

## IMPROVING STUDENTS' MOTIVATION THROUGH SHORT STORY IN LEARNING ENGLISH

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### Abstrak

Siswa terlihat tidak aktif, tidak ada binar mata antusias, kurang bergairah, stress dan memberi respon negatif lainnya merupakan faktor penghambat pembelajaran Bahasa Inggris yang terjadi di kelas X<sub>2</sub> MAN 1 Bombana tahun pelajaran 2014/2015. Melalui Penelitian Tindakan Kelas (PTK) masalah ini dicoba untuk diatasi dengan menggunakan short story. PTK dilakukan dalam 2 siklus, dengan tujuan penelitian: mendeskripsikan aktivitas siswa, dan mengetahui respon siswa terhadap proses belajar Bahasa Inggris. Subjek penelitian adalah Siswa Kelas X<sub>2</sub> MAN 1 Bombana tahun pelajaran 2014/2015 dengan jumlah siswa 23 orang. Data diperoleh melalui observasi, penyebaran angket, dan dokumentasi. Kemudian dianalisis secara deskriptif kualitatif. Hasil angket motivasi siklus I; 46% dengan kualifikasi rendah. Disiklus II, persentase ini meningkat menjadi 84% dengan kualifikasi tinggi. Hasil penelitian menunjukkan bahwa aktivitas siswa meningkat, respon siswa positif dan indikasi kuat motivasinya meningkat.

**Kata Kunci:** cerita pendek; motivasi siswa.

### Abstract

*Students did not have pleasure, enthusiast, interest, and give other negative responses in learning English. Those negative responses appeared in X<sub>2</sub> MAN 1 Bombana. It of course blocked the learning process. The problem was solved by using short story under classroom action research using 2 cycles. The treatment is aimed to describe students' activities and get students' responses during learning process. All 23 Subjects, as students of class X<sub>2</sub> MAN 1 Bombana who enrolled in 2014/2015 were given questionnaire. Beside questionnaire, observation and documentation are also used to get data. The data is analyzed using descriptive qualitative research. The findings in the first cycle showed that students' motivation is 46% which is indicated low. The percentage of next cycle rises up to 84%*

*which is indicated high. The study showed that after integrating short story, the students' activities improved and their response was positive. Those are indicators that the students' motivation has already improved.*

**Keywords:** short story; students' motivation.

## A. INTRODUCTION

Students need to enjoy the learning process to achieve proposed objective in learning. If students have the joy in Learning English, they will receive the input totally. Enthusiast, happy, enjoy, and other positive attitude will promote students in getting the knowledge in learning English. It will also motivate the teacher to teach them more. That condition not only affects the students and the teacher, but also supports the increasing of students' competency as positive indication to build their country, Indonesia.

Based on observation and students' questionnaire, the teacher found that X<sub>2</sub> MAN 1 Bombana who enrolled in 2014/2015 has problem during learning English. The problem was negative responses; passive, unenthusiastic, stress, and did not notice to the learning process of English. The questionnaire showed that students' motivation is 29% which is categorized low. It is clearly indicated that the students did not have motivation in learning English.

In line with the issue, Karwadi (2004) states that positive attitude results in motivation. Being happy and other subjective feelings can be as the reasons why motivation upgraded. So, students with low motivation turn out to be a big problem to achieve the objective of the learning. By having motivation, the students can keep their selves be in the class without getting stress. They will also keep their charge constant and avoid being low. It of course will enable students to learn more and more. Purwanta in Subini et.al. (2012) defines about the function of motivation is stimulating someone to enthusiastic in doing something to get particular achievement.

Kiswoyowati (2011) has proven a research to the students of SMK Negeri 1 Losarang that, motivation effects the students to learning process. The higher the motivation they have, affects the process of learning positively. Motivation significantly plays an important role in encouraging students to take in learning process actively. Motivation enables students to follow its process. Finding the problem, make the teacher tried to find a solution to charge the students' motivation. The teacher chose to apply integrating short story in learning process. Why? The teacher remembers that in 2014, she used short story to students in second grade XI IPA MAN 1

Bombana. The students like reading the story. They seemed happy in Learning.

Short story is wished grow students' positive feeling. As stated by Rein (2009) that being pleased is vital aspect in learning process. Enhance happiness by using short story is a good alternative for students to motivate them in learning English. By doing so, the students change. The affirmative changing is positive sign that the students learn. It is because learning is a process; from unknowing to knowing, from knowing to changing. Through learning, the teacher tries to direct students to have positive changing which lines to the proposed objectives of learning. As identified by Ernest H. Hilard in Subini (2012) that learning occurs when someone changes in behavior or action after treatment (learning process), he can do something that he could not before learning proceeded, he can acts differently (in affirmative way) in facing particular situation.

Gaining students' motivation supposed urgently done by teachers. Ignoring the issues promotes students in more pathetic condition. Eventually it should need teachers' effort to immediately attempt some methods as the overcoming problems by using short story as the alternative. Teacher's previous experience supports her rationale choosing this kind of method.

## **B. LITERATURE REVIEW**

### **1. Defining Motivation and Types of Motivation in Education**

In learning and instruction process, motivation has an important role in achieving teaching and learning objectives. Students by higher motivation will be encouraged to study consequently the goals will be reached. Subini (2012) states that motivation is an effort that caused someone or some groups doing something to acquire something they desire to get. In addition, in the psychology literature, the motivation in study, according to New Oxford English Dictionary (1998) offers that, it defines motivation as stimulating (someone's) interest in or enthusiasm for doing something; it is as the teachers' job in the school.

In accordance with the definition, the verb 'motivate' suggests that it tends to an external entity which is reflected in many strategies that teachers perform in the classroom in terms of conventionally to 'motivate' students in many things to share. Many familiar motivation method in educational practices, such as rewarding, and punishing solely done in the school, as psychologically practice of behaviorism theory build suggest. Then, in the motivation literature, there are some theories which are closely related concept, they are known as push-pull theory, drive theory, expectancy-value theory, achievement theory, goal-setting theory, and self-determination theory (Williams, et al. 2015).

Push-pull theory of motivation explains that individuals are either pulled by external stimuli, such as rewards and incentives, or pushed by subconscious forces or drives within themselves, it focuses on basic needs. Additionally, in the field of education, Hull's drive theory (1943, in Williams et al. 2015) attempts to explain learning and motivation in terms of precise scientific formulae, where certain needs or deficits create drives which, in turn, direct human behavior. It indicates about the external nature places in teachers' role in the classroom.

Equally important, cognitive theories of motivation concern with shaping students' behavior by emphasizing expectancy-value theories. These theories describe how behavior results from whether a person expects success in a particular activity and the perceived value for that person of success in an activity. Moreover, they portray behavior in terms of ongoing mental cost-benefit calculations and on the years, researchers have theorized motivation in many diverse ways based on the expectancy framework. William et al. (2015) adds that it is important that teachers make efforts to understand the particular value learners place on learning language and them to see long-term purpose in the venture. Furthermore, teachers can play a role in fostering motivation by encouraging students to comprehend their own abilities in a way that increases the successful expectation.

Achievement theory as the early model of motivation (William et al. 2015) describes motivation in terms of a personality characteristic resulting from a basic human need to improve and strive for challenge. Then in the recent years, its focus has shifted away from achievement to competence (Elliot and Dweck, 2007). Competence is considered a basic psychological need and is essentially concerned with feeling capable at a given activity. From this perspective, it is urgently known by teachers since it can enhance in students a sense of competence and also challenge them to develop in the further; doing this requires a skillful balancing act when planning and designing learning activities (William, et al. 2015).

In addition, according to goal-setting theory, by Locke and Latham (1994), cited in William, et al, 2015), it considers three key aspects to the goals people set themselves; specificity, perceived difficulty, and the degree of commitment. They add that, in nature of goals, concerns what is known as the orientation of the goals people set for themselves: distinction between mastery and performance goals. Learners with a mastery goal orientation are motivated by the satisfaction of successfully learning to perform specific tasks, whereas individuals with a performance goal orientation engage in tasks to show their worth in relation to others. Hence, goal-setting theory concerns to the role of other people meaning how to relate one another in performance-oriented behavior.

Besides, as well as externally driven by motivation, the theory of internal motivation originates from self-determination theory (Deci and Moller, 2007; Decy and Ryan, 2002) explains how people manage three core psychological needs; autonomy, a need to feel in control of one's own actions; relatedness, a need to belong or feel connected to other people; and competence, a need to feel capable or accomplished. One is intrinsically motivated, in this case, student, if one carries out an activity for the enjoyment or satisfaction it provides. Meanwhile, one is extrinsically motivated if one does something in order to achieve another goal that is not related to the activity itself.

Demotivated students are urgent problem need to be transformed. Bring the happiness back to them is essential. That is one possible tactic to change and charge their low motivation. Build an enjoyment enable students to participate in maximal way in the process of learning and craft them fun (DePorter et.al. 2004). King (2001) writes William Wordsworth's statement: "Pleasure and learning go hand in hand, but pleasure leads the ways." Students' happiness is needed because it supports the students to get the input in learning optimized. By being pleased, they will learn without stress. Those above theories attempt to be correlated in classroom context, since the theories can be very useful one in helping teacher to better understanding about students in classroom, as their motivation can be reached by external and internal aspects depending on teachers' idea and also synergy.

## **2. Why Short Story in EFL context?**

Short story is a short story form by not so many characters, only in the shorter reading time duration. In the learning process, the story can be used as a fun and educational medium. Stories are one of the most powerful cognitive tools owned by students, available for imaginative engagement with science. Stories shape our emotional understanding of content. It can form real world content as well as fictional material. The formation of real-world stories is what promises the greatest value in teaching.

Reading has been linked to academic performance, as students who tend to read regularly perform much better than those who do not read regularly (Guthrie, 2008, as cited in Al-Mahrooqi and Denman, 2016). Reading is therefore an essential skill that should be adequately addressed. Being a competent reader for students will make them easier to obtain the needed exposure to the target language, as the push-pull theory (William, et.al 2015) which in turn will facilitate the development of the other skills needed to be a language user. Living in a foreign language context minimizes the chances of listening to meaningful input. Thus, reading is the best way to sustain the development of students' language competency.

However, Cobb (1999, as cited in Al-Mahrooqi, 2012) found that reading is the weakest skill among Omani college freshmen. Therefore, Omani teachers should seek interesting texts to ensure students' involvement; a suitable literary text could be sufficient for this purpose.

In addition, Butler (2002) used the phrase "language through literature" (p. 38) to describe the use of literature or literary texts as a medium for teaching the English language. The use of literature in language classes was rare and not very desired, as many teachers were more interested in empowering students with linguistic knowledge, which some believes has no relation to literature. Topping (1968) as in Al Siyabi (2017) was one of the scholars against the inclusion of literature; he argued that "literature has no legitimate place in a second language programme". Although the integration of short stories into language classes has been criticized, many studies have proven that using authentic materials in general and short stories in particular, specifically in English language classes, has a positive impact on students' performance (Butler, 2002; Goldberg, 2006; Waters, 2009). An awareness of these benefits can motivate researchers and teachers to seek the best ways to integrate literature into the English language classroom. Students' awareness of these benefits can also make the practice more successful. This study attempts to explore level D students' perceptions of integrating literature into the English language classroom.

Kirgkoz (2012) cites Abrams' definition about short story, that is, short-story is defined "as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to 'a certain unique or single effect,' to which every detail is subordinate". Since it is short, and aims at giving a 'single effect', there is usually one plot, and a few characters. Therefore, it is easy for the students to follow line of the story. Short story is a story that can be read in a short time of about 1 or 2 hours. Short stories usually consist of one plot, and a few story characters. This makes it easier for students to follow the storyline.

SEAMEO-APCEIU; Korea's Ministry of Education of Science and Technology finds interesting facts about the story. Stories are a useful educational tool (King, 2001). The use of stories in the classroom is effective, educational, and fun. King (2001) also said that story helps students to learn, creates fun and stress-free learning situations, enables students to imagine, and engages students in an emotional learning process. Short story contains the motivational side for students in learning English or in EFL context. Short stories, for instance, helping students to learn the four skills - listening, speaking, reading and writing - more effective because of the motivational benefits embedded in the stories (Erkaya, 2005).

Moreover, using short stories in the EFL classroom exposes learners to distinctive opportunities for educational, intellectual, cultural and linguistic development. Short story is considered as one of the literary genres that can be used in the EFL classroom to enhance language skill, motivate students, and increase their cultural awareness and tolerance. King (2001) concludes that short stories can be utilized as engines, and a powerful and motivating source for assisting learners consolidate and practice language (grammar, diction). Similarly, Ellis and Brewster (1991) emphasize that “as stories are motivating and fun, they can help students develop positive attitudes towards the foreign language and enrich their learning experiences”

Another reason why short story chosen is reading a short story under narrative text can raise the learner’s motivation. Yonny (2012) states that one tactic to produce students’ motivation is by using story about plant, animal and the inspiring one in classroom. Absullah (2011) strongly support my reason in applying short story. Absullah investigated 92 students’ perception who learn English in Universiti Teknologi Malaysia, Skudai, Johor toward the using of short story in learning process. The study found that the students have positive response which is indicated that they like learning English.

In connection with the short story used in this study, teacher attempted to choose a story with a low level of difficulty vocabulary. Giving stories with low level vocabulary and / or according to their ability is very important in learning. The learning process needs to be oriented to the needs and abilities of students. Activities undertaken should provide a fun and useful learning experience for them. (Hamruni, 2012), students' ability to read English version story is very important to note.

Criteria for choosing a story: motivation, interest, proficiency level of the learners, the main consideration whether the story resulted in learners' personal involvement in the stories. (Hismanogl in Khatib & Farahian, 2013). In addition to selection based on the difficulty of vocabulary, teachers also prioritize familiar stories. This is also to facilitate the readers' readability. One of the things to note in choosing the title of the story as in Tutoring Services; Reading familiar stories in a new language is sometimes the best choice for the storyline. Stories that are familiar to students form a general understanding of the stories they read. The existing early understanding helps students understand and translate and read stories.

In learning English, the students is hoped to interact and respond positively to get affirmative changing during the learning process. Learning happened when someone get something change in his mind, attitude, behavior, etc. When the students as the center, learning here means if the students success changing himself positively in mind, thinking, knowledge, attitude, etc. which lines to the proposed of the learning. Robert Gagne in

Subini (2012, p. 84) states that learning is a moving after learning process. Learning process makes the learner changed positively. By using short story, the teacher expects the students have been changing affirmatively.

Murdoch (2002) in Khatib and Syedrezael (2013) designates that “short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency” (p. 9). In addition, Pardede (2011) explores and finds out that in reading skills, short stories are very useful in the trials to improve students' vocabulary and reading. Then in terms of writing, he found that Short story can be a powerful and motivating source for writing in ESL/EFL, both as a model and as subject matter. Short story as a model occurs when students' writing becomes closely similar to the original work or clearly imitates its content, theme, organization, and /or style. Moreover, in speaking and listening Speaking and Listening Short story can also be a powerful and motivating source for teaching both speaking and listening. Oral reading, dramatization, improvisation, roleplaying, reenactment, and discussion are some effective learning activities which center on a short story EFL classes.

### **3. Benefits of Integrating short stories into English class**

Some of literature inclusions in language classes have identified various advantages of such inclusion or incorporation. Brumfit and Carter (1986, as cited in Al Syabani, 2017) argued that integrating short stories into language classes may improve students' language skills more efficiently. Studies have also proven that reading has a positive influence on students' academic performance because reading “nurture[s] all the other language skills” (Alderson, 1984, as cited in Al-Syabani, 2017). Among the various benefits found, five are discussed in this paper: increasing motivation, developing reading comprehension, vocabulary acquisition, enhancing writing skill, and encouraging meaningful talk.

First, using true short stories in class increases students' motivation because such stories are “intrinsically more interesting” (Peacock, 1997, as in Al-Syabani, 2017). They also pass on beliefs and values of other cultures, which encourages students to continue reading to satisfy their curiosity. Second, the positive impact of using short stories in developing reading comprehension has long been acknowledged in the ELT field (Al-Syabani, 2017). Using true short stories in English classes will encourage students to read more even outside class since generally, short stories follow a simple structure, and the sequence of events makes it even easier to understand the presented texts.

Third, authentic materials enable students to see how words are used in real contexts, which allows learners “to gain an understanding of how lexis functions in real-world environments” (Willis, 1993, as cited in Al Syabani, 2017). Thus, learners gain a valuable opportunity to see the new words used in a real context and to revisit the words they already know. Siahaan (2012, as in Al-Syabani, 2017) also argued that the story context, including the events of the story and the actions of the involved characters, “invite[s] active meaning making.” This helps students learn new words without direct instruction from their teachers. Thus, reading stories familiarizes learners with the collocation of the targeted words and their spelling. Overall, stories offer a sufficient opportunity for learning and recycling the meaning and form of the encountered words.

### C. METHODOLOGY

The subject in this research is 23 students X<sub>2</sub> MAN 1 Bombana who enrolled in academic year 2014/2015. The design used Classroom Action Research (CAR) with 2 cycles. The first cycle conducted on 12<sup>th</sup> January – 13<sup>rd</sup> January 2015. The second cycle conducted on 19<sup>th</sup> January dan 20<sup>th</sup> January 2015. Every cycle consists of planning, implementation, observation, and reflection. Instruments of the study are questionnaire, observation and documentation. Questionnaire is an important instrument in getting the data in this research. . The Questionnaire is based on the literature review, the researchers developed a questionnaire with the aim of examining the learners’ attitudes towards using short stories in the EFL classroom.. Closed question is chosen in conducting this study. The students chose the answers only. If closed questions are used, the informant chooses the answers that apply to him/her. (Altrichter et. Al. 2005)

Another instrument for collecting the data is observation. Direct observation is applied in this study. It observes and notes what happen in the class directly. It includes the students’ responses, the classroom environment, and so on. In addition, documentation is also used to support and complete the data. In this study, photo taken in class from each cycle is helpful for the teacher. It supports the data. It also makes the teacher easy to write the finding and formulate the discussion.

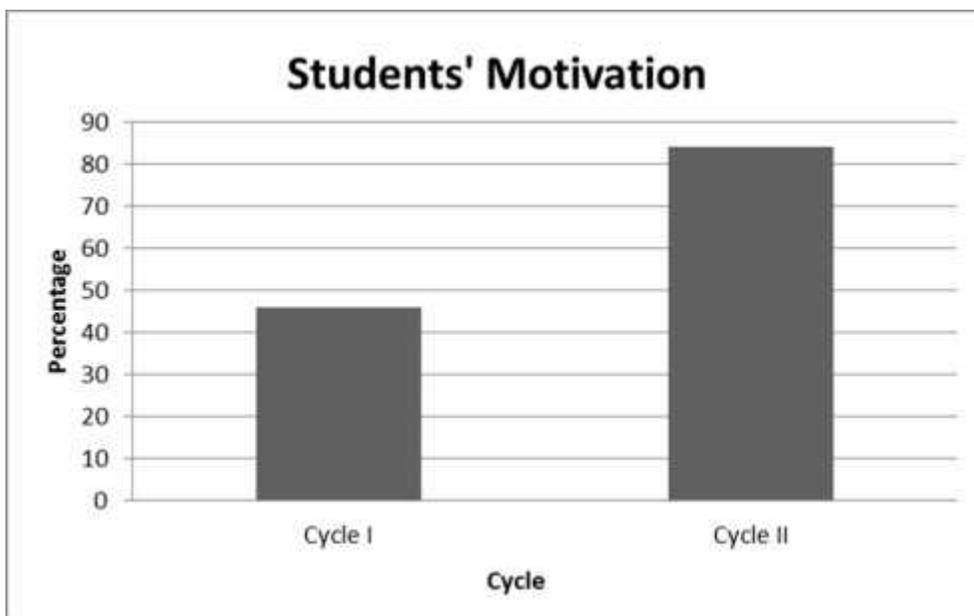
### D. FINDING

#### 1. Findings

The finding of this study can be shown in the next chart. The chart displays the contrast between students’ motivation in cycle I and cycle II. It

can be seen that the students' motivation improved from previous to the next cycle.

Figure 1. Students' Motivation throughout the Cycles



The following table also provides each element noticed both in cycle I and cycle II.

Table 1. Finding (Cycle I and Cycle II)

No.	Elements	Cycle I	Cycle II
1.	The Result of Students' Questionnaire Analysis	46%	84%
2.	Qualification	Low	High
3.	The Observation of Students' Responses	Positive	Positive

## 2. Cycle I

The implementations of treatment in cycle I at the tenth grade X<sub>2</sub> MAN 1 Bombana which was conducted on 12<sup>th</sup> January dan 13<sup>rd</sup> January 2015, created class atmosphere vividly. The students displayed good willingness, enthusiast, eager, and active in learning English. It contradicted with the condition before the treatment. The valuable achievement of using short story has already appeared in cycle 1. The students showed progressive

attitude. This condition encouraged the students as well the teacher. Beside students' positive reactions, there were still weaknesses in cycle I. it was need to be noticed and solved in the next cycle.

Table 2. Weaknesses in Cycle I

No.	Weaknesses in Cycle I	
1.	Lots of students did not bring dictionary	Dictionary needs in discussions process, so they can work together to find the meaning of the unknown words.
2.	Class crowded	It disturbed other group when member in group speak loudly
3.	Interaction in the group need to be improved	Few students still asked the teacher when they meet difficult word, whereas their friends in group have already known the meaning of the word.
4.	Questionnaire percentage; 46%	It is in 25%< score 50 % with low category

The weaknesses in cycle I will be a contribution for the teacher and the observer in planning the treatment for cycle II. Reflection and discussion resulted some plans; remind students to bring dictionary, suggest them not to speak loudly in the discussion in the second cycle, sharing actively about the difficult word in their group, divide member group's job in finding the strange word to make time efficient.

Table 5. Planning in Cycle II

No.	Planning in Cycle II	Purpose
1.	Suggest the students to bring dictionary	Make the students more active in group
2.	Remind the students to speak in low volume	Avoid any disturbance for all group in the class
3.	Advise the students to share actively in their group	Consume time efficiently. Avoid asking to the teacher but to their friends in group

The following table 4 shows the students' perceptions of the contributions of short story to teaching and learning atmosphere of the classroom.

Table 4. Students' perception of the short story used in the classroom

Statements	Always		Often		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%	No.	%
I enjoyed the lesson more	2	9.5	19	90.5	-	-	-	-	-	-
It enabled me to study in an enjoyable and comfortable setting.	6	28.6	15	71.4	-	-	-	-	-	-
It increased my interest and motivation toward the lesson.	3	14.3	17	81.0	1	4.8	-	-	-	-

### 3. Cycle II

Cycle II held on 19<sup>th</sup> January dan 20<sup>th</sup> January 2015, students' activities in translating and reading the short story given is excellent. They are enthusiastic in discuss about the story in group. The result of questionnaire percentage in cycle II is 84%; which is in grouping 75 % < score 100 %. It is indicated the students have already had high motivation in learning English.

### E. DISCUSSION

Based on the findings from the first cycle, the students have already shown positive attitude in learning. Besides the progressive changing, there were still some problems appear. The weaknesses try to be solved in the second cycle. In the second cycle, the teacher arranges planning; ask the students to bring dictionary, instruct them to speak softly in the group discussion, and educate them to share actively in group.

Dictionary is needed in reading the story. Lots of students do not have lots of vocabulary in English. So, when they read, they will not know what the story talks about. They also do talking to friends because they do not have activity to do while their friends translating the unknown word. Bring dictionary will help them more active in discussing the story.

Cycle I shows that, few students speak loudly, which disturb other groups. It minimizes other group's concentration. In the next cycle, it should be anticipated by reminding them to speak softly. Another design is making sharing in group more active. So, they will ask their friends who have already known the difficult words and work together in chatting about story. The result of questionnaire agrees with those weaknesses. The percentage is only 46 % which is indicated low. Applying the next cycle is necessitated.

The result of observation in cycle II is better than previous cycle. Cycle II recovers the weaknesses. The students speak softly, almost all students bring dictionary, and the students also share actively related to unknown words they meet in reading. There are no students do chatting or talking out of topic in the class. By speaking softly, they do not bother other group nearby. Each group could focus in sharing and finishing their work without any disturbance. They concentrate more in working together in their own group.

Almost all students brought dictionary. So, they worked actively in group. There were no more passive students. Each member in group had their own job. Students' interaction in group is also positive. It makes they spend time efficiently. They can finish their work faster. And they do their job in a good way. They do not ask the teacher again as they did in the first cycle. But they share actively with friends in their own group.

The observation in cycle II indicated that students have positive attitude, enthusiast, and active in the process of learning. It builds relaxed classroom. The students appear enjoy in learning activities. It can be seen from their enthusiastic when they discuss about the story. Their eyes figure out how happy they are. They talk with full power of facial expression. They all active and there were no more students only sit without doing and learning motivationally.

The students display their positive act in learning, which charges the teacher to be happier. The teacher is enthusiastic in teaching them. The teacher also transforms free stress become lots of pleasure. The visual situation agrees with motivation's concept. Slavin (2011) cited that psychologists define motivation as internal process which stimulate, guide, and keep behavior continual. Slavin simply states that motivation is a motive which cause someone moves, keep moving, and decide in which line he/she will move.

Both the students and the teacher create comfortable classroom since short story integrating in the learning. It is a valuable and a significant atmosphere to reach the target of curriculum. The reason is the motivation itself. The students have already had it. Lots of references states that short

story has motivator side for the students in learning English as foreign language.

Short stories, help students to learn the four skills—listening, speaking, reading and writing-- more effectively because of the motivational benefit embedded in the stories. (Erkay, 2005). Another reference also derives from Ellis and Brewster in Kirkgoz (2012) which confirms that “as stories are motivating and fun, they can help students develop positive attitudes towards the foreign language and enrich their learning experiences”. It relates to the motivational theory, push-pull concept, that is, stimulation from short stories elicit students motivation in learning English.

Those references suit the findings. Short story can be a motivator for students in learning English. It can be a power bank when the students stand in low charge of motivation. The result of questionnaire also supports the observation. There were no more stress students in class. It can be because the students are easy in following the story. It is not too complicated in understanding the section.

Kirkgoz (2012) quotes Abrams related to defining short story's, Short-story is defined “as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to ‘a certain unique or single effect,’ to which every detail is subordinate”. Kirkgoz (2012) concludes that short story is an activity with fewer time consume. It targets at providing a simple amusing writing; a plot, and a few characters. Thus, it is easy for the students to understand what the story tells about. As self-determination theory which promotes that external and internal factors can motives students to stay motivated in doing regular drill or activity (William et.al, 2015). In accordance with the result, the reality, even more complex to realize the students' condition to be more sustaining their attitude, somewhat eventually they are still staying motivated and attempted to be learner autonomy.

The students consume less duration of time in reading short story. It can be a simple short text in entertaining the students since as narrative text, short story also has the similar purpose; entertains its reader. In addition, King (2001) also writes how stories help students in numerous aspects. Stories facilitate in removing stress, boost students' involvement in learning process, allow students in absorbing the ideas in the process of learning, and so forth.

Students' stress also related to the level of vocabulary used in the story. In this study, the teacher used short story in easy level. The story in easy or below the students' level is essential to build their pleasure. It is supported by Hamruni (2012) that students' need and students' proficiency are important items that need to be focused. Hamruni (2012) states that any activities done in the classroom should give students gladness and bounce

advantageous for students. That is why, concerning about their proficiency is one of a key in dropping and remove students' stress.

Many other experts also voice that story selection is important in dealing with the students' achievement and their self-confidence Hill in Kirkgoz (2012) also conveys how to choose a short story in EFL/ESL classes. There are three criteria namely: the story length; students' need and ability; and background information required for a true appreciation of the material. In the research findings, the story length is mostly short, as well as students need and considering their ability, which is low level in EFL context. Then, the theory of motivation regarding students interest and enthusiasm in accomplishing the exercise can be improved then they felt enjoy in the learning process.

Additionally, based on the table of students' perception, enjoying the class is something energized and shows raised motivation as externally push-pull theory statement that simply beginnings in motivation study as well as in cognitive perspective gradually becomes more sophisticated. This move represents something positive comes to students within their learning process. Enjoyable, feeling comfortable and interest as the results of students perception as in the table 4 in findings proved the positive progress using short story.

Similarly, Loukia in Kirkgoz (2012) recommends selecting stories with suitable language level, content, and other important aspect. That is why, the teacher chose the short story which suit students' vocabulary level and the familiar one, with a hope that, they can read and follow the learning activities under relaxed and happy situation. After analyzing the questionnaire, it can be stated that the students motivation up to 84%. It means that, they have high motivation in learning English. The cycle is stopped after motivation improved. A study conducted by Martinez (2007) also showed the similar success in using story in bilingual school. He gets favorable result after using the story of *The Very Hungry Caterpillar*. The students became motivated, enthusiastic, and showed other positive responses in learning ESL. Another study also supports my finding. Kirkgoz (2012) also investigated 21 students in Turki University and got that the respondents be active and enjoy the learning when the teacher use short story in teaching EFL/ESL.

In learning process, motivation charges students bunch to achieve the aim of learning. Students with high motivation will encourage themselves to learn optimally. It will support them in the process of learning. Applying the classroom action research with 2 cycles has improved students' motivation in learning English to the tenth grade X<sub>2</sub> MAN 1 Bombana in academic year

2014/2015. Short story brings enjoyment in learning process. It enhances the students and the teacher in reaching the goal of learning English.

## F. CONCLUSION

Findings in this study designates that short story can be an applicable way in generating students' motivation in learning English. Short story can bring enjoyment for students in classroom environment. In choosing the story for the students, the teacher should consider about students' level. This is important in reducing the stress. The story chosen is also need to be familiar for the students. It enables the students in understanding the story faster. Based on the findings, it can be concluded that: Applying short story in learning English for students with less vocabulary store can be an alternative to enhance students' motivation. After using short story which suit learners' proficiency level in learning English, students give positive responses.

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