpt #50

R#12 : ...*Jadi kegiatan identifikasi dan analisis cerita jadi lebih menyenangkan.*  
[So the identification and analysis of stories becomes more fun..]

R#14 :...*bermanfaat untuk mahasiswa khususnya saya dalam menambah kosa kata yang baru dan lebih mengenal cerita-cerita yang ada.*  
[ isuseful for students in adding new vocabulary and getting to know the stories better.]

In addition, to answer the next question of number fifth was to get more information about cognitive aspects, the researcher discussed about the benefits of short stories that were felt by the participants. It is written by the participants R#1, R#3, and R#5, which stated in the excerpt#52 below:

Excerpt #52

R#1 :...jadi bisa tahu cerita-cerita tentang literatur inggris, menambah vocabulary.

[ Knowing more stories about English literature and increasing my vocabulary.]

R#3 : ..menambah pengetahuan vocabulary yang di gunakan di dalam cerita, dan beberapa perumpamaan atau majas yang di gunakan di dalam cerita tersebut sehingga melatih saya berpikir kritis untuk mengetahui apa makna yang di maksud di cerita tersebut.

[ Building vocabulary that is used in the story and also the use of figurative language lead me to think critically to figure out what the meaning in the story is.]

R#5 :...meningkatkan fluency dalam bahasa inggris dan vocabulary.

[ Increasing fluency in English and vocabulary.]

It was also supported by the statements at the R#11, R#12, R#13 and

R#14 in excerpt#53 below:

Excerpt #53

R#11 :...dapat meningkatkan reading skills saya.

[ Can increase my reading skills.]

R#12 :...menambah pengetahuan vocabulary yang di gunakan di dalam cerita,.

[ enrich vocabulary that used in the story.]

R#13 :...Kemampuan reading meningkat dan vocabulary bertambah.

[ Reading ability and vocabulary increase.]

R#14 :...Manfaat yang saya rasakan adalah saya dapat mengidentifikasi cerita2 dalam short story yang sangat menarik, seperti mengidentifikasi latar, tokoh, sifat, dll

[ The benefit I feel is that I can identify stories in the short stories that are very interesting. Such as identifying settings, characters, traits, etc.

The last questions to answer the cognitive aspects the interviewee was about whether there were difficulties found in reading short stories that affected their reading or interest in reading. There were some statements from the participants written in R#1, R#3, and R#12 in excerpt#54 below:

Excerpt #54

R#1 :...*vocabulary yang belum saya ketahui.*  
[ Unfamiliar vocabulary that I do not know.]

R#3 :...*vocab nya juga cukup unfamiliar dan banyak menggunakan majas-majas sehingga terkadang lumayan sulit untuk di pahami.*  
[The vocabulary uses were unfamiliar, and there were many figurative languages used that were not easy to understand.]

R#12 : *Kendala yang dialami selama belajar short story.*  
[There seems to be no obstacle that is found; at this point, the difficulty is if reading stories, the language used is too heavy or standard.]

From the above statement, some of the interviewee said that the obstacle found while reading short story was the vocabulary. Further, other participants agreed with the statement and this can be seen from the answer of the participants at the R#5, R#13, and R#14 in excerpt#55 below:

Excerpt #55

R#5 : *Kesulitannya kalau ada vocabulary yang kurang dimengerti.*

[The difficulty is if there is vocabulary that is not understood.]

R#13 : *Biasanya kesulitannya dari keterbatasan vocabulary.*

[ Sometimes the difficulty that is faced is a lack of vocabulary.]

R#14 : *... karena terdapat kosakata dalam cerita yang membuat saya bingung dan salah mengartikan kegiatan membaca saya.*

[ Because there was vocabulary in the story that made me confused and misinterpreted the meaning during my reading activity.]

However, only one interviewee stated that there were no difficulty found in reading short story, the statement can be seen at the R#11 in excerpt#56 below:

Excerpt#56

R#11 : *Sepertinya tidak ada kesulitan, paling kesulitannya kalau membaca cerita yang menggunakan bahasa yang terlalu berat atau baku.*

[There seems to be no obstacle that is found; at this point, the difficulty is if reading stories, the language used is too heavy or standard.]

c. Behavior Components of Attitude

The next question aimed at answering the behavioral component of attitude refers to one's consistent actions or behavioral intentions towards an object. This component concerned with the individual's predisposition to respond, seek, and approach the attitude object. The sixth question was

asked about the changes felt by the interviewee after reading or studying short stories in class. The answer of the interviewee can be seen at the R#1, R#5, and R#11 in excerpt #57 below:

Excerpt #57

R#1 : ...*membuat saya memiliki kemauan untuk membaca* .  
[ makes me have the willingness to read story.]

R#5 : ...*membuat tertarik juga untuk membaca buku-buku lain seperti novel*.  
[ Makes it interesting to read other books such as novels.]

R#11 : ...*mempengaruhi minat saya dalam membaca*.  
[ Influenced my interest in reading.]

Furthermore, there are some participants said that they felt there are changes regarding the interest of reading that shown by the statement at the R#13 and R#14 in excerpt#58 below:

Excerpt#58

R#13 : *Ya membawa pengaruh baik karena jadi lebih ingin membaca*.

[ Yes, it has a good effect because it makes you want to read more.]

R#14 : *Short story sangat berpengaruh minat baca saya*  
[ Short story influenced my reading interest in english

However, there were some of participants who did not feel any changes. The statement was written at the R#3 and R#12 in the excerpt#59 below:

Excerpt #59

R#3 :*Saya sendiri merasa tidak ada perubahan spesifik yang terjadi karena meskipun saya suka short story, namun itu tidak membuat saya menjadi pribadi yang suka dan sering membaca short story.*

[ I feel that there are no specific changes that have occurred me, because even though I like short stories, it does not make me become a person that loves to read.]

R#12 :*... jadi secara tidak langsung interest untuk punya hobby membaca itu meningkat. Tapi kak, sayangnya ngga long term.*

[ It was fun to learn and indirectly led to increased interest in reading. However, unfortunately, it was not long-term interest.]

In addition, the next question was about the students' point of view or opinions whether reading short story has a good impact and affected their reading habits. The result can be seen from the answer of the participants in excerpt#60 below:

Excerpt #60

R#1 : *... membawa dampak yang positif, misalnya saya memiliki kemauan untuk membaca.*

[ It has a positive impact, for example, I am willing to read.]

R#5 :*... Karena sangat berpengaruh untuk meningkatkan minat baca, kemudian untuk meningkatkan skills dalam membaca juga.*

[ Because it is very influential in increasing reading interest and improving reading skills.]

R#12 :*...mahasiswa menjadi lebih aktif dan tertarik untuk mengikuti pembelajaran di kelas.*

[ Students become more active and interested in taking part in learning during the class.]

R#13 :*Iya Ka membawa dampak yang positive, kita jadi lebih aktif dalam berdiskusi.*

[ Yes, it has a positive impact, we become more active in discussions.]

R#14 :...membawa dampak positif terhadap kegiatan membaca siswa menjadi sedikit terbiasa membaca teks.

[ It has a positive impact on students' reading activities, becoming a little used to reading texts.]

R#11 : Menurut saya dengan adanya short story didalam kelas merupakan salah satu hal atau alternatif bagi org yang tidak terlalu suka membaca cerita panjang sehingga orang tersebut tetap dapat melakukan kegiatan membaca.

[ In my opinion having a short story in class is one of the ways or alternative for those who do not like reading long stories to still do reading activity.]

Thus, the data gained from the interview instrument showed that the participants said that there were several good impacts from reading short stories that influenced them in reading. They said that reading a short story was an interesting activity to do; it influenced their reading habit that made the students have willingness to read a text and become active in discussion.

## **B. Data Analysis**

This research described the data description in terms of three indicators. Those data were gained from three instrumentations which were questionnaire, documentation, and interview. The researcher then analyzed the data to make them valid and credible. This research was aimed at figuring out students' attitude toward reading literary text and the participants of this research were the sixth semester students of the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

In this research, the short story was chosen by the researcher as a media to figure out students' attitude towards reading a text. As Adedovin & Shangodovin(2010) state, the choice of the text is a very detrimental factor



which helps in forming students' attitudes. Attitude itself is divided into three components namely affective, cognitive and behavioral components. The researcher then used those components as indicators to know more about students' attitude toward reading the short story. This was proven by analyzing the students' answers from the questionnaire, documentation, and the result of the interview.

### **1. Affective Components of Attitude**

The researcher analyzed the data based on the three instruments used to show students' feeling and emotions toward an object; those were questionnaire, documentation and interview. First, the researcher analyzed the questionnaire to study the students' feelings about the short stories they read. Based on the results of the questionnaire, it was found that students' interest in reading was influenced because the students enjoyed and felt relaxed while reading the text. The result was in accordance with the theory stated by Louie (2005) found that culturally relevant material coupled with students' interests has the strongest influence on students' connections to a text. It means reading short stories, immersing readers in a text and simply enjoying the reading experience.

Further, in the documentation instrument the researcher found that the affective components also included interest and willingness to read a text. For example, this can be seen in the excerpt #1 and excerpt #4. In addition, the results from the interview instrument also strengthened this finding. It can be seen in the excerpt #47 from participant r #1 and r #5 and

excerpt#48 from r#12. This showed that both documentation and the interview instruments showed compatible results. The results of the documentation and interview instruments proved that the participants felt that the short story was easy to read. It is in line with the Literature Encyclopedia Britannica Classic (2014) that defines the short story as a brief fictional prose narrative that is shorter than a novel and that usually deals with only a few characters. It means that understanding the text effortlessly to students because it was fun to read.

In addition, the participants said that reading a short story made them interested in reading another text provided by the lecturer. It means that a short story provided students a fun activity and provoked interesting activity to read a text. As Morgan and Fuchs (2007) stated, a teacher is the communicator in the teaching-learning process that should become a good communicator to their students' that bring the material attractively and communicatively to the classroom, so the students can be interested in learning English.

Based on the result of the analysis of the affective component of attitudes, it can be seen that the use of the short story influenced the feelings and emotions of the students. It also influenced their interest in reading texts activity.

It is in line with the statement proposed by It is in line with a theory by Alexander and Filler as cited in Yamashita (2004) stating reading attitude is the system of the feeling of the learner related to reading which causes

them to avoid or resemble reading situations. The result of the data analysis from affective components of attitude informed that the use of the short story influences students' feelings and emotions, interest, and likes or dislikes reading activity.

## **2. Cognitive Components of Attitude**

This section discussed about the cognitive components of attitude. The researcher analyzed the data of the cognitive component of attitude using three instruments, namely questionnaire, documentation and interview. The components itself deal with the participants' beliefs or opinions involving perceptions and concepts towards an object. First, the researcher analyzed the questionnaire to see that the short stories help the students to get better understanding related to various English reading materials. The result showed that the students believed that short story was one of the resources to gain more English vocabularies. It is proven by seeing at the percentage, that there were around 66.7% of the participants who agreed with this statement. The result was in accordance with Harmer (2007). He said that reading is useful for students in building vocabulary, knowledge, clear spelling, and good writing.

The second instrument was documentation. The result of this instrument supported the result provided by the first instrument. The data of the documentation can be seen in the excerpt#13 and excerpt#14 which supported the statement that short story can be used as one of the resources to get more knowledge such as English vocabularies. It is in line with

Winston Churchill who said that attitude is a little thing that makes a big difference. It can be referred to as a person's view-point, mindset, beliefs, and so on.

In addition, to the students' cognitive attitude, they said that there were some difficulties faced in reading short stories. However, in spite of that, they still had the belief of the benefits of short story in understanding the text. It can be seen based on data in interview in excerpt#51 and excerpt#52. It is in accordance with Erkaya (2005), who notes four benefits of using short stories to teach ESL/EFL, i.e. motivational, literary, cultural and higher-order thinking benefits.

### **3. Behavior Components of Attitude**

In the previous section, the researcher has discussed two components of attitude: the affective components and cognitive components of attitude. Furthermore, in this section the researcher discussed the last component that was behavioral components of attitude. The behavioral component itself explained the tendency of an individual's predisposition to respond, to seek out, and to approach an object. That affected the students' responses toward reading activity. The first result was gained from the questionnaire instrument. The result of the questionnaire showed that the huge number of participants, around 77.3% of them, said that reading the short story in the class made them read a lot at home. Further, the results of this questionnaire can be collected with the results of the answers from two other instruments, such as documentation and interview instruments.

The second result was gained through an interview instrument. It can be seen that in the excerpt#58 from participants R#13 and excerpt#60 from participant r#13 and r#14. The participants agreed that the short story made them do more reading activities than before. The participants answered the researcher's question by saying that short story influenced them to read in English text. This activity made them gradually became familiar with the language, and it helped them when they faced any difficulties while reading the text. This statement was supported by Adedoyin & Shangodoyin (2010), who exclaims that the choice of the text is a very detrimental factor which helps in forming students' attitudes. The researcher thought the use of short- story in English teaching was expected to be aimed at influencing students in reading activity.

The last result was obtained through a documentation instrument. The behavioral components of attitude were found in the documentation instrumentation, which showed that short story had a good impact on students' attitude. This can be proven in the excerpt #31. Other respondents also said that short story it succeeded in developing reading habits; it can be proven by seeing the answer in excerpt #38 and excerpt#42. It was in accordance with Bastug (2014), who expressed that those who read a lot will be more faithful in reading, which means they have a positive reading attitude.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The researcher investigated students' attitudes toward reading the short story—this research aimed at figuring out students' attitudes toward reading literary texts. The participants of this research were the sixth-semester students of the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University. In this research, the researcher found students' attitudes toward reading literary text covering three components of attitude. The components were: the affective components of attitude, the cognitive component of attitude, and the behavioral components of attitude. In addition, the researcher used 3 (three) instruments to find out the answer, those were; questionnaire, documentation, and interview. The data from these three instruments showed that the researcher found that reading short story influenced the students to have a positive attitude while learning English.

In this research, the researcher used three components of attitude, namely Affective, Cognitive, and Behavior components. The data from the affective components of attitude showed that the short story made the students interested and motivated to read a text. It was represented that students felt relaxed when they read the short story. Since the short story became an interesting teaching material for students to learn in class, it is proven by students' very positive answers.

In addition, due to the data discussion on cognitive components in this research, the short story built students' understanding of cultural information, authentic materials, and various types of vocabulary. The short story helped the students' in improving their understanding of a text, making it easier for them to understand text. The researcher found out that short story helped students to understand and be able to interpret the text. On the other hand, students have a reduction in reading short story towards the use of vocabulary in the text. However, short story played important role to make the students to become knowledgeable in terms of gaining vocabulary enrichment.

Furthermore, in behavior components of attitude, the result showed that short stories made them want to read more and made them curious to read other texts. The students said that short stories made them read more than before, means that short stories influenced them in reading texts. It proved that short story affected students' reading habits in response to something. Thereafter, short stories made them curious to read other types of English text materials. Thus, it made the students gradually got used to reading English texts.

## **B. Suggestion**

This research contains two suggestions for the teacher and other researchers who want to conduct research with the same topic. The first suggestion is given to the lecturers or teachers who teach the reading class. Based on the students' answers some said that they still found it challenging to interpret the short story. So that the teachers need to facilitate students in a number of reading activities. Besides, the teachers have to ask the students to do repetition to make them understand the text. The teacher also has to provide an activity that helps students build new vocabulary. It will be necessary for the students to help them understand the text. In addition, the teachers should select the text that can motivate and influence students' interest in reading. Because selecting a better text can motivate the students to read.

The second suggestion is delivered for the other researchers who want to conduct similar research about students' attitudes toward reading the short story. The researcher suggested to investigating in-depth and more specifically about the student's attitude towards a text, which is a short story. Due to time constraints, this research is limited in terms of visualizing the data in a structured manner. Therefore, to future researchers, hopefully they can manage their time so that the data can be conveyed structurally and related to data collection and analysis until the research is completed.



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# **APPENDICES**

## Appendix 1 Research Instruments of Questionnaire

### **QUESTIONNAIRE**

#### **A. Pengantar**

Hi fellow Pakuan University students!

Through this, I would like to invite you in participating in my research survey with the title ‘Students’ Attitude toward Reading Short Story’ as part of my final research work study in the university. I really hope that you would complete the survey with full information related to my subject about students’ attitude..

Best Regards,

Rizky Regina DL, Students of English Language Education Study Program, Faculty of Teacher Training and Educational Sciences - Pakuan University.

#### **B. Petunjuk Pengisian**

One respondent could only fill up survey once in a time.

Legend :

VO : Very Often

O : Often

S : Sometimes

R : Rarely

N : Never

#### **C. Data Correspondents**

Name : .....

NIM : .....

No Handphone : .....

Email : .....

Semester : .....

### **QUESTIONNAIRE**

No.	Indicators	Questions	VO	O	S	R	N
1	Afektif	I feel enjoy and relax when I read short story					
2	Afektif	I feel the use of short story in reading class make the learning process interesting					
3	Afektif	I enjoy short story rather than poetry or any various kinds of literary text					
4	Afektif	I dislike or avoid reading short story because it difficult to grasp the content					
5	Afektif	When I read I usually get tired and sleepy.					

No.	Indicators	Questions	VO	O	S	R	N
1	Cognitive	Short story helps me to understand better various English reading material					
2	Cognitive	I think short story is one of the resources vocabulary acquisition					
3	Cognitive	Reading short story helps me to share my thoughts easier					
4	Cognitive	I have trouble understanding of short story					
5	Cognitive	It is difficult to figure out the main idea in the short story					
6	Cognitive	It is hard to interpret short story					

No.	Indicators	Questions	VO	O	S	R	N
1	Behaviour	Short story engage me in reading					
2	Behaviour	Short story does not motivate me in reading					
3	Behaviour	Short story motivates me to learn English more					
4	Behaviour	When I am at home I read a lot					
5	Behaviour	I am the kind of person who used to reading					
6	Behaviour	Short story has increase my interest in reading even though the class was ended					

**INTERVIEW**

**A. Data Correspondents**

Name : .....

NIM : .....

No Handphone : .....

Email : .....

Semester : .....

**B. Interview**

1. Apakah dengan menggunakan short story di dalam kelas membuat kamu lebih senang dan tertarik untuk membaca?
2. Mengapa short story membuat kamu lebih tertarik dan termotivasi untuk membaca?
3. Bagaimana pendapat kamu tentang penggunaan short story di dalam kelas?
4. Adakah kesulitan yang dialami saat membaca short story?
5. Manfaat apa yang dirasakan atau di dapatkan setelah belajar short story?
6. Perubahan apa yang dirasakan setelah membaca short story?
7. Menurut pendapat kamu apakah membaca short story di dalam kelas membawa dampak yang positif terhadap perilaku membaca siswa?



## Appendix 3 Research Instruments of Documentation

### **DOCUMENTATION (JOURNAL LOG)**

#### **A. Data Correspondents**

Name : .....

NIM : .....

No Handphone : .....

Email : .....

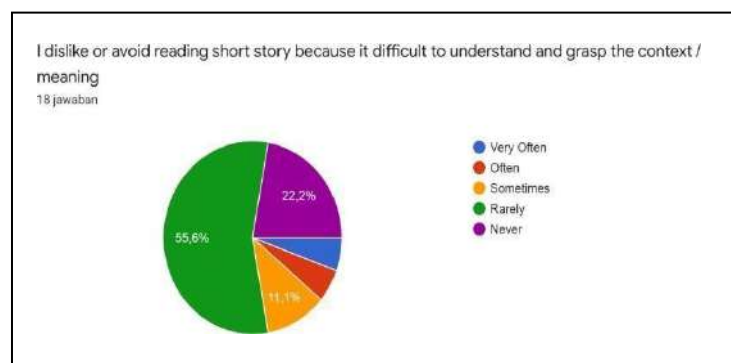
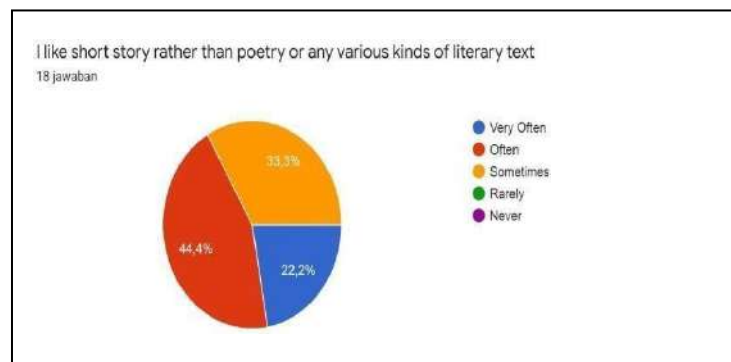
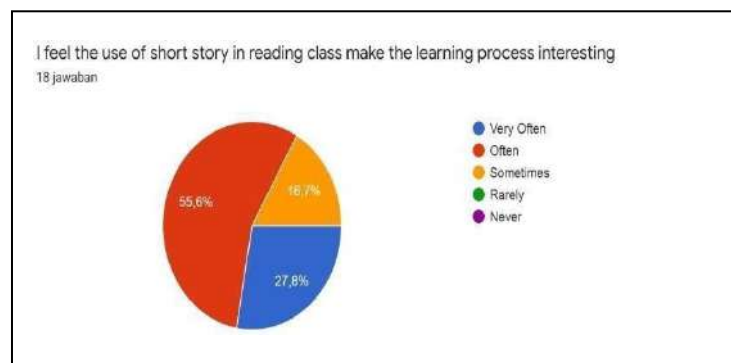
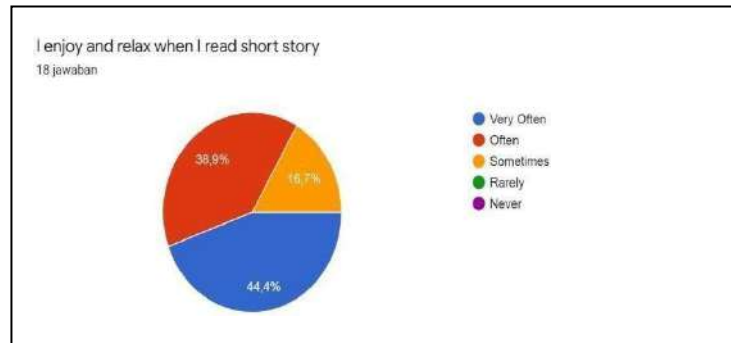
Semester : .....

#### **B. Journal Log**

1. Please describe your feeling(s) after attending Literary Appreciation, related to the use of short story in the class.
2. Share your feedback and what you get after attending the class.
3. Share your thoughts about the use of short story that influence you in reading or habits in reading to learning another English materials.

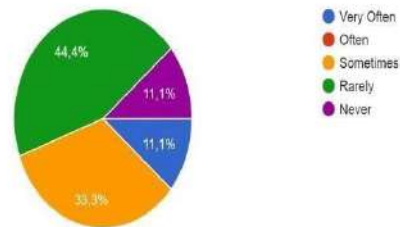
## Appendix 4 Instruments Result

### **RESULT OF QUESTIONNAIRE**



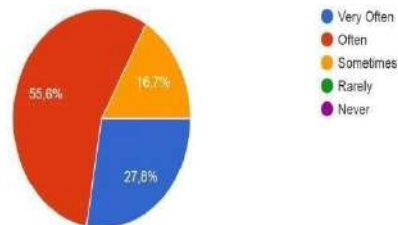
When I am reading short story, I usually get tired and sleepy

18 jawaban



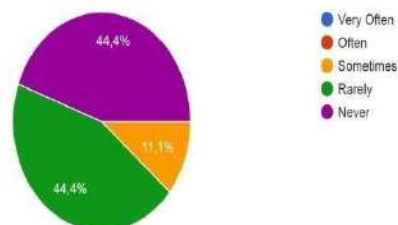
Short story engage me in reading

18 jawaban



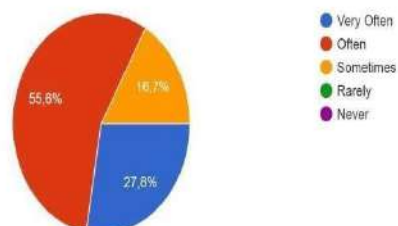
Short story does not motivated me in reading

18 jawaban



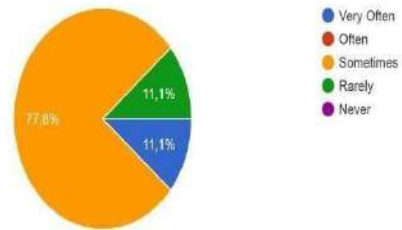
Short story engage me in reading

18 jawaban



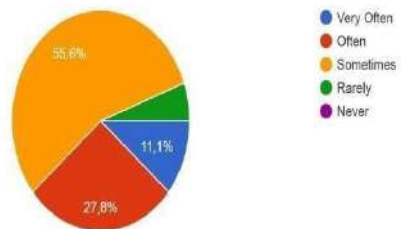
When I am at home, I read a lot.

18 jawaban



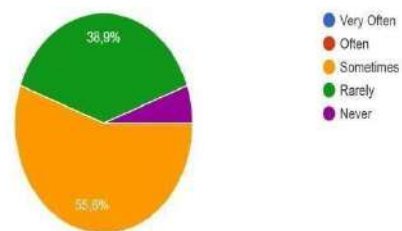
I am the kind of person who used to reading a short story

18 jawaban



It is hard to interpret short story

18 jawaban



### **Result of Questionnaire**

<b>No</b>	<b>Statements</b>	<b>Legend</b>				
		<b>VO</b>	<b>O</b>	<b>S</b>	<b>R</b>	<b>N</b>
1	I feel enjoy and relax when I read short story	8	7	2	-	-
2	I feel the use of short story in reading class make the learning process interesting	5	9	3	-	-
3	I like short story rather than poetry or any various kinds of literary text	4	8	5	-	-
4	I dislike or avoid reading short story because it difficult to understand and grasp the context	-	-	2	9	4
5	When I am reading short story I usually get tired and sleepy	-	-	6	7	2
6	Short story helps me to understand better various English reading materials	2	11	4	-	-
7	I think short story is one of the resources of vocabulary	4	11	2	-	-
8	Reading short story helps me to share my thoughts easier	3	8	6	-	-
9	I have trouble understanding of short story that I read	1	-	9	7	-
10	It is difficult to figure out the main idea in the short story	-	-	11	4	1
11	It is hard to interpret short story	-	-	10	6	1
12	Short story engage me in reading class	5	10	2	-	-
13	Short story does not motivate me in reading	-	-	1	8	8

14	Short story motivates me to learn English more	<b>5</b>	<b>8</b>	<b>3</b>	<b>-</b>	<b>-</b>
15	When I am at home I read a lot	<b>2</b>	<b>-</b>	<b>13</b>	<b>2</b>	<b>-</b>
16	I am the kind of person who used to reading	<b>2</b>	<b>5</b>	<b>9</b>	<b>-</b>	<b>-</b>
17	Short story has increase my interest in reading even though the class was ended	<b>2</b>	<b>7</b>	<b>5</b>	<b>3</b>	<b>-</b>

## **RESULT OF DOCUMENTATION**

### Respondent1

1. I like this class, and using a short story as activities, it increases my willingness to read. Waktu itu, kebanyakan kita diminta untuk menentukan seperti plot, character, setting, point of view, symbolism, theme, style, tone, irony, dan critical strategies yang ada di dalam short story. Terus kadang2 ada cerita yang plot twist gitu, kadang ada juga makna tersiratnya, tapi itu yang bikin seru. Setelah itu, kita mempelajari drama dan diminta untuk act out the drama dari script yang sudah diberikan oleh dosen untuk UAS.
2. After attending the class, I gained a lot of knowledge and insight related to the stories I read. I like to read something which is not too heavy and for pleasure, like reading a short story.
3. I would like it if I was given a short story reading activity. Because, not infrequently many people do not like to read, especially heavy readings such as textbooks, academic books and so on. In my opinion, a short story can be used as a way of influencing reading habits to read to a higher level.

### Respondent2

1. I feel that I think it's very fun because it can develop vocabulary knowledge and I think it's helpful in my daily activity.
2. The feedback I get is that reading books can create new knowledge for me in terms of English and information from short stories.

3. When I read a short story that comes to my mind like I can do good things like in the book I read.

#### Respondent3

1. A lot of fun and makes the learning process more meaningful.
2. Short story really helps me to increase my vocabulary.
3. I explored more about my reading journey; I started reading more books, and improve my reading habit.

#### Respondent4

1. The literary classes usually use old literary works. It's interesting for me to explore old stories both in terms of writing style, idioms, plot, hidden meaning, and the philosophy. It's fun to be able to discuss the results of interpreting a story with the lecturer.
2. I have many discussions of moral messages in the literature that must be read during class.
3. I really enjoy the literary class because I like reading. When reading a story, it's like seeing things from a new perspective. This motivates me to read old literature in my spare time.

#### Respondent5

1. Since I have an interest in Literary things, it was nice to have had such a wonderful experience joining literary class, particularly when learning about short story. So after fill the attendance on the LMS, the students must be watch a short video based which were the representation of the



short story. After that, the students had to read the same story through PDF file.

2. After I attend the class, I felt so happy because I can experience other kind of reading that I have not felt before. I recognize kinds of short story, vocabulary addition, phrase, etc.
3. The challenge, the difficulty, and the pressure were making me more motivated to read any other books especially fiction.

#### Respondent 6

1. I think, I feel happy when I learn about short story in literary appreciation class because I could discover and explore various short story in English. I could put myself into a short story so that I felt carried away into the storyline that I was reading and learning.
2. My thought about the use of short story in the classroom is really effective to be used in English class. Having read a lot of short story makes me get used to always reading.
3. The feedback that I get after attending the class is I can build my knowledge and interest in reading. Besides that, I can get motivation in reading because previously I was too lazy to read. By taking this class, it can add to my insight into several famous literary works so that I can understand the meaning deeper plot of the literary work that I have studied previously.

#### Respondent7

1. This course is interesting. I learned so many vocabulary as well as knowing about the short story in different titles.
2. What I have got after attending the class is I can increase my extensive reading (reading for joy) and increase my motivation to always read in English.
3. My thoughts about the use of short story in the classroom is really effective to be used in English class. Having read a lot of short stories makes me get used to always reading.

#### Respondent8

1. I got the motivation to read a lot.
2. The activity in the class of literary appreciation is not too much, apart from reading the material and understanding it.
3. I thought it was working to develop the habit in reading.

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Formulir tanpa judul

Pertanyaan Jawaban 18 Setelan

story in the class. (You can describe too about the classroom activity)

18 jawaban

My feeling is very happy and cheerfully to join this class

a lot of fun and makes the learning process more meaningful

I think it's quite interesting because I can find out info about short stories.

The literary classes usually use old literary works. It's interesting for me to explore old stories both in terms of writing style, idioms, plot, hidden meaning, and the philosophy. It's fun to be able to discuss the results of interpreting a story with the lecturer.

Excited and enjoyed the class because of a new experience in playing the English drama.

the activity in the class of literary appreciation is not too much, apart from reading the material and

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Formulir tanpa judul

Pertanyaan Jawaban 18 Setelan

Share your feedback and what you get after attending the class. (related to your interest in reading, motivation, belief and etc)

18 jawaban

After attending the class, I gained a lot of knowledge and insight related to the stories i read. I like to read something which is not too heavy and for pleasure, like reading a short story.

The feedback I get is that reading books can create new knowledge for me in terms of English and information from short stories.

After attending the class, honestly my interest in reading still the same. I'm not the type of person who read often but I read story when I want. In other words, it depends on my mood.

I interested on reading because it's the windows to the world

I explored more about my reading journey, I started reading more books

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Formulir tanpa judul

Pertanyaan Jawaban 18 Setelan

Share your feedback and what you get after attending the class. (related to your interest in reading, motivation, belief and etc)

18 jawaban

I have the motivation to be more understanding about the story with high language that for me quite difficult.

I realize that there are many great readings made by writers, although sometimes the language used is quite difficult to understand

After i attend the class, i felt so happy because i can experience others kind of reading that i have not felt before. I recognize kinds of short story, vocabulary addition, phrase, etc.

What i have got after attending the class is i can increase my extensive reading (reading for joy) and increase my motivation to always read in English.

The feedback that i get after attending the class is i can build my knowledge and interest in reading. Besides that, i can get motivation in reading because

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Formulir tanpa judul

Pertanyaan Jawaban 18 Setelan

Share your thoughts about the use of short story in the classroom activity related to your belief, interest, concept, and etc that influence you in reading or habits in reading to learning another English materials.

18 jawaban

I would like it if I was given a short story reading activity. Because, not infrequently many people do not like to read, especially heavy reading such as textbooks, academic books and so on. In my opinion, a short story can be used as a way of influencing reading habits to read to a higher level.

when I read a short story that comes to my mind like I can do good things like in the book I read.

In my opinion, the use of short story in the classroom activities can make the classroom atmosphere became interesting. However, for me, the use of short story in the learning process is not influenced my reading habits much.

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Formulir tanpa judul

Pertanyaan Jawaban 18 Setelan

After attending the class, I gained a lot of knowledge and insight related to the stories I read. I like to read something which is not too heavy and for pleasure, like reading a short story.

Share your thoughts about the use of short story in the classroom activity related to your belief, interest, concept, and etc that influence you in reading or habits in reading to learning another English materials.

I would like it if I was given a short story reading activity. Because, not infrequently many people do not like to read, especially heavy reading such as textbooks, academic books and so on. In my opinion, a short story can be used as a way of influencing reading habits to read to a higher level.

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Formulir tanpa judul

Pertanyaan Jawaban 18 Setelan

Please describe your feeling(s) after attending Literary Appreciation, related to the use of short story in the class. (You can describe too about the classroom activity)

I feel that I think it's very fun because it can develop vocabulary knowledge and I think it's helpful in my daily activity.

Share your feedback and what you get after attending the class. (related to your interest in reading, motivation, belief and etc)

The feedback I get is that reading books can create new knowledge for me in terms of English and information from short stories.

Share your thoughts about the use of short story in the classroom activity related to your belief, interest, concept, and etc that influence you in

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Formulir tanpa judul

Pertanyaan    Jawaban    18    Setelan

attending the class. (related to your interest in reading, motivation, belief and etc)

The feedback I get is that reading books can create new knowledge for me in terms of English and information from short stories.

Share your thoughts about the use of short story in the classroom activity related to your belief, interest, concept, and etc that influence you in reading or habits in reading to learning another English materials.

when I read a short story that comes to my mind like I can do good things like in the book I read.

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Formulir tanpa judul

Pertanyaan    Jawaban    18    Setelan

Please describe your feeling(s) after attending Literary Appreciation, related to the use of short story in the class. (You can describe too about the classroom activity)

Since I have an interested in Literary things, It was nice to had such a wonderful experience joining literary class, particularly when learning about short story. So after fill the attendance on the LMS, the students must be watch a short video based which were the representation of the short story. After that, the students had to read the same story through PDF file. After doing that, the students

Share your feedback and what you get after attending the class. (related to your interest in reading, motivation, belief and etc)

After I attend the class, I felt so happy because I can experience others kind of reading that I have not felt before. I recognize kinds of short story, vocabulary addition, phrase, etc.



## Appendix 5 Interview Data Transcription

### **Interview Data Transcription**

Respondent#1

**Pewawancara[I]** :Selamat pagi, Saya Rizky Regina mahasiswa akhir Program Study Bahasa Inggris, Universitas Pakuan yang sedang melakukan penelitian dengan judul ‘Students’ Attitude towards Reading Short Story’. Sebelumnya, apakah benar saudara yang bernama[.....]? Saya ingin mengabari bahwa hasil dari analisis kuisioner dan journal log saudara [nama], anda terpilih untuk menjadi salah satu respondent yang akan di interview. Apakah saudara/I [nama] bersedia membantu saya?

**Jawaban[R#1]** :Selamat pagi Ka, betul ini saya. Iya Ka saya siap untuk membantu lagi.

**Pewawancara [I]** :Terima kasih banyak atas kesediaan saudari membantu saya ya. Jawaban boleh menggunakan English atau Indonesia ya, yang membuat kamu nyaman saja. Nanti kalau sudah siap dan diwaktu senggang boleh mengabari aku pukul berapa ya.

**Jawaban[R#1]** :Ka aku udah siap.

**Pewawancara [I]**:Baik [nama] kita mulai ya. Saya ingin bertanyaapakahdengan menggunakan short story di dalam kelas membuat kamu lebih senang dantertarikuntukmembaca?

**Jawaban [R#1]** : Tentu saja Ka, short story membuatsaya lebih

senang untuk belajar, karena menurut saya short story tidak berat untuk dibaca.

**Pewawancara**

**[I]:** Bagaimana pendapat kamu tentang penggunaan short story di dalam kelas?

**Jawaban**

**[R#1]:** Iya Kabetul, short story

membuat pembelajaran lebih menarik dan sangat bermanfaat, karena setiap habis dikasih teks tentang short story pasti kita disuruh memberikan pendapat kita atau point of view kita tentang text tersebut itu gimana. Jadi kan untuk mengetahui lebih lanjut pasti tahu lebih lanjut kita pasti baca lagi, baca lagi. Terus kalau ada cerita yang seru kayak the story of an hour by Kate Chopin itu, itu yang paling saya inget sih. Kayak, ih..seru gitu walaupun awalnya emang gatah ya maksudnya apa, tapi setelah bacalagijadi ngerti alurnya. Terus jadi pengen baca-baca lagi short story yang lain juga. Kayak English Literature yang lain gitu, karena kayak seru gitu literature tuh hehehe.

**Pewawancara [I] :** Oh gitu ya, menanggapi dari jawaban kamu

di atas kan berarti karena pengulangan ya berarti kan, kamu bisa

paham ceritanya tentang

apa. Nah, boleh gak share tentang manfaat apa sih yang kamu dapat dari p

embelajaran short story di dalam kelas Literary Appreciation ini?

**Jawaban [R#1] :** Kalau manfaatnya banyak ya Ka, eukh misalnya



saya kan jadi tahu cerita-cerita baru tentang literature Inggris gitu terus vocabulary juga nambah, terutama dibidang sastra ya atau literature. Terus, hmmm bahasa juga, eukh saya jadi tahu gitu kalau bahasa di literary appreciation itu kayak gimana, karena kan bahasanya beda ya sama bahasa pendidikan.

**Pewawancara [I]:** Oh iya, jadi banyak manfaatnya yang bisa didapatkan

darimembaca short story ini. Apakah ada perubahan yang dirasakan saudara setelah mempelajari short story? Misalnya lebih termotivasi lagi dalam belajar bahasa Inggris, increasing self confidence ll? karena kita anak bahasa Inggris ya.

**Jawaban [R#1]:** Iya ka bener banget, ehmm kayak disaat matkul yang lain hmmm menakutkan tapi pas matkul ini uh semangat, kayak have fun aja gitu, karena kayak tidak ada beban gitu, pokoknya seru deh. Iya Ka increase self-confidence dalam ranah mengerjakan matkulnya. Bukan mengerjakan dan menjalankan.

**Pewawancara [I]:** Tapi sebelumnya, kamu memang pribadi yang senang membaca atau tidak? Apa karena belajar short story kamu akhirnya jadi semakin senang membaca?

**Jawaban [R#1]:** Jujur aku kurang suka baca ya apalagi academic books itu yang bukunya tebal-tebal, panjang-panjang. Aku lebih suka

baca cerita pendek gitu, ya kayak short story. Kan kalau short story itu pendek terus juga kadang ceritanya seru-seru bikin penasaran jadi menurut saya baca itu tuh, hmmm bukan bacaan yang berat, jadi saya have fun have fun aja bacanya gitu.

#### **Pewawancara**

[I]: Noted. Jadi membawa dampak positive ya terhadap attitude kamu juga dalam membaca penggunaan short story itu sendiri. Ada gak kesulitan yang kamu hadapi saat harus membaca short story itu?

**Jawaban [R#1]:** Iya ka ada kesulitannya misalnya, bahasa kannya berbedadengan bahasa pendidikan dan bahasa sastra. Menurut saya bahasa sastra itu agak sulit ya ka, hmmm terus misalnya vocabulary-nya yang belum saya ketahui gitu. Jadi itu sih yang membuat sulitnya, tapi keunggulannya saya dapat vocabulary baru gitu, dapat ilmu baru juga.

#### **Pewawancara**

[I]: Sejauh ini apakah bisa simpulkan membaca short story membawa dampak positive dalam belajar kamu ya. Lalu saya mau bertanya nih, saat mengisi kuisioner ada statement ‘when I am reading short story. I usually get tired and sleepy’ kamu menjawab sometimes di kuisioner. Bisa sharing pengalaman, kenapa kamu merasa seperti ini ? Alasannya apa dan kenapa?

#### **Jawaban**

**[R#1]:** Iyakejauhinishortstorymembawadampakyangpositive, hmmm bagi saya karena, hmmm saya memiliki kemauan untuk membaca. Nah misalnya kan kayak tadi, ada hmmm kalimat yang saya tidak mengerti atau kurang paham eukh alur ceritanya, jadi kan saya terus mengulang-ulang untuk memahaminya gitu hehe. Nah kadang disitulah saya merasa mengantuk hehe.

**Pewawancara [I]:** Oh gitu jadi karena diulang-ulang sampe gemes sendiri ya [nama]. Jadi mending istirahat dulunya.

**Jawaban [R#1] :** Iya sebenarnya seruya bikin penasaran, tapi karena belum ngerti jadi harus diulang-ulang gitu, terus bikin ngantuk heheh.

**Pewawancara [I]:** Terakhir nih [nama] aku ingin bertanya, menurut kamu apakah membaca short story di dalam kelas membawa dampak positive terhadap perilaku membaca siswa? Boleh berikan pendapatmu ya.

**Jawaban [R#1] :** Iya kan tentu saja dengan membaca short story di dalam kelas membawa dampak yang positive, hmmm misalnya saya memiliki kemauan mau membaca, vocabulary saya bertambah, dan bahasanya jadi bervariasi gitu. Terus hmmm menambah wawasan saya tentang literature, mengasah kemampuan saya dalam mencari point of view atau kesimpulan dari cerita itu sendiri.

**Pewawancara**

[I]:Terimakasihbanyaya[nama],ataswaktudankesediannyakamuuntuk menjadisalahsaturespondentyangdiwawancara.Jawabankamumemba ntusayauntukmenulisskripsilebihlanjut.Selamatberistirahat.

**Jawaban [R#1] :** Samasama kaa, semoga jawaban aku bisa bermanfaat danbisa membantu kaka dalam proses pengerjaan skripsi yaa, aminnn [emoticon]semangat teruskaa[emoticon].SelamatistirahatjugaKaa.

**Respondent#2**

**Pewawancara [I] :**Selamat pagi, Saya Rizky Regina mahasiswa akhir Program Study Bahasa Inggris, Universitas Pakuan yang sedang melakukan penelitian dengan judul Students' Attitude towards Reading Short Story. Sebelumnya, apakah benar saudara/I yang bernama [...]? Saya ingin mengabari bahwa hasil dari analisis kuisisioner dan journal log saudara [nama], anda terpilih untuk menjadi salah satu respondent yang akan di interview. Apakah saudara/I [nama] bersedia membantu Saya?

**Jawaban [R#2] :**Boleh kak silahkan..

**Pewawancara [I] :**Terimakasih banyak atas kesediaan saudara mau membantu saya ya.

**Jawaban [R#2] :**Interviewnya via apa yaa kak?

**Pewawancara [I]** :[Nama] mau nya gimana enaknya? Via voice note aja atau chatan gitu kita tek tok?

**Jawaban [R#2]** :Vn aja kayaknyaa

**Pewawancara [I]** :Oke gpp [nama]. Sebelumnya kamu ada waktu luangnya kapan?Malam ini atau besok bebas pagi – malam sih aku.

**Jawaban [R#2]** :Kalau aku free nya mungkin besok siang/malam kak.

**Pewawancara [I]** :Oh boleh-boleh [nama], nanti besok aku chat kamu pas istirahat siang ya kalau kamu tidak memungkinkan malam aja ya kalau gitu.

**Jawaban [R#2]** :Malam saja gimana ka? [emoticon].

**Pewawancara [I]** :Baik [nama] gpp boleh kok, malam diatas jam 7 atau kapan? Aku juga bisa ngerjain kerja dulu kalau gitu hehehe. Makasih ya [nama] sudah bersedia mau membantu.

**Jawaban [R#2]** : Diatas jam 7 sepertinya kak. Sama-sama kaak.

**Pewawancara [I]** :Selamat malam [nama] apakah sekarang sudah free time untuk bisa diwawancara? Jika belum memungkinkan besok hari, lemme know juga ya [nama] pukul berapanya [smile] terimakasih.

**Jawaban [R#2]** :Boleh sekarang kak aku udh free.

**Pewawancara [I]** :Baik [nama] pertama saya ingin bertanya tentang pendapat kamu, dengan penggunaan short story di dalam kelas, untuk hal ini kelas literary appreciation membuat kamu lebih senang dan tertarik untuk membaca?

**Jawaban [R#2]** :[transcribt] Ya kalau saya pribadi memang lebih senang dan lebih tertarik untuk membaca jenis cerita seperti short story. Karena yang pertama short story ini menghibur, lalu membahas tentang euhh peristiwa yang ada di kehidupan nyata.Lalu, euh ceritanya tidak sepadat dan tidak se-*complicated*, kita ambil contoh novel that is why saya lebih senang untuk membaca mengenai euhh mengenai short story, begitu. Jadi euhh apalagi ketika belajar dengan [nama dosen] saat itu materi short story itu sa... saya jadi lebih termotivasi untuk mengikuti pembelajaran di kelas.

**Pewawancara [I]** :Baik [nama], menanggapi jawaban kamu nih untuk pertanyaan pertama. Aku bisa simpulkan short story mempengaruhi kamu ya dalam minat membaca. Lalu, untuk beralih ke pertanyaan kedua tentang pendapat kamu mengenai penggunaan short story di dalam kelas itu bagaimana ya [nama]?

**Jawaban [R#2]** :Ok kak baik, jadi kelas short story yang berlangsung pada ini ataupun semester lalu ini memang euhh jika flashback ya itu memang cukup membuat ataupun memberi dampak positif apalagi saat itu ketika pandemi euhh pembelajaran itu melalui LMS dan juga zoom meeting nah ketika euhh ada pertemuan via zoom meeting

gitu membahas tentang short story beberapa mahasiswa memang terlihat cukup aktif dan terlihat ingin ikut euhh andil gitu dalam entah itu berdiskusi ataupun euhh ikut andil dalam Tanya jawab dan lain sebagainya. Euhh yang kedua memang dari pembawaan dosennya sendiri juga euhh memancing kita untuk ikut aktif gitu, jadi tidak hanya satu arah gitu dialog ataupun diskusi di zoom meeting tapi juga dua arah. Intinya short story ini memang memberikan dampak yang baik gitu, membuat kelas jadi lebih menyenangkan.

**Pewawancara [I]** :Berarti menarik attention siswa juga ya, saat dikelas menggunakan short story itu. Kenapa sih short story bisa membuat mahasiswa (termasuk kamu di dalamnya) aktif di dalam kelas dan membuat mahasiswa lebih tertarik membaca short story?

**Jawaban [R#2]** :Kalau menurut pendapat [nama], karena short story ini memuat cerita fiktif atau non-fiktif yang menghibur. Jadi, kegiatan identifikasi dan analisis cerita jadi lebih menyenangkan karena yang dianalisis itu bukan teks akademik.

**Pewawancara [I]** :Lalu dosennya juga enak ya, melibatkan mahasiswa juga dalam pembelajaran dikelas. Kalau untuk [nama] sendiri manfaat apa sih yang dirasakan saat penggunaan short story di dalam kelas? baik itu menyangkut interest, motivasi, kebiasaan membaca, dsb.

**Jawaban [R#2]** :Tentu manfaat yang [nama] rasakan itu seperti yang sudah ka Regina sampaikan... tidak hanya menarik interest

[nama] untuk mempunyai reading habit tapi juga motivasi untuk mengeksplor bacaan lainnya.

**Pewawancara [I]** :Lalu nih, ada ga sih kendala atau hambatan yang kamu alami dan rasakan saat membaca short story itu sendiri?

**Jawaban [R#2]** :Kendala yang dialami selama belajar short story mungkin dari vocabulary nya sih kak..

**Pewawancara [I]** :Selain vocabulary nya ga ada lagi ya berarti?

**Jawaban [R#2]** :Beberapa cerita ada yang cukup butuh waktu lama untuk dicerna.

**Pewawancara [I]** :Tapi, apakah sebelumnya kamu memang pribadi yang sudah terbiasa membaca buku sebelumnya atau karena short story ini influence interest kamu dalam membaca?

**Jawaban [R#2]** :Aku tim middle sih kak dalam hal hobby membaca [emoticon] depends on jenis bacaan dan mood. Nah karena jenis bacaannya short story, di *influence* sama dosen asyik seperti [nama dosen], jadi secara tidak langsung *interest* untuk punya hobby membaca itu meningkat..tapi kak, sayangnya ngga *long term* :”).

**Pewawancara [I]** : Heheh iya ya, kalau bacaan nya seru mau banyak juga di baca aja ya Shof hehehe enggak long term karena ada project drama mungkin ya dan matkul nya juga lebih di klasifikan lagi kalau yang aku denger. Dulu sama[nama dosen] short story' atau poems suka di selipin di pembelajaran bahas viking cerita nya heheh



**Jawaban [R#2]** :Nah iya ka bener banget..Oalah begitu?Wah seru sih pasti.Dan secara ngga langsung reminding kita untuk terus menjaga reading habit.

**Pewawancara [I]** : Terakhir nih [nama] aku ingin bertanya, menurut pengalaman dan pendapat kamu sendiri, apakah membaca short story di dalam kelas membawa dampak yang positive terhadap perilaku membaca mahasiswa ?Mengapa ?

**Jawaban [R#2]** :Tentunya materi dan kegiatan short story di pembelajara kelas itu membawa dampak yang positive..mahasiswa jadi lebih aktif dan tertarik untuk mengikuti pembelajaran di kelas. Tapi menurutku, sayangnya dampaknya tidak bertahan lama dan merambat pada kegiatan pembelajaran di mata kuliah lainnya..tingkat literasi mahasiswa di kelas ku khususnya, belum bisa dikatakan ada perubahan signifikan dan belum maksimal.

**Pewawancara [I]** : Apabila di ulang dan di brainstorming sebelum belajar ada literasi dulu mungkin akan bisa membuat dampak positif nya long-term ya Shof ..Noted untuk jawaban kamu yaa..

**Jawaban [R#2]** :Betul banget kaak

**Pewawancara**

**[I]:**Terimakasihbanyaya[nama],ataswaktudankesediannyakamuuntukmenjadisalahsaturespondentyangdiwawancara.Jawabankamumembantusayauntukmenulisskripsilebihlanjut.Selamatberistirahat.

**Jawaban [R#2]** :Siap kak, terima kasih kembali [emoticon  
aamiin...Semoga kakak senantiasa dipermudah selalu dalam menyelesaikan  
skripsi [emoticon] aamiin aamiin

Respondent#3

**Pewawancara[I]**

:Selamat pagi, Saya Rizky Reginama mahasiswa akhir Program Study Bahasa Inggris, Universitas Paku yang sedang melakukan penelitian dengan judul 'Students Attitude towards Reading Short Story'. Sebelumnya, apakah berkenasaudara yang bernama [.....]? Saya ingin mengabarkan bahwa saya adalah mahasiswa jurusan Pendidikan Bahasa Inggris, dan saya ingin menjadi salah satu responden yang akan di interview. Apakah saudara/I [...] bersedia membantu saya?

**Jawaban[R#3]**

:Selamat pagi Ka, betulinisaya. Iya Kasaya siap untuk membantu lagi.

**Pewawancara [I]:**Terima kasih banyak atas kesediaan saudara membantu saya. Jawaban boleh menggunakan English atau Indonesia ya, yang membuat kamunya mudah. Nanti kalau sudah siap dan waktunya sudah boleh mengabari aku kapan saja.

**Jawaban[R#3]** :Ka akuudahsiap.

**Pewawancara [I]:**Baik [nama] kita mulai ya. Saya ingin bertanya apakahdengan menggunakan short story di dalam kelas membuat kamu lebih senang dantertarikuntukmembaca?

**Jawaban[R#3]** :Ya betul sekali. Karena dengan menggunakan short story, itu dapat membuat saya ingin membaca karena saya adalah tipikal orang yang kurang senang dengan membaca sehingga kegiatan membaca adalah salah satu kegiatan yang membosankan karena terlalu banyak teksnya.Akan tetapi, dengan adanya short story ini membantu saya tertarik dalam meningkatkan kegiatan membaca saya.

**Pewawancara [I]:**Wah jadi meningkatkan minat baca yaa.. Jadi wlpun di luar kelas tidak belajar short story' kamu suka baca any kinds of English textbooks lainnya juga ga ? Long term interested / minat baca kamu dampaknya ?

**Jawaban[R#3]** :Iya ka tapi jarang bacanya. Dampaknya pasti sangat bermanfaat buat saya yang mana nanti saya adalah calon guru dimasa depan yang harus memberikan pengenalan bahasa inggris contohnya melalui pembelajaran mengenai English texbook kepada siswa saya nanti.

**Pewawancara [I]:**Lalu menurut kamu bagaimana tentang penggunaan short story di dalam kelas?

**Jawaban[R#3]** : Menurut saya, penggunaan short story didalam kelas LA sangat bermanfaat untuk mahasiswa khususnya saya dalam menambah kosa kata yang baru dan lebih mengenal cerita-cerita yang ada diluar negeri.

**Pewawancara [I]:**Jadi manfaat apa saja yang kamu rasakan kalau begitu [nama], setelah belajar short story?

**Jawaban[R#3]** : Manfaat yang saya rasakan adalah saya dapat mengidentifikasi cerita dalam short story yang sangat menarik, seperti mengidentifikasi latar, tokoh, sifat, dll

**Pewawancara [I]:**Jadi lebih kepada skill ya kalau begitu. Jadi ada perubahan yang kamu rasakan yang [nama]?

**Jawaban[R#3]** : Perubahan yang saya rasakan adalah saya dapat memahami sedikit demi sedikit makna dari cerita yang ada diluar negeri yang kadang dalam short story itu terdapat makna yang terselubung.

**Pewawancara [I]:**Wah berarti ada kesulitan yang kamu alami kah saat harus membaca short story dan memahaminya?

**Jawaban[R#3]** : Ya, kadang saya merasakan kesulitan saat membaca short story, karena terdapat kosa kata dalam cerita yang membuat saya bingung dan salah mengartikan dalam sebuah cerita.

**Pewawancara [I]:**Tapi apakah sebelumnya kamu memang pribadi yang suka membaca?

**Jawaban[R#3]** : Tidak, saya tidak terbiasa membaca buku. Akan tetapi, short story ini sangat membantu saya untuk meningkatkan kegiatan membaca saya.

**Pewawancara [I]:**Jadi bias dibilang short story membawa dampak yang positif ya terhadap perilaku membaca siswa di kelas?

**Jawaban[R#3]** : Betul sekali. Short story sangat berpengaruh minat baca saya dalam bahasa inggris karena itu dengan itu saya sedikit demi sedikit familiar dengan bahasa2 yang ada didalam cerita sehingga itu membantu dalam kesulitan saya ketika membaca.

**Pewawancara [I]:**Terakhir nih [nama] aku ingin bertanya, menurut pengalaman dan pendapat kamu sendiri, apakah membaca short story di dalam kelas membawa dampak yang positive terhadap perilaku membaca mahasiswa ? Mengapa ?

**Jawaban[R#3]** : Menurut saya short story sangat membawa dampak positive terhadap kegiatan membaca siswa sehingga siswa khususnya saya sendiri menjadi sedikit terbiasa membaca teks seperti itu dan juga nambah pengetahuan serta vocabulary yang kita belum kita ketahui sebelumnya.

**Pewawancara**

**[I]:**Terimakasihbanyaya[nama],ataswaktudankesediannyakamuuntukmenjadisalahsaturespondentyangdiwawancara.Jawabankamumembantusayauntukmenulisskripsilebihlanjut.Selamatberistirahat.

**Jawaban[R#3]** :Oke Kaaa. Amin makasih banya jug aka [emoticon].

## Appendix 6 Surat Keputusan Bimbingan (SK)

 <div style="text-align: center;"> <p><b>YAYASAN PAKUAN SILIWANGI</b>  <b>UNIVERSITAS PAKUAN</b>  <b>FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN</b>  <i>Bermutu, Mandiri dan Berkepribadian</i>  Jalan Pakuan Ketak Pos 452, E-mail: fkip@umpak.ac.id, Telp. (0251) 8375608 Bogor</p> </div>									
<p><b>SURAT KEPUTUSAN</b>  <b>DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN</b>  Nomor : 2458/SK/D/IKIP/2022</p>									
<p><b>TENTANG</b>  <b>PENGANGKATAN PEMBIMBING SKRIPSI</b>  <b>FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.</b>  <b>DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN</b></p>									
Menimbang :	<ol style="list-style-type: none"> <li>1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.</li> <li>2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.</li> <li>3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.</li> <li>4. Ujian Sarjana harus terselenggara dengan baik.</li> </ol>								
Mengingat :	<ol style="list-style-type: none"> <li>1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.</li> <li>2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.</li> <li>3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.</li> <li>4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.</li> <li>5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.</li> </ol>								
Memperhatikan :	Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.								
<p><b>MEMUTUSKAN</b></p>									
Menetapkan Pertama :	<p>Mengangkat Saudara</p> <table border="0"> <tr> <td>Istiqlalah Nurul Hidayati, M.Pd</td><td>: Pembimbing Utama</td></tr> <tr> <td>Asih Wahyuni, M.Pd</td><td>: Pembimbing Pendamping</td></tr> </table>	Istiqlalah Nurul Hidayati, M.Pd	: Pembimbing Utama	Asih Wahyuni, M.Pd	: Pembimbing Pendamping				
Istiqlalah Nurul Hidayati, M.Pd	: Pembimbing Utama								
Asih Wahyuni, M.Pd	: Pembimbing Pendamping								
Kedua :	<table border="0"> <tr> <td>Nama</td><td>: RIZKY REGINA DL</td></tr> <tr> <td>NPM</td><td>: 031116029</td></tr> <tr> <td>Program Studi</td><td>: PENDIDIKAN BAHASA INGGRIS</td></tr> <tr> <td>Judul Skripsi</td><td>: STUDENTS' ATTITUDE TOWARDS READING SHORT STORY</td></tr> </table>	Nama	: RIZKY REGINA DL	NPM	: 031116029	Program Studi	: PENDIDIKAN BAHASA INGGRIS	Judul Skripsi	: STUDENTS' ATTITUDE TOWARDS READING SHORT STORY
Nama	: RIZKY REGINA DL								
NPM	: 031116029								
Program Studi	: PENDIDIKAN BAHASA INGGRIS								
Judul Skripsi	: STUDENTS' ATTITUDE TOWARDS READING SHORT STORY								
Ketiga :	Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.								
	Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperkenanya.								
<p>Ditandatangani di Bogor  Pada tanggal 27 Oktober 2022  Dekan    Dr. E. Suharti, M. Si  Nid. 1. 6694.021.205</p>									
<p>Tembusan :</p> <ol style="list-style-type: none"> <li>1. Rektor Universitas Pakuan</li> <li>2. Wakil Rektor I, II, dan III Universitas Pakuan</li> </ol>									

## Appendix 7 Surat Ijin Penelitian



YAYASAN PAKUAN SILIWANGI  
UNIVERSITAS PAKUAN  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
*Bermutu, Mandiri dan Berkepribadian*  
Jalan Pakuan Ketak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 4413/WADEK I/FKIP/II/2022

24 Februari 2022

Perihal : Izin Penelitian

Yth. Dekan Fakultas Keguruan dan Ilmu Pendidikan  
di  
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama	: RIZKY REGINA DL
NPM	: 031116029
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Semester	: Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 3 Maret s.d. 15 April 2022 mengenai: STUDENTS' ATTITUDE TOWARDS SHORT STORY

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan  
Wakil Dekan  
Bidang Akademik dan kemahasiswaan  
  
Sandi Budjana, M.Pd.  
NIK. 11006025469

## Appendix 8 Berita Acara Bimbingan

Tanggal	Bab	Catatan Bimbingan	Paraf
14-05-2020	I	Membahas topik dan sumber acuan pada penulisan draft proposal	mp f
10-09-2020	I	Revisi bab I : reconstruct R& dan Aim of the research. - memperbaiki research focus. - memperbaiki operational definition.	mp f mp f
25-09-2020	I II	- Memperjelas Research Fokus - memperbaiki sub reading	mp f
01-10-2020		- Bab I Approved tetapi harap memberi awalan kalimat pada sub Point research significance. - Memahami kembali ss' Attitude dan ss' responses.	
07-10-2020	II	Memperbaiki bab 2 point reading comprehension dan kaitan dgn Attitude	mp f
17-10-2020	II	- menghapus salah satu point di sub reading comprehension - memperbaiki isi content bab 2 - membuat related research menjadi Paragraph.	mp f
05-11-2020		mengirimkan draft bab II untuk melihat penyusunan yang diperlukan di bab II.	
13-11-2020	III	Catatan terhadap bab II mengenai isi konten.	mp f
17-11-2020	III	Bimbingan secara online membahas perbaikan catatan dari pertemuan bimbingan sebelumnya.	mp f
02-12-2020	III	Approved chapter / bab III	mp f
24-03-2021	III	Mendiskusikan chapter III kembali dan membahas draft instrument.	mp f



Tanggal	Bab	Catatan Bimbingan	Paraf
31/Mar/21		membahas table yang dibuat pada Pertemuan sebelumnya untuk melihat point yang akan diteliti. Lalu, pertasam lagi instrument.	mp
23/Apr/21		Memperbaiki kembali masukan-masukan dari spv I dan spv II, kemudian Perbaiki instrument.	mp
11/Juni/21		TTD lembar pengesahan untuk dapat mengikuti seminar proposal	mp
16/sept/21		Sila baca kembali tentang Jurnal log vs learning reflection. & lns.	mp
24/sept/21		membahas dan mendiskusikan kembali Point pada pertemuan sebelumnya.	mp
16/Des/21		mendiskusikan temuan yang didapat	mp
31-05-22		melakukan pertemuan bimbingan secara offline, membahas mengenai bagaimana menyusun bab IV	mp
19-sept-22	IV	membahas draft bab IV secara daring dengan spv 2.	mp
19-sept-22	IV	memperbaiki tata letak penulisan sesuai dengan APA dan membahas bab IV dengan spv 1.	mp
26-09-22		membahas catatan dari pertemuan bimbingan sebelumnya. Perbaiki Grammar Membuat kalimat menjadi simple sentence (untuk beberapa kalimat.) memperhatikan meaning makng.	mp
21-06-22		Diskusi Pertama dengan spv I karena penggantian.	mp

Tanggal	Bab	Catatan Bimbingan	Paraf
28-09-22	IV	memperbaiki data description membahas sekilas data analisis. Perhatikan grammar use.	mp
03-10-22		Membahas catatan pertemuan bimbingan sebelumnya dan mengirimkan draft bab V :	mp
03-10-22	IV-V	Perbaikan data analysis dan grammar mengirimkan draft chapter V	mp
05-10-22	IV	Mendiskusikan kembali reconstruct kalimat di data analysis. Perbaikan di sub bagian data analisis dan memasukkan excerpt	mp
06-10-22	V	memperbaiki isi/content dari bab V memberikan inti kesimpulan dari hasil penelitian.	mp
10-10-22	V	Mendiskusikan chapter IV dan membahas catatan di pertemuan sebelumnya.	mp
13-10-22		memkuat abstract dan Acknow. serta App sheets yang baru. membahas isi Appendix.	mp
20-10-22	V	memperbaiki grammar	mp
25-10-22	V	Chapter V is approved : Perhatikan grammar use pada Abstract dan Ack. Abstract berisi : Aim, RA, Method, hasil dan Pembahasan, Simpulan dan rekomendasi	mp
25-10-22		Membahas abstract dan Acknowledgment	mp
26-10-22		Merapikan Acknowledgment, kurangi tanda kutip, dan Grammar.	mp
27-10-22		TTD Approval sheets.	mp
31-10-22		TTD Approval sheets dan renew bibliography	mp

Tanggal	Bab	Catatan Bimbingan	Praf
20-Sep-20	I	Revisi bab I : Operational def. Background dan Theory. <del>di</del> mengirimkan draft proposal bab II (online)	an shy
05-Nov-20	I - II	membahas revisi bab I dari pertemuan sebelumnya. Isi dari bab II dan Tahun Teori (online)	shy
24-Mar-21	II	Revisi bab II : sub-sub bagian (online) dan mengirimkan draft bab II	shy
28-Apr-21		Revisi bab II dan bab II	
3-Mei-21		zoom meeting masih membahas perbaikan sub sebelumnya.	shy
11-Juni-21		TTD Approval sheets untuk sempro	
21-06-22		Diskusi pertama dengan spv I sebagai pengganti dospem (spv I) sebelumnya.	shy
19-Sept-22		Memperbaiki tata letak penulisan skripsi sesuai APA	shy
31-10-22		Membahas bab II TTD Approval sheets dan mereview bibliography.	