THE EFFECT OF USING SHORT STORIES ON THE DEVELOPMENT OF 5TH GRADERS' READING COMPREHENSION SKILLS IN HEBRON DISTRICT

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ABSTRACT: *The study aims at investigating the effect of using short stories on the development of 5th graders' reading comprehension skills. The study was applied on a purposeful sample of 5th grade students in a governmental school in Hebron District in the academic year 2016/2017. The sample included (87) students at The Korean Palestinian Basic School for Boys in Hebron District. Students were assigned to experimental group and control group, the experimental group was taught by using the short stories technique, while the control group was taught by the ordinary method (English for Palestine). The researchers prepared a reading test. Content validity and reliability were established for the instrument. It was 0.8 for the test. The experiment lasted one month, a pre-test and post-test were performed using the reading skills' test to measure the effect of using short stories technique. The means and standard deviations (ANCOVA) test were used in the study. The findings of the study showed that there were statistically significant differences in students' reading skills due to the method of teaching in favor of the experimental group. This study recommended that training programs could be offered to train teachers on using the short stories technique. Students need to be provided with opportunities to practice using it. Based on those findings, the study recommended the necessity of implementing modern methods of teaching short stories for better outcomes in students' reading skills, and more studies should be conducted on different variables and subjects were recommended.*

KEYWORDS: Effect, Using Short Stories, Development, 5th Graders, Reading Comprehension Skills, Hebron District

INTRODUCTION

Language is considered vital in our life. It is used for more than one purpose. As Arabs, we use it to communicate, to write research papers, to make a call, to buy a book, to invite someone to a party, and so on. So, by using language we learn many new things such as you learn to communicate with others, to learn what to do in every situation, and you can learn how to deal with people. English is an international language which is spoken all over the world. Many people use it in business, commerce, education, politics, industry, and other various professions (Naser, 1972).

It is necessary for Arab learners to learn English in order to be able to communicate with native speakers. Also, teachers of English are expected to master the four language skills, which are listening, speaking, reading and writing, in order to improve students' abilities.

Additionally, Clandfield (2003) stated that there are many reasons for using literature to teach language skills (listening, speaking, reading, and writing), so, it is an opportunity for learners to discover unmodified language, and the students can deal easily with the unknown language which can be used outside the classroom. Using literature in the classroom will open a discussion between the students. In addition to that, using literature will encourage interactions between the teacher and the students. Literature can make the learners more educated. Using literature in the classroom will motivate the students. Finally, it increases learners' awareness regarding the learning of a foreign language.

One of the most effective methods to develop reading comprehension skills is using short stories which are considered as a unique literary genre which can be used by the teacher in developing reading comprehension skills (Aziz, 2012). Theoretically, Sari (2013) mentioned that using short stories in order to develop reading comprehension skills will make the students exchange their ideas in the classroom discussion and make a connection between the text and the text from outside the school.

Pourkalhor and Kohan (2013) added that using short stories make the students feel more relaxed; makes the reading comprehension easier. Besides that, using short stories needs or requires more attention in order to develop students' thinking skills. In addition, Erkaya (2003) mentioned that each short story usually has a beginning, middle and an end. This will motivate and encourage every student in the classroom to continue reading or listening to the story to follow the plot of the story or to answer questions after listening to it.

Khatib (2012) stated that reading comprehension skills are the most important skill for mastery a foreign language. Also, reading skill is considered as a receptive skill, so the reader doesn't produce anything, but through reading, they can receive information.

In addition to that, by reading comprehension skills, students will be effective readers. So, the learner at the beginning starts with reading letters, then reading small words, group of words, and after that they will be able to read short stories, books, and other texts. By mastering the reading comprehension skills, students will be able to read the texts and paragraphs correctly. Also, students will understand what they have read (Roebl & Shiue, 2011).

Furthermore, Grabe and Stoller (2002) emphasized the different purposes for reading. We read to learn from the text, this happens when students wanted to learn to gain amount of knowledge from a text. In addition to that, for general comprehension; this one is considered as the most important purpose of reading. Reading for general comprehension accomplished by the learners who have good skills in forming a general meaning. Sometimes we read to look for simple information, so in reading to look for information we scan a text to look for a specific word.

Finally, we read to combine information together, write, and critique texts, these skills need critical evaluation for the information which is being combined, so the reader decides what the information to combine for his goal.

To learn and master any English skill, teachers of English should use and apply an attractive techniques, and create a joyful climate in the classroom. Using short stories will motivate students to read more and more stories. As Pardede (2011) stated that short stories is considered as the most suitable way for all levels (beginners and advanced learners), it is easy to work with it, and apply it in the classroom. However, the teacher of English motivates students to

read by using different ways, such as, the teacher should work for enhancing reading development by group cohesiveness so the learners or the readers they challenged in reading. Also, knowing what types of reading that their students interested in, and bring stories to the classroom, this will motivates students to read more and more. To motivate students to read, the teacher may ask questions about the texts, and make connections between the text and students' life in order to build initial interests. In an attempt to motivate students to read, the teacher may help his students, by asking them what they have learned from the text, this will give a value for reading (Celce-Murcia et al., 2014).

This study aims to investigate the effect of using short stories on the development of students' reading comprehension skills. The teacher introduces a group of short stories as a technique. Because of the importance of short stories, this study is an attempt to investigate the effect of using short stories on the development of 5th graders' reading comprehension skills.

Statement of the Problem

This study aims at investigating the effect of using short stories on the development of 5th students' reading comprehension skills. So, in order to improve students' reading comprehension skill which is considered as a very important factor in the learning of English, the teacher need to use a new method like short stories.

In addition, using short stories in the classroom is a very useful way to improve students' reading comprehension skills; they increase students' awareness and motivation, enriches their cultural understanding, enable them to know the sounds of the words and how to pronounce them correctly.

Because of the difficulties that learners of English as a foreign language face in the reading comprehension skills, the low achievement of learners' reading ability, and the importance of using new methods like short stories; this study attempts to investigate the effect of using short stories on the development of 5th graders' reading comprehension skills.

Purpose of the Study

This study aims to investigate the effect of using short stories on the development of 5th graders reading comprehension skills.

Question of the Study

Is there an effect of using short stories on the development of 5th graders' reading comprehension skills?

Hypothesis of the Study

There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the mean scores of 5th graders' reading comprehension skills due to method of teaching.

Significance of the Study

On the theoretical field, this study is expected to investigate the effect of using short stories on the development of 5th graders reading comprehension skills.

On the practical field, curriculum planners may benefit from this study to increase their reading proficiency, and syllabus of English curriculum should emphasize the skills of reading in dealing with a large number of students in the Palestinian classrooms.

Moreover, teachers of English may benefit from this to improve students' reading comprehension skills will make the reading easier, will motivate students to read more and more short stories, will give students an opportunity to use their creativity, will make students comfortable, will make the teaching of a foreign culture easier and will advance students' creative thinking. However, teachers of English may benefit from this study; especially those who arehaving difficulties in teaching the reading comprehension skills.

On the research field, the outcomes of the study may be beneficial to the present researchers or future researchers to be one of the basis that a new theory learning will arise.

Limitations of the Study

1. Locative limitation: The study covers The Korean Palestinian Basic School for Boys in Hebron District.

2. Temporal limitation: The study is carried in the second semester of the scholastic year 2016-2017.

3. Human Limitation: The sample of the study consists of (87) pupils in the 5th grade at The Korean Palestinian Basic School for Boys in Hebron District.

4. Topical limitation: The study examines the effect of using short stories on the development of 5th graders' reading comprehension skills at The Korean Palestinian Basic School for Boys in Hebron district.

REVIEW OF LITERATURE AND RELATED STUDIES

Benefits of Using Literature in Teaching

There are many benefits of using literature in the classroom according to Amer (2012):

- Literature is an authentic material, language enrichment, and cultural enrichment. Moreover, Clandfield (2003) stated that literature is a good material to show the students this unmodified language, in order to overcome the difficulties that the students will face in learning this language.

- Literature should be a significant part in learning for many reasons which were; it gives an opportunity for students to learn about other cultures. Also, it provides a context which will improve the students' reading comprehension. And, by reading, this will enrich the students' vocabulary, and they will know a large number of vocabulary.

- Using literature in the classroom will motivate students to read more and more. So, for example, when teachers of English brings stories to the class, and motivate their students to read, this will encourage them to bring stories or any type of literature to the class and read it and share it with their classmates, this will increase their motivation.

Khatib and Askri (2012) added that literature enhances students' awareness, creativity, and their thinking. However, by using literature, students will be able to expand their knowledge about other cultures.

To conclude, it can be seen from the benefits that using literature in the classroom have many advantages, such as it enhances students to read more and more and share ideas it with classmates.

Benefits of Using Short Stories

According to Erkaya (2003), using short stories in the EFL classes has many benefits, such as:

Motivating students

Every short story has a beginning, middle, and an end. So, this will encourage students to continue reading or listening to until the end. For example; to know what will happen at the end, or to know the climax of the story. In addition to that, short stories are more interesting than the ordinary book; they motivate them to read and to know what happens.

The use of short stories is more interesting to use as a part of language skills classes, and as a material for enjoyment (Pardede, 2011).

Reinforcing the four English skills

The use of short stories to teach foreign language can improve the English four skills (listening, speaking, reading and writing).

Moreover, increasing students' listening skill, by allowing them to read the story aloud, also this is an opportunity to know the correct accents, and the teacher may ask students to act a dialogue in front of the class, and play a role, this will develop their speaking skills.

However, using short stories will enhance students' vocabulary. For example, the teacher may give them some activities, such as to match between the words and synonyms, or to put the new words in the new sentences. After that, students will be able to read the story, understand it, and enhance their reading comprehension.

In order to improve students' writing skills, the teacher may ask students after they have read the story to write the theme of the story, summarize the story, or write about one of the characters in the story.

In addition, Hanadayani (2013) added that short stories are authentic materials for learning the English language. Besides that, it gives the students more examples of vocabulary items and grammatical structures.

Introducing literary elements

Teachers of English should mention the elements of short stories to all levels (low level, intermediate level, and advanced level). The elements of the story are: character, setting, style, point of view, theme and plot, while the elements of plot are conflict, climax, and resolution.

Teaching culture

Short stories are considered as the most effective way to teach about cultures. By short stories we can transfer the culture about the people were the story was written. With knowing about other cultures, we know about peoples' traditions, know about past and present. So, when we know about other cultures, the teacher should be aware of the peoples' culture (students with different culture). The students will know about their culture, and they will compare their cultures with other cultures to know how they differ or how they are similar.

Teaching higher order thinking

When advanced students read the story, they can analyze what they can read and start to think critically, this will develop their higher order thinking skills. Another point is stated by Erkaya (2003) who mentioned is using short stories having two benefits which are: first, short stories are more entertaining for students, and make the students more familiar with critical thinking. Second, the story with order thinking can be easily remembered.

In fact, the teacher's responsibility is to help students to improve their higher order thinking by asking them to make a judgment, apply knowledge, evaluate, organize information and create new ideas.

In order to improve student's higher order thinking skills, Bloom created three domains of learning in 1956, which are cognitive domain, affective domain and psychomotor domain. Cognitive domain which contained, lower-order thinking, and higher-order thinking (Bloom, 1956).

The teacher should choose the thinking skill which is suitable to his/her students' level. If the students are beginners, teachers ask them to recall the information, such as to say the names of the characters of the story; we called this level "knowledge". After that, when they practice this level, they will move to the second level, which is comprehension, at this level, teachers ask students to compare characters in the story. The third level which is application, at this level, students become more proficient, and they can solve problems in the story.

After that, the fourth level, which is analysis, at this level, students are expected to reacha high intermediate level of proficiency, and they start to analyze the events of the story.

Then the students will reach the advanced level of proficiency, and they can synthesize what they read, we called this level "synthesis".

The last level is evaluation, at this level; the students can evaluate what they read. And the teacher may ask them some questions, such as: Do you agree with the actions?

Additionally, Pourkalhor and Kohan (2013) added advantages for pedagogical advantages for using short stories over other literary texts, which are:

- Make the students feel more relax, and reduce students' anxiety.

- Increase students' cultural awareness.

- Short stories give the learners a better view of other culture and people.

On the other hand, Pardede (2011) stated that short stories are the most suitable literary genre which can be used in the EFL classes because it is very short, and short stories is more interesting 44% than the novel 43% and less trouble when it compared to the novel and easy to understand .

 Likewise, short stories are very simple and can be used with all levels (upper stage, intermediate, and advanced).

In fact, with such benefits, short stories will help EFL learners in developing not only their language skills, but their cultures and their language.

Reading Comprehension Skills

Reading comprehensions skills are very essentials for students in order to become effective readers. Professional teachers of English need to guide their students to become more independent in their society, and they need to use an effective method to improve their students' reading comprehension skills.

Reading comprehension is a basic skill that any students need to develop. Being a good reader begins by mastering first the names of the sounds, then the sounds of the letters and knowing the relationships between the sounds, after that learning words in isolation, then the students by mastering all of previous steps, they would be able to read paragraphs and short stories. Many researchers complained that most learners don't understand what they read. In addition, many of students usually read their traditional books in order to get full mark on exam. So, teachers of English should use an effective way in order to improve students' reading comprehension, so the students can understand what they read (Abu Nejmeh, 2011).

However, Robel and shiue (2011) added that reading comprehension reading comprehension is the ability to read the words and know the meaning of the text. So, reading comprehension makes students read proficiently and learn effectively. These skills are based on earlier stages of reading development. If teachers of English don't focus on the earlier stages for reading, the readers must focus on words and decoding letters.

Moreover, Keshta and El-Deen (2009) mentioned that reading comprehension includes two strategies, which were, the first one is bottom up process, in this stage, the readers read the letters in order to recognize the words, after that phrase, sentences to understand the whole text. The second one is top down process, this stage refers to students' ability to know which of the reading strategies are presented in the text, such as, skimming, skinning, scanning, prediction and monitoring.

On the other hand, teachers of English should concentrate more on reading comprehension skills in order to make their students read alphabets, words, texts, and paragraphs.

METHODS OF TEACHING READING COMPREHENSION

Walton (1998) mentioned that there are different methods of teaching reading comprehension skills, which were:

1. Shared Reading

In this method, when the teachers of English listen to students' reading, the teachers' role here is it to encourage students and support them. Another point is that when the teachers use the paired reading, which means that the teacher asks two students to read together, the teacher should slow down her/his speed in order to be suitable to the child.

2. Motivation

The teacher should enhance, and motivate students to read aloud. While the student is reading, the teacher should show how useful is being able to read to the other students.

3. Look and say method

For example, when the teacher uses flash cards of a word which is written on it.

 A teacher puts the cards on the table one at a time, on top of each other as fast

as he thinks reasonable for that particular learner to read them.

4. The real books

This method requires children to have access to real books as opposed to books which have short sentences and vocabulary. In order to make the reading skill easier, the books should contain diagrams and pictures to convey the information to students.

Certainly, using different methods in teaching reading comprehension skills, many things that will be achieved by students, and they can master English well.

Related Studies

Studies Related to Short Stories

Abu Zahra and Farrah (2016) carried out a study about using short stories in the EFL classroom which examined students' attitudes towards using short stories in the EFL classroom. In order to achieve this aim, the researchers used a questionnaire to examine students' attitudes towards using short stories. The questionnaire contained two parts which were demographic information (Gender, Seniority, Grade Point average (GPA), and major. And the second one was 18 statements used Likerts' 5 point scale (Strongly Disagree\ Disagree\Neutral\ Agree \ Strongly Agree). The sample of this study included 2nd to 4th year students majoring in English in the fall semester of the academic year 2014_2015 at Hebron University. The result of the study proved that the students held positive attitudes towards using short stories in the EFL learners due to the Grade Point Average (GPA).

Taghizadeh (2016) investigated the effect of motivating via simplified stories on Iranian intermediate EFL learners' reading comprehension achievement. The researchers applied this study on 36 students. The sample of the study was divided in two groups; the experimental group, and the control group. The experimental group consisted of 18 students, which they taught by short stories which was covered in the classroom during the course. In contrast the control group consisted of 18 students, which they taught by reading the based text book which called "A basic course in English for university students". Data sources were gathered by a

questionnaire, pre test and post test. After statistical treatment, the researchers came up with results that the experimental group did much better in the reading test than the control group.

Handayani (2013) carried out a study about using children's short stories to enhance students' comprehension in one of the junior high schools in Bandung, which focused on using short stories in order to increase students' motivation to read. Data used for analysis in this study was collected through various sources which were: observation sheet, reading test, questionnaire and interview. The results showed that using short stories enhanced students reading comprehension which in turn developed their stores of vocabulary.

Sari (2013) conducted a study that aimed at using short stories to develop students' reading comprehension skill. To measure this, the researchers used a test and a questionnaire. The sample of the study consisted of a group of 40 students, who were classified in two groups, the control group which was taught by using instructional-based textbook, and the experimental group which was taught by using short stories as a reading comprehension test. The result was analyzed by using T-test, which found that the group which was taught by using short storied did better than the other.

Zeraatkar and Hadipanah (2013) studied the effects of short story on Junior High school EFL Learners' Reading Skills in Birjand. To achieve this objective, the researchers chose 40 students aged 40 randomly from Birjand's teacher training center, and they were divided in two groups, which were the control group that was taught by using the traditional way in, and the experimental group that was taught by using short stories s, and the data were collected by a pre test and a post test for the two groups. The multiple choice test divided into three sections; which were "New Shoes for Maddy, "Chocolate", and "Marco Polo", each category contained 10 multiple choice statements. The results showed that using short stories in teaching will produce positive outcomes on reading, motivates students, and making the teaching more interesting.

Kharaghani (2013) carried out a study in order to investigate the effect of short stories on the reading comprehension ability of Iranian EFL learners. The data of the current study were gathered by using short stories, test, questionnaire, and text book. The sample of the study consisted of 100 pre university students at Azad University of Mashhad. The sample was classified into two groups: the experimental group, which was taught by using short stories in the classroom. But, the control group was taught by using the traditional way in teaching. After statistical treatment, the researchers came up with the result that using short stories will develop and increase students' reading comprehension.

Rabba (2012) did a study about teaching short stories for 10th grade in classroom in Palestine. The researchers conducted this study on 48 tenth grade students at Al Thahrieh School for Boys. In order to achieve the study goal, the researchers collected data by a questionnaire, assessment sheet, and pre and post test. The sample of the study was divided into groups the experimental group and the controlled group. After statistical treatment, the researchers came up with a result that students became more active by using short stories.

Al-Mansour and Al-Shorman (2011) studied the effect of teachers' storytelling aloud on the reading comprehension of Saudi elementary stage students. The sample of the study consisted of 40 students which were chosen randomly from Al-Riyadh educational district. The sample of the study was divided in two groups; the experimental group and the control group. The experimental group consisted of 20 students who were exposed to storytelling aloud by one of

the researchers. In contrast, the control group consisted of 20 students, who were not exposed to storytelling by the teacher. Data sources were a test which was designed by the researchers, and contained 25 items in multiple choice on for reading passages. The findings showed that the experimental group did better and outperformed than the control group.

Studies Related to Reading Comprehension Skills

Alhabahba et al. (2016) did a study about the effect of integrated instructions on reading comprehension, motivation, cognitive variables. The study examined the contribution of concept-oriented reading instruction (CORI) on three variables: reading comprehension, motivation, and metacognition. The sample of the study consisted of 66 from 5th graders female students from six classrooms in the southern district area in Jordan. The sample was distributed into two groups, the control group (33) students, and the experimental group (330) students. The CORI was used in teaching the experimental group, while traditional teaching was used with the control group. For answering the questions of the study, the researchers used the Reading Comprehension Test (RCT), Metacognition Awareness of Reading Strategies (MARS), and an intrinsic motivation questionnaire scale with three levels. The results indicated that female students replay to the reading test, metacognition test, and motivation questionnaire proved that the reading comprehension metacognition, and motivation became better only in the CORI group.

Khaki's (2014) study aimed at improving reading in a foreign language: strategic reader. In this study the researcher mentioned two strategies which were' summarizing, and students – generated questions. In order to achieve the purpose of the study, the researcher did a pre test and a post test. The sample of the study consisted of 54 females at intermediate-level EFL students who are studying in a language institute in Iran. The sample was divided into groups; two experimental groups, and a control group. The first experimental group consisted of 19 participants, and they were taught by using given them texts, and write a summary. The second experimental group consisted of 19 participants, and they had to generate and write question about the texts. The control group consisted of 15 participants, and they were taught by studying the tests, and the teacher asked them some questions, and they had be prepare to answer the teachers' question about the texts. The findings showed that there were significant differences between the experimental group and the control group due to the method of teaching.

Pourkalhor and Kohan (2013) carried out a study about teaching reading comprehension through short stories in advance classes. The study was applied on 40 advanced-level tenth grade students. The sample of the study was separated into two groups; the experimental group (20) students who were taught by using the book Modern Short Stories in English by Robert J. Dixon. The control group (20) students they taught by material from different reading books. Data was gathered using a reading comprehension test. However, the findings proved that the students who were taught by using short stores did much better than the students who were taught by using the traditional way.

Khatib and Nasrollahi (2012) studied the enhancing of reading comprehension through short stories on Iranian EFL learners. In order to achieve the aim of the study, the researchers conducted this study on 26 English major students at the Islamic University Babol Branch and Amol Branch. The sample of the study was distributed into two groups; the experimental group and the control group. The experimental group was taught by using short stories. In contrast, the control group was taught by using material from different books. The researchers collected

the data by pretest and post test. The results of the study showed that the group which used short stories didn't do better over the group that used the different reading books material.

Al Shahre (2012) did a study about self-questioning strategy usage efficiency in developing the creative reading skills on the 2nd grade intermediate female students. In order to achieve this goal, the researcher applied this study on 46 female students from the 2nd grade level on Taif city. The researcher collected the data through a test of creative thinking skills, and a list of creative reading skill in Arabic language. The researcher concluded that there is a significant difference between the two groups in favor to the experimental group.

Abu Nejmeh (2011) conducted a study about integrating Higher Order Thinking Skills (HOTS) on the tenth graders to improve learners' achievement in reading comprehension in Jenin district. In order to achieve this aim, the researcher applied the study on all 10th grade students, and then the researcher chose the sample of the study according to the criteria. The sample of the study consisted of 294 tenth grade students from three secondary schools (1 male and 2 female) in Jenin district, and they were divided into 8 sections. Data sources were collected by a reading passage about Aral Sea, which was chosen from *English for Palestine* textbook. Three HOTS strategies for the experimental groups, and a reading comprehension achievement test consisted of 40 questions. The experimental groups were taught by using comprehension passage using the (HOTS) (inferring, questioning and summarizing) strategies. In contrast, the control groups were taught by using the traditional method. The researcher found that there is a significant difference in favor of the experimental group.

Roebl and Shiue (2011) did a study about developing the reading comprehension skills in EFL university level students. In order to achieve this aim, the researchers used two sets of tests, a pretest and a posttest. The sample of the study consisted of 61 students of two classes (Class A and Class B) of first year students at a general university in the northern part in Taiwan. Class A is the experimental group. In contrast, Class B is the control group. Data was analyzed by using standard deviation, and Z value. The results proved that the experimental group did better than the control group.

Keshta and El-Deen (2009) carried out a study to investigate the effectiveness of assisted extensive reading comprehension strategies for 9th graders in Gaza Governorate. The sample of the study consisted of 111 students; they were aged between (14-15) years old. The sample of the study was chosen randomly, and was divided into three groups; which were; the experimental group, experimental group, and the control group. The two experimental groups consisted of 70 students who were chosen randomly from Roquia High Elementary female students. And the control group consisted of 41 students, and they chosen randomly from Mustafa Hafiz High Elementary Female School. The first experimental group received reading comprehension training only. The second experimental group received reading comprehension strategy training for two weeks and extensive reading activities for nine weeks, while the control group was taught by the traditional way. Data sources were collected by a pre test and a post test for the three groups. The findings showed that assisted extensive reading program improved the reading comprehension strategies.

METHODS AND PROCEDURES

Methods

This study followed the experimental approach quasi-experimental design applied on two groups. The groups were divided into experimental and control. The experimental group was taught by using short stories, while the control group was taught by the traditional method.

Population of the Study

The population of this study comprised of all fifth graders (males) in governmental schools in Hebron District in the second semester in the academic year 2016-2017. The whole population was (6738) students, documented according to the records of the Ministry of Education.

Sample of the Study

The subjects of the study were taken from one school for males, and were distributed between two sections. The sample of the study consisted of (87) fifth grade students. All participants were non-native speakers of English. They have been learning English for 5 years, and have the same socio-economic environment. Each group was assigned to one experimental and one control group by using simple random sampling

The following table shows the distribution of the sample of the study:

Instruments of the Study

This study uses the following tool:

Pre-Post tests which consist of short stories to measures the development of students' reading comprehension skills. The reading skills' test was prepared by the researchers to measure the students' performance level in the reading comprehension skills.

The test was administered for approximately (15-20) minutes for each student to read short stories. After an interval of four weeks, the same test was reapplied on the same students.

Validity of the Test

To ensure the validity of the test, it was displayed to several juries of supervisors and universities professors of English language and Education. To ensure the validity of the test's content, it was presented to a group of arbitrators with competence and experience who stated their opinions on the activities "instruments" in order to ensure their suitability.

Reliability of the Test

The test is reliable when it gives the same results if it is re-applied under the same conditions. The total mark of the reading comprehension test was 100.

To check the reliability of the test, Test re-test was also applied two times on the study sample to check reliability. After an interval of two weeks, the same test was reapplied on the same students. Pearson's correlation reached (0,8).

Teaching Materials

The teaching materials consisted of short stories, instructions for the teacher, posters, word cards, flash cards pictures, lesson plans.

Each story consisted of subject, aims, method, materials, aids, procedures. After reading the story, the teacher asked students to read and act the story in front of students. The stories used in the study are simple materials (which was suitable to the students' level and it was according to the purpose of the study) for teachers to apply and for students to read.

Design of the Study

Subjects in this study were pre-tested using a reading rubric to determine their level of reading and to control the effect of their previous knowledge, and then they were post-tested using the same instrument, four weeks later. The sample received the same instructions before they sat for the post-test. In this design the independent variable is the method of instruction which had two levels:

1-Methods:

a-   Short stories technique.

b-   Traditional method.

On the other hand, the dependent variable was the reading comprehension skills, which was measured by the subjects' performance on the pre-post tests.

EG.   O1 O2   X   O1   O2

CG.   O1 O2   ---   O1   O2

EG: Experimental group   R: random treatment

CG. Control group   X: treatment

O1: pre-test   O2: post test

Variables of the Study

Independent variables

a- Method of teaching (using short stories, ordinary method).

Dependent variable

Reading comprehension skills

Data Collection Procedures

This study was conducted in the second semester of the scholastic year 2016-2017, at The Korean Palestinian Basic School for Boys in Hebron District. During the application of this study, the researchers carried out the following procedures:

1. The researchers got a permission letter from the Deanship of Graduate Studies at Al-Quds University to facilitate the work in school.

2. A permission to facilitate the mission is given from the Hebron Directorate of Education\ to the school principals where the study will be applied.

3. The researchers took down the names of the schools that have 5t^h grade male learners.

4. Population of the study consisted of fifth grade students in Hebron public schools. In the scholastic year 2016-2017. The number of students is 6738 students

5. The number of the sample was (87) divided into 2 groups, experimental group and control group.

6. The researchers designed the instrument of the study (test).

7. The researchers ensured the validity and reliability of the instrument.

8. The application of the pre-test on groups. The pre-test of the reading comprehension was held on the 19/2/2017.

9. The researchers chose the two participant groups in one school and distributes them into experimental groups (males) and control group (males) randomly by tossing.

10. The researchers designed the materials, presented it to a group of arbitrators with competence and experience who stated their opinions to ensure the suitability of the materials.

11. The researchers trained teachers (2 males) who will apply the experiment.

12. The application of the technique of five short stories on the experimental groups.

13. The application of the post test on groups. The post –test of the reading comprehension was held on 19/3/2017.

14. The researchers collected data for statistical analysis and for identifying findings.

Data Analysis

In the process of analyzing data, the statistical software packages "SPSS" program means and standard deviations were used as well as Person Correlation Coefficient,and Analysis of Co-variance "ANCOVA".

RESULTS OF THE STUDY

Is there an effect of using short stories on the development of 5th graders' reading comprehension skills?

We translated the question into the following hypothesis:

There are no statistically significant differences at the level ($\alpha = 0.05$) in using short stories on the development of 5th graders' reading comprehension skills due to method of teaching.

To answer the question, mean scores and standard deviations were calculated for the students' scores in the two groups (the control and the experimental ones) on the reading comprehension test according to the method of teaching. Table (1) shows the mean scores and standard deviations:

Table 1. Means and standard deviations for students' scores in the reading comprehension pre and post test due to method of teaching.

Group	scale	Pre-test	Post-test
control group	N	45	45
	Mean	20.0	33.3
	Std. Deviation	0.40	0.48
experimental group	N	42	42
	Mean	4.8	59.5
	Std. Deviation	0.22	0.50
Total	N	87	87
	Mean	12.6	46.0
	Std. Deviation	0.33	0.50

Data shown in the table (1) reveal that the mean scores in the pre-test for the experimental group is (4.8), while the mean score in the pre-test for the control group is (20.0). However, the mean scores in the post test for the experimental group is (59.5), while the mean score in the post test for the control group is (33.3).

According to the previous result, there are apparent differences between the students' mean scores on the reading comprehension test between the two groups (Experimental and Control).

To identify if there are statically significantly differences at ($\alpha \leq 0.05$), (One way ANCOVA) was used as shown in the table (2).

Table 2. Show the Results of One way ANCOVA test due to the method of teaching on students reading comprehension skills.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Pre-test	1.594	1	1.594	7.228	0.009
group	2.183	1	2.183	9.899	0.002
Error	18.525	84	0.221		
Corrected Total	21.609	86			

Table (2) shows that F value was (9.899) for the differences between the mean scores of learners' level in the two groups in the reading comprehension skills test (experimental and control), and the significant level was (0.002), so there are significant differences between learners in the two groups (experimental and control). To identify the source of these differences, table (3) shows the adjusted mean scores for the post-test according to group. To identify the source of these differences, table (3) shows the adjusted mean scores for the post-test according to group.

Table 3. Adjusted Means and Standard Errors of the post test scores by groups.

Group	Adjusted means	Std. Errors	95% Confidence Interval	
			Lower Bound	Upper Bound
control group	30.3	0.071	16.1%	44.4%
experimental group	62.8	0.073	48.2%	77.4%

Data shown in table (3) reveal that the adjusted means for the experimental group was (62.8) and that is more than the control group which was (30.3). Accordingly, the differences between the two groups are in favor of the experimental group**.**

2. Is there an effect of using short stories on the development of 5th graders' fluency and accuracy due to method of teaching?

We translate the question into the following hypothesis:

There are no statistically significant differences at the level ($\alpha = 0.05$) in using short stories on the development of 5th graders' fluency and accuracy due to method of teaching.

To answer the question, the mean scores and standard deviations were calculated for the students'' fluency and accuracy scores in the two groups (the control and the experimental ones) according to method of teaching. Table (4) shows the mean scores and standard deviations:

Table 4. Means and standard deviations for the development of students' fluency and accuracy scores on the reading comprehension pre and post test due to method of teaching.

group	scale	Pre-test	Post-test
control group	N	45	45
	Mean	31.1	22.2
	Std. Deviation	0.47	0.42
experimental group	N	42	42
	Mean	11.9	57.1
	Std. Deviation	0.33	0.50
Total	N	87	87
	Mean	21.8	39.1
	Std. Deviation	0.42	0.49

Data shown from the table (4) reveal that the mean scores in the pre-test for the experimental group is (11.9), while the mean score in the pre-test for the control group is (31.1). However, the mean scores in the post test for the experimental group is (57.1), while the mean score on the post-test for the control group is (22.2). According to the previous result, there are apparent differences between the students' mean scores on fluency and accuracy between the two groups (experimental and control). To identify if there are statically significantly differences at ($\alpha \leq$ 0.05), (One way ANCOVA) was used as shown in the table (5).

Table 5. Show the Results of One way ANCOVA test due to the method of teaching on students fluency and accuracy.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Pre-test	1.802	1	1.802	9.309	0.003
group	3.591	1	3.591	18.549	0.000
Error	16.261	84	0.194		
Corrected Total	20.713	86			

Table (5) shows that F value was (18.549) for the differences between the mean scores of learners' level in the two groups in fluency and accuracy (experimental and control), and the significant level was (0.000), so there are significant differences between learners in the two groups (experimental and control). To identify the source of these differences, table (6) shows the adjusted mean scores for the post-test according to group. To identify the source of these differences, table (6) shows the adjusted mean scores for the post-test according to group.

Table 6. Adjusted means and standard errors of the post test scores by groups.

Data shown in table (6) reveal that the adjusted means for the experimental group was (60.7),

Group	Adjusted means	Std. Errors	95% Confidence Interval	
			Lower Bound	Upper Bound
control group	18.9	0.066	5.7%	32.1%
experimental group	60.7	0.069	47.0%	74.4%

and that is more than the control group which was (18.9). Accordingly, the differences between the two groups are in favor of the experimental group**.**

3.Is there an effect of using short stories on the development of 5th graders' expression and intonation due to the method of teaching?

We translate the question into the following hypothesis:

There are no statistically significant differences at the level ($\alpha = 0.05$) in using short stories on the development of 5th graders' expression and intonation due to method of teaching.

To answer the question, mean scores and standard deviations were calculated for the students" expression and intonation scores in the two groups-the control and the experimental ones according to method of teaching. Tables (7) shows the mean scores and standard deviations:

Table 7. Means and standard deviations for the development of students' expression and intonation scores on the reading comprehension pre and post tests due to method of teaching.

Group	scale	Pre-test	Post-test
control group	N	45	45
	Mean	11.1	48.9
	Std. Deviation	0.32	0.51
experimental group	N	42	42
	Mean	4.8	76.2
	Std. Deviation	0.22	0.43
Total	N	87	87
	Mean	8.0	62.1
	Std. Deviation	0.27	0.49

Data shown from the table (7) reveal that the mean scores on the pre-test for the experimental group is (4.8), while the mean score on the pre-test for the control group is (11.1). However, the mean scores on the post test for the experimental group is (76.2), while the mean score on the post test for the control group is (48.9). According to the previous result, there are apparent differences between the students' mean scores on expression and intonation between the two groups (experimental and control).

To identify if there are statically significantly differences at ($\alpha \leq 0.05$), (One way ANCOVA) was used as shown in the table (8).

Table 8.Show the Results of One way ANCOVA test due to the method of teaching on students in the development of expression and intonation.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Pre-test	0.650	1	0.650	2.999	0.087
group	1.844	1	1.844	8.504	0.005
Error	18.213	84	0.217		
Corrected Total	20.483	86			

Table (8) shows that the F value was (8.504) for the differences between mean scores of learners' level in the two groups in the fluency and accuracy (experimental and control), and the significant level was (0.005), so there are significant differences between learners in the two groups (experimental and control). To identify the source of these differences, table (4.9) shows the adjusted mean scores for the post-test according to group. To identify the source of these differences, table (9) shows the adjusted mean scores for the post-test according to group.

Table 9. Adjusted means and standard errors of the post test scores by groups.

Group	Adjusted means	Std. Errors	95% Confidence Interval	
			Lower Bound	Upper Bound
control group	47.9	0.070	34.1%	61.8%
experimental group	77.2	0.072	62.9%	91.6%

Data shown in table (9) reveal that the adjusted means for the experimental group was (77.2), and that is more than the control group which was (47.9). Accordingly, the differences between the two groups are in favor of the experimental group**.**

4. Is there an effect of using short stories on the development of 5th graders' volume due to method of teaching?

We translate the question into the following hypothesis:

There are no statistically significant differences at the level ($\alpha = 0.05$) in using short stories on the development of 5th graders' volume due to method of teaching.

To answer the question, mean scores and standard deviations were calculated for the students' volumescores in the two groups (the control and the experimental ones) according to method of teaching. Table (10) shows the mean scores and standard deviations:

Table 10. Means and standard deviations for students' volume scores in the reading comprehension pre and post due to the method of teaching.

group	scale	Pre-test	Post-test
control group	N	45	45
	Mean	22.2	33.3
	Std. Deviation	0.42	0.48
experimental group	N	42	42
	Mean	4.8	57.1
	Std. Deviation	0.22	0.50
Total	N	87	87
	Mean	13.8	44.8
	Std. Deviation	0.35	0.50

Data shown from the table (10) reveal that the mean scores in the pre-test for the experimental group is (4.8), while the mean score on the pre-test for the control group is (22.2). However, the mean scores on the post test for the experimental group is (57.1), while the mean score on the post test for the control group is (33.3). According to the previous result, there are apparent differences between the students' mean scores on volume between the two groups (experimental and control).

To identify if there are statically significantly differences at ($\alpha \leq 0.05$), (One way ANCOVA) was used as shown in the table (11).

Table 11: Results of One way ANCOVA test due to the method of teaching on students in the development of volume.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Pre-test	1.282	1	1.282	5.669	0.020
Group	1.850	1	1.850	8.178	0.005
Error	19.003	84	0.226		
Corrected Total	21.517	86			

Table (11) shows that F value was (8.178) for the differences between mean scores of learners' level in the two groups in the volume (experimental and control), and the significant level was (0.005), so there are significant differences between learners in the two groups (experimental and control). To identify the source of these differences, table (4.12) shows the adjusted mean scores for the post-test according to group. To identify the source of these differences, table (12) shows the adjusted mean scores for the post-test according to group.

Table 12: Adjusted means and standard errors of the post test scores by groups.

Group	Adjusted means	Std. Errors	95% Confidence Interval	
			Lower Bound	Upper Bound
control group	30.3	0.072	15.9%	44.6%
experimental group	60.4	0.075	45.6%	75.3%

Data shown in table (12) reveal that the adjusted means for the experimental group was (60.4) and that is more than the control group which was (30.0). Accordingly, the differences between the two groups are in favor of the experimental group**.**

In brief, this section is devoted to the presentation and analyses of the data collected through the tests. The results were clarified statistically by using different tables that indicated them.

The results can be summarized as follows:

1. There are statistically significant differences at the level ($\alpha = 0.05$) in the mean scores of 5th graders' reading comprehension skills due to method of teaching.

2. There are statistically significant differences at the level ($\alpha = 0.05$) in the mean scores of 5th graders' fluency and accuracy due to method of teaching.

3. There are statistically significant differences at the level ($\alpha = 0.05$) in the mean scores of 5th graders' expression and intonation due to method of teaching.

4. There are statistically significant differences at the level ($\alpha = 0.05$) in the mean scores of 5th graders' volume due to method of teaching.

DISCUSSION OF THE RESULTS

Is there an effect of using short stories on the development of 5th graders' reading comprehension skills?

The result support the null hypothesis, which indicated that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 5th graders' reading comprehension skills due to method of teaching between the two groups (experimental and control). The results of ANCOVA show that the F value for the two groups (experimental and control) in the reading test due to the method was (9.89) and the significant level was (0.002), which is less than ($\alpha \leq 0.05$). So, the null hypothesis is accepted.

According to table (1), the previous results concluded that the experimental group mean scores has increased during the application of the study which means that there was an effect of using short stories on the development of the 5th graders' reading comprehension skills which improved during the application of the study.

In light of the above, the researchers indicated that the new method "Short Stories" as a method of teaching supports the learning process, so the researchers think that teachers should adopt it with their students in their classes.

This results of this study agreed with Al-Mansour's and Al-Shorman's (2011) study, in relation to the experimental group which was taught by using storytelling aloud, and they did much better in the reading comprehension skills, and outperformed the control group.

Also, it agreed with Handayani's (2013) study that using short stories enhanced students' reading comprehension skills.

The results also agreed and in consistence with Hadipanah and Zeraatkar (2013), Kharaghani (2013), Taghizadeh (2016), Pourkalhor and Kohan (2013) which all showed statistical differences in using short stories to develop the reading comprehension skills, and the result showed that using short stories in teaching will produce positive outcomes on reading comprehension skills, motivate students and make the teaching process more interesting.

However, the results of this study did not agree with Rabba's (2012) study about teaching short stories for tenth grade in classroom in Palestine; the study did not improve students' English language. Also, they did not agree with Khatib and Nasrollahi (2012) in whose study there were no significant differences as far as statistics were concerned.

2- Is there an effect of using short stories on the development of 5th graders' fluency and accuracy due to method of teaching?

The result support the null hypothesis, which indicated that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 5th graders' fluency and accuracy due to the method of teaching between two groups (experimental and control). The results of ANCOVA show that the F value for the two groups (experimental and control) with regard to fluency and accuracy due to the method was (18.5) and the significant level was (0.000), which is less than ($\alpha \leq 0.05$).

According to the table (4), the previous results concluded that the experimental group mean scores have increased during the application of the study, which means that there was an effect

of using short stories on the development of the 5th graders' fluency and accuracy which have improved during the application of the study.

3. Is there an effect of using short stories on the development of 5th graders' expression and intonation due to method of teaching?

The result support the null hypothesis ,which indicated that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 5th graders' expression and intonation due to the method of teaching between the two groups (experimental and control). The results of ANCOVA show that the F value for the two groups (experimental and control) with regard to expression and intonation due to the method was (8.50) and the significant level was (0.005), which is less than the significant value ($\alpha \leq 0.05$).

According to table (7), the previous results concluded that the experimental group mean scores have increased during the application of the study which means that there was an effect of using short stories on the development of the 5th graders' expression and intonation which have improved during the application of the study.

4. Is there an effect of using short stories on the development of 5th graders' volume due to method of teaching?

The result support the null hypothesis , which indicated , that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 5th graders' reading volume due to the method of teaching between two groups (experimental and control). The results of ANCOVA show that the F value for the two groups (experimental and control) with regard to volume due to the method was (8.1) and the significant level was (0.005), which is less than ($\alpha \leq 0.05$).

According to the table (10), the previous results concluded that the experimental group mean scores have increased during the application of the study, which means that there was an effect of using short stories on the development of the 5th graders' volume which has improved during the application of the study.

The researchers indicated that the teachers' need to establish learning environment to compensate the authentic atmosphere in language learning using pair-group work which helps in carrying out the learning process to be a successful work on developing and adopting new techniques that will help to improve the reading skills of students.

CONCLUSION

The researchers concluded that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 5th graders' reading comprehension skills due to method of teaching between the two groups (experimental and control), and they were in favor of the experimental group. Moreover, there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 5th graders' fluency and accuracy due to the method of teaching between two groups (experimental and control), and they were in favor of the experimental group. In addition, that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 5th graders' expression and intonation due to the method of teaching between the two groups (experimental and control), and they were in favor of the experimental group. Also, there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 5th graders' reading volume due to

the method of teaching between two groups (experimental and control), and they were in favor of the experimental group.

It has been found out that short stories improved certain reading proficiency components, so, the researchers think that short stories are a good technique to be used in classes, and it may help to solve some problems that students face during the teaching-learning process, improve students' fluency, accuracy, volume, expression and intonation. In addition to that, using short stories increased students' motivation to learn English as a foreign language.

RECOMANDATIONS

In the light of the results of this study, the researchers find it important to give some recommendations such as:

1.   Curriculum designers may consider continuity, sequence, and integration in building learning materials using short stories.

2.   Teachers need to be trained on how to develop and present stories for their students to create the suitable environment.

3.   Teachers should establish a learning environment to compensate for the authentic atmosphere in language learning using pair work and group work which help in making the learning process successful.

4.   More researches could be done on the factors that may increase students' curiosity and eagerness to have good reading skills.

5.   Conduct other studies similar to the present study, but on other skills such as (listening, speaking and writing).

6.   Conduct an analytical study to the Palestinian English curriculum to identify the main reading skills that should be focused on during the reading lessons.

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