

THE EFFECT OF ENGLISH SHORT STORY READING HABIT ON STUDENTS' ABILITY IN WRITING NARRATIVE TEXT

Satria Adi Pradana

spsatriapradana@gmail.com

IAIN Raden Intan Lampung

Abstract: This study investigates students' ability in writing narrative text, especially in terms of content, organization, vocabulary, language-used, and mechanic. The research was conducted at SMA N 9 Bandar Lampung. The sample was chosen by using systematic probability sampling. The study employed control group pretest posttest design. To collect the data, the writing test applied that was administered both in pretest and posttest. T-test was conducted to examine the difference between writing ability of both groups on writing test. The mean score of the pretest for experimental class was 69.83 and for the control class was 68.55. Its two tailed significance showed that $p > 0.05$ ($p = .73$), it indicates that the writing ability of both classes was homogenous. At the end of the research, after fifteen meetings, the mean score of the posttest for experimental class was 75.05 and the control class was 65.61. Therefore, it is concluded that the students' English Short Story Reading Habit has positive effect on students' ability in writing narrative text. The findings also suggest that the English Short Story Reading Habit activities can be promoted as one of ways to fulfill the demands of 2006 curriculum in developing students' ability in writing narrative text, the teacher just asks the students to have real experience by motivating them to read many kinds of English Short Stories in order to make them be able to gather their ideas in writing narrative text. Further research is required to replicate these findings.

Keywords: narrative writing, short story, reading habit

INTRODUCTION

Writing, besides spoken form, is also very important for students to learn since it is one of productive skills, which is frequently used to convey the ideas in communicating with others. Students are expected to be able to express their idea in written form, especially in the form of effective passage or text. And it is important mastering English in written form since in Senior High school level based on 2006 English curriculum, there will be many types of written form that should be learnt, for example, narrative, recount, report, news item, procedure, spoof, etc. In fact, the students only master about the generic structure and language features of those kinds of texts but they still confuse if they are asked to compose or write those kinds of texts. Writing is a skill in which we express ideas, feeling, and thoughts which are arranged in words, sentences, and paragraph using eyes, brain and hands (Raimes, 1987:76). This also means the writer have to be able to compose and integrate information through components of linguistic logically, e.g., constructing words into phrase, then into clause, and complete sentence containing certain idea arranged in logical order, so the reader can easily understand the language being used in written language.

Nurweni (1996: 4) states that most of SMA students who are following the writing class of English as foreign language have already mastered some English words that enable them to write, since they have learned a number of grammar points and a certain amount of vocabulary. They have read English passages, especially designed for English lesson but have rare opportunities to put the language items into actual use in writing English. Furthermore, Raimes (1984) in Nurweni (1996: 5) states that even native speaker students writers experience this difficulty, the students often get stuck when they start to write. In other words, it can be said that the students can not organize their ideas well because they lack of ideas. They write for several times and have no more ideas to write. It was proved when the researcher had teaching practice program (PPL). It was found that many students complained that they did not know how to write narrative text. Even though, they already studied grammar, vocabulary, preposition and transitional signals and they have been introduced to narrative text in form of its generic structure and its language features (lexio-gramatical). It seems that they still have difficulties in expressing their ideas even though they know what to be written.

Study done by Wulan Sari (2008: 3-4), also found that many students could not express their ideas smoothly although they had been given topic to write. It seems that they have difficulties in expressing their ideas even though they know what to be written. She states based on her preliminary test of her research that there should be an appropriate technique to be applied for students to develop their writing ability related to the five elements of writing, they are grammar, vocabulary, language

use, organization, and mechanic. She also states that logically, the students should be taught how to plan and organize the ideas or supporting information before doing the composition so that they are able to improve their writing ability. There are many activities that can be used in teaching writing such as jumbled sentences practice, guiding task, etc. And she chose jumbled sentence practice as the technique for teaching narrative text in her research.

Referring to the statements above, the researcher assumes that how if the students are not taught to write narrative text by using a certain technique instead of making the students to have real task or real experience based on the aims of 2006 English curriculum. Real task or real experience means that the students are accustomed with the activities that are closed with real context or their real life. For example, some teachers use outdoor activities (direct observation out of classroom) to teach writing of report text. And for narrative text how if the teacher just ask the students to have real experience by motivating them to read many kinds of English stories in order to make them be able to gather their ideas in writing narrative text. The teacher just make the students read a lot or have reading habit. Sangkaeo (1999: 166), states that reading habit plays a very crucial role in enabling a person to achieve practical efficiency. There are many advantages of reading habit some of them are: *It is a fundamental skill builder, improving your vocabulary, improving memory, new mental associations, decreasing boredom, and reducing stress.* Marlina in 2007 from February up to April has done a research to investigate the effect of students' reading habit toward the students' reading comprehension. She conducted her research at second year students of SMA Taman Islam Cibungbulang Bogor. As the result of her research, she found that there is a positive effect of students' reading habit toward students' reading comprehension. She began her research by bringing a concept of correlation between four language skills. They are listening, speaking, reading and writing. She said that those four language skills have very close relationship and affect each others.

METHODS

The design of this research was *control group pretest posttest design* (Hatch and Farhady, 1982:22). The design was used to investigate whether there is effect of English Short Story Reading Habit on the students' ability in writing narrative text. This experimental method used two groups. One was an experimental class which got treatment from the researcher and another was control class which did not get any treatment, only joined the pretest and posttest.

The design can be presented as follows:

G1 (random)	=	T1	X	T2
G2 (random)	=	T1	O	T2

Note:

G1 : experimental group

G2 : control group

T1 : pre test

T2 : post test

X : treatment (English Short Story Reading Habit)

O : no treatment

(Hatch and Farhady, 1982:22)

A. Population and Sample

The Population of this research was the first year students of SMA Negeri 9 Bandar Lampung. The reason of choosing the first year students of SMA was that as stated in their syllabus that there were two standard competences of narrative text that was one in the first semester and one in the second semester. It means that narrative text is very high demanded by first year students of SMA. The sample was chosen by systematic probability sampling. Systematic means that the decision of each individual to be a sample happens systematically (Setiyadi: 2006: 40). The suggested sample for Experimental method is at least around 20 (Setiyadi: 2006:170).

As the matter of fact, the first year students in this school belong to nine classes. Each class consists of around 30 students. Before the researcher selected the students to be the sample, there were some considerations that should be considered by the researcher. That is first there were 3 classes (X_1 , X_2 , and X_3) belong to SBI (International Based School) Program. It was impossible to include them to this research since their teaching and learning process was the end till 4p.m.every day, while the treatment of this research was conducted at 2p.m-3.30p.m on Monday, Wednesday, and Friday. Then, the second was class X_4 and X_5 that also could not be included to be the sample because they have some additional lessons from their teachers 4 times in a week. Then, finally there were only 4 classes (X_6 , X_7 , X_8 , and X_9) that had possibilities to be the sample of this research. The researcher took 40 students as her sample. Each class from those four classes was taken 10 students with the systematic interval is $30:10= 3$. And the first chance was started from the first number of students' attendant list of each class. So the arrangement of sample from each class was 1, 4, 7, 10, 13, 16, 19, 22, 25, and 28 of the numbers of students' attendant list. But the researcher also asked them to sign the written statement as confirmation of their willingness to follow this research until finish.

As the result, in fact there were several students who could not be the sample because of other activities outside the school (e.g. take an English Course and School Organization). This condition forced the researcher to select the other students to be the sample by choosing the below number of the first arrangement of the sample or by asking for the volunteer of the students to be the sample. Then, 40 students that had been chosen from each class were arranged into a list to make the new students' attendant list number based on the result of their pretest scores from the higher scores to the lowest scores. Then, the students were divided into two groups based on odd and even number of that new attendant list. So, 20 students (odd number) were placed into experimental class and 20 students (even number) were placed into control class that only joined the pretest and posttest. It could be seen that both of groups had the same proportion between good and poor students seen from their pretest scores.

B. Data Collecting Technique

The data collecting technique was consisting of pretest and posttest. The pretest was administered to the experimental and control group in 90 minutes. It was to find out the students' entry point of both groups before giving the treatments. The pretest was conducted on Monday, February the 23rd 2009 at 14.15-15.45 p.m. . To make the pretest met the standard of practicality of a test the researcher used two classrooms to conduct the test. But unfortunately, even though the sample (40 students) had signed the written statement to follow the research, in fact there were only 36 students who came to the pretest. So the sample was consisted of 36 students that would be divided into two groups based on the list scores of the result of their pretest scores, 18 students for experimental class (odd number of new attendant list) and 18 students for control class (even number of new attendant list). The posttest was administered in order to find out the students' ability in writing narrative text after they got fifteen meeting treatments. In line with the pretest, the posttest was administered in 90 minutes. The posttest was conducted on Monday, April the 6th 2009 at 2.15-3.45 p.m. It was followed by the sample (36 students) both of groups. To make the posttest met the standard of practicality of a test the researcher used two classrooms to conduct the test and separated between experimental class and control class.

C. Research Procedure

The procedures of the research are as follows:

1. Selecting treatment materials

In selecting the treatment materials, the researcher selected some short stories. Short stories that were chosen were those who have almost the same structure with the nature of narrative text. The researcher also considered the students' interest. That's why the researcher chose the short stories that fulfilled the students' interest by choosing interesting

stories that closed to their life, e.g. the story about Friendship, Family, Love, etc. As the consideration of readability aspects, the stories were in the length of 600-1.300 words. This was to suit the capability of the first year SMA students that had just been graduated from SMP in which in its curriculum states that having graduated from SMP; the students should have already mastered 1.500 words. The stories were taken from Teenager English Magazines and Short Stories Collection Book.

2. Determining instrument of the research

Since students' writing ability was evaluated, writing test was the instrument of this research. The researcher conducted pre test and post test of students' writing ability in form of narrative text in order to gain the data before and after the treatment conducted. There were two raters to reduce the subjectivity in judging students' writing ability.

3. Selecting the Sample

There are nine classes of the first year in SMA Negeri 9 Bandar Lampung. In determining the sample, the researcher uses systematic probability sampling as what had been explained in previous section (See: Population and Sample). Introduction and observation was done during this step. The researcher spent two days to come to some classes that had possibilities to be the sample; they were X₆, X₇, X₈, and X₉. It was conducted on Tuesday, February 17th 2009 until Wednesday, February 18th 2009. As the result there were 40 students to be the sample.

4. Conducting pretest

The researcher conducted the pre test before the treatment of short story reading habit. The pretest was administered to the experimental and control group in 90 minutes. It was to find out the students' entry point of both groups before giving the treatments. The pretest was conducted on Monday, February the 23rd 2009 at 2.15-3.45 p.m. . To make the pretest met the standard of practicality of a test the researcher used two classrooms to conduct the test (Room: XI S₃ and XI S₄). But unfortunately, even though the sample (40 students) had signed the written statement to follow the research, in fact there were only 36 students came to the pretest. So the sample was consisted of 36 students that would be divided into two groups based on the list scores of the result of their pretest scores, 18 students for experimental class (odd number of new attendant list) and 18 students for control class (even number of new attendant list).

5. Giving treatment (Short Story Reading Habit)

The treatment of Habit of reading was conducted in an experimental class after school. The description of the process of the treatment is described into some steps as follows:

Preparation

1. Selecting treatment materials

In selecting the treatment materials, the researcher selected some short stories. Short stories that were chosen were those which have almost the same structure with the nature of narrative text. The researcher also considered the students' interest. That's why the researcher chose the short stories that fulfilled the students' interest by choosing interesting stories that closed to their life, e.g. the story about Friendship, Family, Love, etc. As the consideration of readability aspects, the stories were in the length of 600-1.300 words. This was to suit the capability of the first year SMA students that had just been graduated from SMP in which in its curriculum states that having graduated from SMP; the students should have already mastered 1.500 words. The stories were taken from Teenager English Magazines and Short Stories Collection Book. The researcher chose fifteen short stories for five weeks treatment (one month and one week). It was based on the theory of habit that something could be said as a habit if someone has done it continuously until fifteen (15) times, (Horace Mann, 1990: 217). One short story was for one treatment. In a week the sample was provided to read the short stories 3 times in an experimental class after school. The time allocation for each meeting was 90 minutes as the usual classes.

2. Asking for confirmation and Deciding the time for the treatments

After choosing the sample, the researcher assembled the students (chosen sample) in a certain time and asked the students (chosen sample) to sign a written statement as the confirmation of their willingness to follow this research until finish. In asking the confirmation the researcher motivated them also by telling them the advantages of habit of reading in accordance to the learning of narrative text. Then, the researcher together with the students decided the appropriate and matching schedule for the treatment. The researcher only told the general description to the students that the treatment would be 90 minutes which would be carried out after school but still in school environment (a classroom) and also would be 3 times in a week. And the decision of the day would be based on the theory of habit that habit is behavior so often repeated as to be almost unconscious; settled tendency or practice (The Great Family Encyclopedic Dictionary, 1986: 317). So the frequency of the days was balanced. At first, the researcher gave two choices: Monday, Wednesday, and Friday or Tuesday, Thursday, and Saturday. The students were asked to choose among them. As the result of the discussion between them, they chose the first choice (Monday, Wednesday, and Friday) and the time was at 2.15-3.45 p.m. for Monday and Wednesday and for Friday depended on the situation because there were many outside class activities on this day, but usually at 1.00-2.30 p.m. this step was conducted on Thursday, February 19th 2009.

Carrying out of the treatment

The treatment was consisted of 15 meetings. Each meeting was 90 minutes. The researcher spent one month and a week period to finish the 15 meetings treatment. It was conducted from March 2nd 2009 until April 3rd 2009. The general description of each treatment is as follows:

The researcher gave the hand out of the short story that had been prepared and selected for that meeting to the students and asked them to read the stories in 90 minutes. They were allowed to bring dictionaries in order to make them easier in finding the difficult words for them and they were allowed to underline the difficult words on the hand out of the short story. And also they were asked to underline the *verbs* in that story to make the students to focus and to be aware of the language features (past tense) that is usually used in short story and narrative text. It was aimed to make the students to learn subconsciously about part of language-used that was one of aspects of writing. In order to make the students read seriously the researcher informed them that there would be *feedback* at the end of every meeting about the story itself. After the students had done and collected the feedback task, the researcher asked one or two volunteer to come in front to retell the story by using their own word. At least they could retell the introduction or orientation, conflict, and ending of the story. After retelling story the researcher also directed the students to have a kind of short discussion about the story. It was aimed to make the students have the same comprehension about the story by sharing each other about the story.

Giving feedback

In order to know whether the students had used the time well for reading or not the researcher gave feedback for the students in form of written evaluation of Essay question about the story itself. The evaluation measured the students' comprehension of their reading because the researcher wanted to know whether the sample read the story or not. The feedback was given at the end of every meeting. The students were asked to answer five essay questions. By answering and paying attention to the feedback, it was aimed to make the students individually focus on some aspects of writing; they are *content* and *organization*. That's why the researcher asked the students about the main idea of the story started from beginning, conflict, and ending of the story and also including the characters. While for three other aspects of writing; *language used*, *vocabulary*, and *mechanic* the students might learn subconsciously through their process of reading individually. The researcher did not score the evaluation since the researcher only saw what the students got from their reading to make sure whether they had spent their time for reading or not.

Conducting post test

The posttest was administered to the both of groups in order to find out the students' ability in writing narrative text after they got fifteen meeting treatments (experimental class) and the students' ability in writing narrative text after about one month and a week period without any treatments (control class). In line with the pretest, the posttest was administered in 90 minutes. The posttest was conducted on Monday, April the 6th 2009 at 2.15-3.45 p.m. It was followed by the sample (36 students) of both of groups. To make the posttest met the standard of practicality of a test the researcher used two classrooms (XI S₃ and XI S₄) to conduct the test and separated between experimental class and control class.

Analyzing, interpreting, and concluding the data gained.

After collecting the data that refers to the rating scales namely content, organization, vocabulary, language use, and mechanic, then, analyzing, interpreting, and concluding the data gained was done. To find out the effect of short story reading habit on students' ability in writing narrative text, the researcher statistically analyzed the tabulated result of the pre test and post test of both groups using *Independent group T-Test* to draw the conclusion of the research.

D. Data Analysis

To analyze data gained from writing test, the researcher treated the data through the following steps:

1. Scoring the data

Each rater scored the students' writing of pre test and post test of both groups. Then, the scores between two raters were taken the average to be the final score that would be analyzed statistically using Independent Group T-test.

2. Drawing conclusion

The scores of the pre test and post test of two groups was statistically analyzed using *Independent Group T-Test* to draw a conclusion. It was computed through the Statistical Package for Social Science (SPSS).

E. Hypothesis Testing

Hypothesis was stated as follow:

H: "There is positive effect of English Short Story Reading Habit on the students' ability in writing narrative text in term of; *content, organization, vocabulary, Language used, and mechanic*".

Independent group T-Test was used to compare the means of the research. The means of the test was computed using the SPSS version 13.0. The hypothesis was analyzed at the significant level of 0.05 ($p < 0.05$).

RESULTS AND DISCUSSION

Results

In order to establish the homogeneity of the samples in term of their writing ability, an independent group T-test was conducted to examine the difference between writing ability of both groups on writing test before treatment. The mean score of the pretest for the experimental group was 69.83 for control group was 68.55. The results also showed that there was no any significant difference between the mean scores of the samples in the experimental and control groups. Two tailed significance showed that $p > 0.05$ ($p = .73$). It indicates that the writing ability of groups was homogenous at the beginning of the research. It was no doubt since the researcher had selected the samples using systematic probability sampling. It means that the sample had been taken randomly. And also the researcher placed the samples into experimental and control groups based on their scores in pretest. The samples were divided based on poor and good learners seen from their pretest scores. Both of groups had the same proportion of poor and good learners. It can be concluded that both of groups had the same entry behavior or capability in writing ability at the beginning of the research.

At the end of the research, after fifteen meeting treatments, the mean score of the posttest for experimental group was 75.05. A 5.22 gain was shown after fifteen meeting treatments. Even though the gain or the increase was only 5.22 point from the pretest but the statistical analysis showed that the results of the posttest between the two groups were significantly different ($p < 0.05$; $p = 0.00$). It was so because the mean score of experimental class in posttest was 9.44 point higher than the control group. It can be said that the mean score of experimental class surpassed the control group. Actually, it happened since the mean score of control class was 65.61. In other words, there was no improvement of this group instead of the decrease from the pretest (gain = -2.94). However, the hypothesis of this research was approved since the results of the posttest between the two groups were significantly different ($p < 0.05$; $p = 0.00$). The results are presented in the following tables.

Table 1. Result of Students' Writing Test in Pretest for the Experimental and Control Groups

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Experimental	69.83	18	11.01	2.59	.73
Control	68.55	18	10.99	2.59	.73

Table 2. Result of Students' Writing Test in Posttest for the Experimental and Control Groups

	Mean	N	S.D	Std. Error Mean	Sig. (2 tailed)
Experimental	75.05	18	8.94	2.10	.00
Control	65.61	18	4.80	1.13	.00

Discussion

The finding that short story reading habit has positive effect on students' ability in writing narrative text indicates that short story reading habit that has been explored to the samples of this research (experimental class) during fifteen meetings treatment of reading has impacts and advantages on building the students' ability in writing narrative text. It supports Sangkaeo's theory (1999) that cites the importance of reading cannot be overemphasized and this is because reading habit plays a very crucial role in enabling a person to achieve practical efficiency. The addiction of reading will bring the readers to achieve practical efficiency in their life. It is obviously proved by the students' ability in writing narrative text of experimental class was significantly different with control class in posttest. As we know that in pretest their ability was homogenous as long as the experimental class had not got the fifteen meetings short story reading habit treatments. But after the students followed the treatment that is they were asked to read short stories during fifteen times in experimental class there were obvious differences in their ability in writing or developing narrative text. It can be seen by comparing their writing scores to the control class. It can be separately seen also from their ways in developing the narrative text based on five aspects of writing and generic structures and also language feature of narrative text that were evaluated in the posttest.

It is inevitable that the result of this research encourages Horace Mann's theory (1990: 217) states that there are many advantages of reading habit that have close relationships to the writing skill. In this case, some of the advantages that have been elaborated in chapter 2 are: *fundamental skill builder, improving vocabulary, improving memory, new mental associations, decreasing mistakes*) that are really suitable to develop the aspects of writing (*content, organization, vocabulary, language use, and mechanic*). True enough, after fifteen meetings the students applied their likeness of reading short stories they become smoother in developing their ability in writing narrative text. It might be because of in those fifteen meeting treatments they were accustomed to do the feedback task during their reading that it was aimed to make the students individually focus on some aspects of writing; they are *content* and *organization*. That's why the researcher asked the students about the main idea (feedback question) of the story started from beginning, conflict, and ending of the story and also including the characters. While for three other aspects of writing; *language used, vocabulary, and mechanic* the students might learn subconsciously through their process of reading individually. This result also seems prove the theory brought by Horace Mann's (1990: 217) that states something can be said as a habit if someone has done it continuously until fifteen (15) times. It was true that from those fifteen meeting treatments, the hypotheses of this research could be proved.

The success of this research was also supported of the important roles of the short stories that were used as the main sources of the treatments. It was because short stories were believed can enrich the students idea for writing and many things can be learned from short stories consciously or unconsciously. Moreover, English short story reading habit may become a familiar situation for the students to get the ideas to write. It was assumed that English short story reading habit has effect or influence on their ability in writing narrative text. It is because of narrative text

almost has the same organization with the ordinary English Short Story. Additionally, short stories that were used in this research chosen by considering the students' interest by choosing interesting stories that fulfilled mood and closed to their life, e.g. the story about Friendship, Family, Love, etc.

As presented in the result those five aspects of writing of experimental class was significantly different from the control class based on statistical analysis. Unfortunately, it was clear enough, at glance it can be seen that the mean scores of those five aspects of writing in control class were no any increase instead of the decrease. This view might lead us to the question what happened to control class was. The researcher assumes that it was happened might be because of the test or the story of narrative text for pretest and posttest were provided the same. The students in control class might feel bored and get stagnant to develop their writing. Even though, the researcher had consider that it would not happen since the duration of period between pretest and posttest was enough longer (one and a half month). In this case, the students in control class might be lack of idea in developing their writing since they did not get any treatments. The possibilities that they might learn from other sources by themselves during one month period could not surpassed the lack of their idea to write. Their idea might have been elaborated maximally for their pretest. It was proved when the posttest was administered some of the students felt disappointed by saying "yah..... Kuk the same seh miss with test yang dulu". Different from the experimental class knowing that the test still belonged to the same story (**Orientation**) they were still eager to develop their story. And astonishingly, most of them developed their writing creatively. It means that they had many creative ideas to develop their narrative text. Some of them combining the short stories that they had read in the treatments so that make their story had rich ideas. And the story became various in plots especially in **complication** part. They made miserable, mysterious, or even frightening crisis/conflict. And for resolution part they made the story happy, sad, or even very miserable at the end. This view proves that short story reading habit has advantages on enriching student's ideas in developing their narrative text writing. Short story reading habit can be promoted as the sources of learning narrative text at school.

To highlight the statements above, it is beneficial for us to relate the finding of this research to our curriculum at schools nowadays. Based on the aims of 2006 English curriculum (KTSP) students nowadays are asked to have real context in learning. The finding of this research supports this idea. The students are not taught to write narrative text by using a certain technique instead of making the students to have real task or real experience based on the aims of 2006 English curriculum. Real task or real experience means that the students are accustomed with the activities that are closed with real context or their real life. For example, some teachers use outdoor activities (direct observation out of classroom) to teach writing of report text. And for narrative text, this result of this research can be promoted as one of ways to fulfill the demands of 2006 curriculum, the teacher just asks the students to have real experience by motivating them to read many kinds of English short stories in order to make them be able to gather their ideas in writing narrative text.

Ultimately, the effect of English short story reading habit has positive effect on students' ability in writing narrative text. It also supports Marlina's conclusion to her study (2007: 55) that there was effect of students' reading habit toward the students' reading comprehension. She conducted her research at second year students of SMA Taman Islam Cibungbulang Bogor. As the result of her research, she found that there is a positive effect of students' reading habit toward students' reading comprehension. She began her research by bringing a concept of correlation between four language skills. They are listening, speaking, reading and writing. She said that those four language skills have very close relationship and affect each others. It was true that reading habit can affect and determine the development of four skills of English of the students at school.

CONCLUSIONS

1. Short story reading habit gives positive effect on students' ability in writing narrative text indicates that short story reading habit that has been explored to the samples of this research (experimental class) during fifteen meetings treatment of reading has impacts and advantages on building the students' ability in writing narrative text.
2. Short story reading habit has advantages on enriching student's ideas in developing their narrative text writing. Short story reading habit can be promoted as the sources of learning narrative text at school. It is because short stories are believed can enrich the students idea for writing and many things can be learned from short stories consciously or unconsciously. Moreover, English short story reading habit may become a familiar situation for the students to get the ideas to write.
3. Short story reading habit activities can be promoted as one of ways to fulfill the demands of 2006 curriculum in developing the students' ability in writing narrative text, the teacher just asks the students to have real experience by motivating them to read many kinds of English short stories in order to make them be able to gather their ideas in writing narrative text.
4. Short stories which are suitable to the students' level and interest makes the students enjoy their reading habit activity. It can be seen from students' enthusiasm in reading short stories given by the researcher during treatments. Fortunately, the short stories used in this research were chosen by considering the students' interest. The researcher chose interesting stories that fulfilled mood and closed to students' life, e.g. the story about Friendship, Family, Love, etc.

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