THE ABILITY OF THE SIXTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM OF FKIP UR IN DETERMINING THEME AND PLOT IN SHORT STORIES

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Abstract: This study is aimed to describe the level of the students' ability at English Study Program of FKIP of University of Riau in determining theme and plot in reading short stories. The design of this research is descriptive research, which has one variable to observe. This research used quantitative data, where the students were assessed by their score. To determine the sample, this research used cluster random sampling technique. The population of this research was the sixth semester students of English study program of FKIP of Riau University in the academic year 2016/2017. The total number of population was 70 students. There were 25 sixth semester students chosen as the samples of this research. The instruments of the research were 30 multiple choice questions. In collecting the data this research used written test. There were 10 questions given to the students in each short stories and had to be done in 90 minutes. All of the short stories are taken from a number of short stories. Based on the result of the research, there was 1 student (4%) in excellent ability level, 6 students (24%) who were in good ability level, 13 students (52%) who were in mediocre level. Then, there were 3 students (12%) who were in poor level and 2 students (8%) who were in very poor level. In other words, the sixth semester students of English study program of FKIP of University of Riau ability level are categorized in mediocre level. Moreover, from the result found, the students' ability is in mediocre level with the mean score 53.54.

Key words: student, ability, short story, theme, plot

KEMAMPUAN MAHASISWA SEMESTER ENAM FKIP BAHASA INGGRIS UNIVERSITAS RIAU DALAM MENENTUKAN TEMA DAN PLOT PADA CERITA PENDEK

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Abstract: *Penelitian ini bertujuan untuk mejelaskan tingkat kemampuan mahasiswa semester enam FKIP bahasa inggris Universitas Riau dalam menentukan tema dan plot pada cerita pendek. Desain penelitian ini adalah penelitian deskriptif yang mempunyai faktor tak tetap untuk diamati. Penelitian ini menggunakan quantitative data, yang mana siswa akan mendapat nilai dari skornya. Untuk menentukan sampel, penelitian ini menggunakan teknik kelompok acak. Populasi dari penelitian ini adalah mahasiswa semester enam fakultas keguruan dan ilmu pendidikan bahasa inggris universitas riau tahun 2016/2017. Total populasinya 70 orang mahasiswa. Terdapat 25 mahasiswa sebagai sampel penelitian. Instrumen penelitian ini adalah 30 soal pilihan. Dalam mengumpulkan data penelitian ini menggunakan tes tertulis. Ada 10 pertanyaan yang diberikan pada setiap cerita pendek dan harus selesai dalam waktu 90 menit. Semua cerita pendek diambil dari satu sumber. Dari hasil penilaian dan analisa dapat dilihat bahwa data kuantitatif menunjukkan ada 1 mahasiswa (4%) yang berada pada level unggul, kemudian 6 siswa (24%) berada pada level baik. Lebih lanjut, terdapat 13 mahasiswa (52%)yang berada pada level medium dan mahasiswa (12%) berada pada level rendah, 2 siswa (8%) berada level sangat rendah.Dalam kata lain, kemampuan mahasiswa bahasa inggris semester enam FKIP universitas Riau dalam menentukan tema dan plot berada pada tingkat sedang. Selain itu berdasarkan hasil penelitian, kemampuan siswa semester enam berada pada tingkat sedang dengan nilai rata-rata 53.54.*

Kata Kunci: *mahasiswa, kemampuan,cerita pendek, tema, plot/alur.*

INTRODUCTION

As many other languages, English is learnt in many aspects. It is known as four language skills that are: listening, speaking, reading, and writing. Reading is the most essential skill for success in all educational contexts. According to Brown and Abey Wickrama(2010), reading is a significant subject of study in higher education. There is a much greater expectation and requirement to the readers to read more independently and more widely than they may have previously to be successful. At university level, reading material is widely varied. The material for each language related to subject is provided in English. This condition requires the students to have many reading activities. After reading there were many difficulties found by the students to comprehend points and the question of Reading material. But actually reading gives consideration to develop well the students' knowledge.

In the curriculum of English study program there are 5 literature courses: Introduction to Literature, Prose, Drama, Poetry, and Literature Analysis. Short story is a part of prose. Prose is the written form of narrative.Short story is a narrative form that can be read in short time. According to Merriam Webster (2016) short story is an invented prose narrative shorter than a novel, usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot. Short story is an effectively media to teach in prose. Short story is suitable and it can be effective in teaching and learning process. Short story concerns not only a simple text but also suitable at the lower semester university level. It was found that language used in the short story would influence the learners to interpret the elements of the story include theme and plot.

According to Richard Gill (1985), a theme emerges in and trough the dialogue, development of character, setting and plot. One way of saying what makes up the theme of a short story is to say that it is the significance of all those elements. Klarer (1998) suggests that plot is the logical interaction of the various thematic elements of a text which leads to a change of the original situation as presented at the outset of the narrative. Based on the explanation above, it can be concluded most of English students were not able to determine the theme and plot in short stories. That's why the writer is interested to conduct a research entitled "**The Ability of the Sixth Semester Students of English Study Program FKIP UR in Determining Theme and Plot in Short Stories**".

METHODOLOGY

This research was conducted at English Study Program, Riau University, Pekanbaru City, in the middle of june 2016. This research belongs to descriptive research. According to Gay (1987), the descriptive research is research that determines and describes the way things are; involves collecting numerical data to test hypothesis or answer questions about the current subject of the study. This research used quantitative data, which is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest (Gay, 2009). So, this research is designed to describe and interpret the data being study based on the fact that is

supported by accurate theories.To determine the sample in this research, the writer used cluster sampling technique. Gay and Peter (2000) stated that cluster sampling randomly selects groups, not individual. All the members of select group have similar characteristics.

The population of this study was the sixthsemester students of English Department of University of Riau. Fraenkel and Walen (1993), population is the group of interest to the research, the group to whom the researches would like to generalize the results of the study. In this research, the population included all the sixthsemester students of English department of University of Riau in the academic year 2015-2016 that were 70 students. The students were divided into 3 classes, Class A, B, C. The writer used Cluster Random Sampling technique in order to get the sample. The writer picked three small papers. Then, the papers were rolled and put in a box. One of the papers was written the word SAMPLE on it. The writer asked the chairman of each class to pick out one rolled paper. The chairman who got the paper with the word SAMPLE on it, his class was the sample of the investigation. Then, the sample of this research is 25 sixthsemester students of class B.

In this research the writer used quantitative data. The quantitative data was in form of multiple choice questions. Before the students did the test, they had been given a blue print in order to make them easier to do the test. Then, to do the real test, the students were given three different short stories together with the questions related to theme and plot. Before giving the test to the students of English Department of University of Riau, the test was tried out in order to know the validity and reliability of the test by using Heaton's (1975) way :

$$F.V = \frac{R}{N}$$

Where :
F.V = difficulty level
R = the number of correct answer
N = the number of student taking the test

The test item was accepted if F.V stays between 0.30-0.70 and will be rejected if F.V stays below 0.30 or over 0.70. The standard deviation and reliability of the test were calculated by using these formulas:

$$Sd = \sqrt{\frac{\sum d2}{N}}$$

Where:
Sd = Standard deviation
$\sum d^2$ = Total of square mean deviation
N =The number of test items

(Heaton, 1975)

$$Rii = \frac{N}{N-1}\left[1 - \frac{m(N-m)}{N(Sd)2}\right]$$

Where:
Rii = Reliability
N = the number of items in the test
M = the mean score on the test for all the students
Sd = the standard deviation of all the test' scores

(Heaton, 1975)
if the result is above (>0.70) the test is reliable

To achieve the validity and the reliability of the instrument, the try out data was carried out at class A of the sixth semester students of English Department of FKIP, Riau University. This group of students were taken because they had similar characteristics in reading short stories to the students taken as samples. There were 25 students who did the test. Since the try out was conducted to see whether the question was accepted or not, then, the difficulty level was needed to be analyzed. The difficulty level of the item showed the level of difficulty of each question provided in the test. According to Heaton (1975), a test is accepted if the degree of difficulty (facility value) is between 0.30-0.70, and it is rejected if the degree is below 0.30 (too difficult) or over than 0.70 (too easy). After analyzing the test items, it was found that there were 5 questions that were rejected. There were 4 items included in difficult levels, 25 items in moderate levels, and 1 item in easy level.So, the rejected items were necessary to be revised to have reliable and valid items. After calculating the students' scores, the mean score of the try out was got, it was 50.87 and the standard deviation was 7.00. The reliability of the try out was known after getting the mean score and the standard deviation of the try out. The reliability of the try out was 0.93>0.70. Then, it means that the reliability of the try out is categorized Very High according to Tinambunan (1988).The quantitative data was analyzed by using this formula:

$$M = \frac{X}{N}\text{x}100$$

Where :
M= individual score
X=correct answer
N=number of item

Wayan and Sunartana (1986)

The scores of the students were classified into five levels of mastery. The classification of Harris's (1974):

Table 1.
The Interpretation of the Students' Scores in Term of the Level of Ability

No.	Test Scores	Level of Ability
1.	81-100	Excellent
2.	61-80	Good
3.	41-60	Mediocre
4.	21-40	Poor
5.	0-20	Very Poor

RESEARCH FINDINGS

As mentioned before, the data collection was carried out at class B of the third year students of English Department of FKIP, Riau University. There were 25 students who did the test. In this section, the writer presents the findings focusing on the students' ability in determining theme and plot in reading short stories. The result of the test was analyzed based on theme, and plots that are include exposition, rising action, climax, falling action and resolution. However, in this study, the focus was only one;theme and plots. The following table describes the results of the test on the sixth semester students' ability in determining theme and plot in short stories.

Table 2. Students' Scores and Their Level of Ability

No	Score	Ability Level	F	P
1	81-100	Excellent	1	4
2	61-80	Good	6	24
3	41-60	Mediocre	13	52
4	21-40	Poor	3	12
5	0-20	Very Poor	2	8
	Total		25	100

Note : F=Frequency P=Percentage

Table 2. shows the sixth semester students' ability level in determining theme and plot in reading short stories. It can be seen that there was 1 student (4%) in excellent ability level, 6 students (24%) who were in good ability level, 13 students (52%) who were in mediocre level. Then, there were 3 students (12%) who were in poor level and 2 students (8%) who were in very poor level.

The mean score of the sixth semester students of English Study Program of FKIP UR in the determining theme and plot in short stories was**53.54**. Therefore, it can be stated that the students' ability is in **mediocre** level.

The description of the students' scores and their level of ability in determining theme in short stories can be seen on the table below.

Table 3 Students' ability in determining theme in short stories.

No	Score	Ability Level	F	P
1	81-100	Excellent	1	4
2	61-80	Good	7	28
3	41-60	Mediocre	7	28
4	21-40	Poor	5	20
5	0-20	Very Poor	5	20
	Total		25	100

Note: F= Frequency   P= Percentage

Table 3. shows the sixth semester students' ability level in determining theme and plot in reading short stories. It can be seen that there was 1 student (4%) in excellent ability level, 7 students (28%) who were in good ability level, 7 students (28%) who were in mediocre level. Then, there were 5 students (20%) who were in poor level and 5 students (20%) who were in very poor level.

The mean score of the sixth semester students of English Study Program of FKIP UR in the determining theme in short stories was **48**. Therefore, it can be stated that the students' ability is in **mediocre** level.

The description of the students' scores and their level of ability in determining Plot in short stories can be seen on the table below.

Table 4 Students' ability in determining Plot in short stories.

No	Score	Ability Level	F	P
1	81-100	Excellent	2	8
2	61-80	Good	6	24
3	41-60	Mediocre	12	48
4	21-40	Poor	2	8
5	0-20	Very Poor	3	12
	Total		25	100

Note: F= Frequency   P= Percentage

Table 4 shows the sixth semester students' ability level in determining plot in reading short stories. It can be seen that there was 2 student (8%) in excellent ability level, 6 students (24%) who were in good ability level, 12 students (48%) who were in mediocre level. Then, there were 2 students (8%) who were in poor level and 3 students (12%) who were in very poor level.

The mean score of the sixth semester students of English Study Program of FKIP UR in the determining plot in reading short stories was **54.24.** Therefore, it can be stated that the students' ability is in **mediocre** level.

The Students' Ability in each Classification of Determining Plot in Short stories.
Table 5. Students' ability in determining Exposition in short stories.

No	Score	Ability Level	F	P
1	81-100	Excellent	9	36
2	61-80	Good	4	16
3	41-60	Mediocre	8	32
4	21-40	Poor	2	8
5	0-20	Very Poor	2	8
	Total		25	100

Note: F= Frequency   P= Percentage

Table 5. shows the sixth semester students' ability level in determining Exposition in reading short stories. It can be seen that there was 9 student (36%) in excellent ability level, 4 students (16%) who were in good ability level, 8 students (32%) who were in mediocre level. Then, there were 2 students (8%) who were in poor level and 2 students (2%) who were in very poor level.

The mean score of the sixth semester students of English Study Program of FKIP UR in the determining exposition in reading short stories was **66.** Therefore, it can be stated that the students' ability is in **good** level.

Table 6. Students' ability in determining Rising Action in short stories.

No	Score	Ability Level	F	P
1	81-100	Excellent	8	32
2	61-80	Good	5	20
3	41-60	Mediocre	5	20
4	21-40	Poor	6	24
5	0-20	Very Poor	1	4
	Total		25	100

Note: F= Frequency   P= Percentage

Table 6. shows the sixth semester students' ability level in determining rising action in reading short stories. It can be seen that there was 8 student (32%) in excellent ability level, 5 students (20%) who were in good ability level, 5 students (20%) who were in mediocre level. Then, there were 6 students (24%) who were in poor level and 1 students (4%) who were in very poor level.

The mean score of the sixth semester students of English Study Program of FKIP UR in the determining rising action in reading short stories was **61.** Therefore, it can be stated that the students' ability is in **good** level.

Table 7. Students' ability in determining Climax in short stories.

No	Score	Ability Level	F	P
1	81-100	Excellent	0	0
2	61-80	Good	3	12
3	41-60	Mediocre	5	20
4	21-40	Poor	8	32
5	0-20	Very Poor	9	36
	Total		25	100

Note: F= Frequency   P= Percentage

Table 7 shows the sixth semester students' ability level in determining climax in reading short stories. It can be seen that there were no students who were in excellent ability level, 3 students (12%) who were in good ability level, 5 students (20%) who were in mediocre level. Then, there were 8 students (32%) who were in poor level and 9 students (36%) who were in very poor level.

The mean score of the sixth semester students of English Study Program of FKIP UR in the determining climax in reading short stories was **33.6.** Therefore, it can be stated that the students' ability is in **poor** level.

Table 8. Students' ability in determining falling action in short stories.

No	Score	Ability Level	F	P
1	81-100	Excellent	7	28
2	61-80	Good	2	8
3	41-60	Mediocre	8	32
4	21-40	Poor	4	16
5	0-20	Very Poor	4	16
	Total		25	100

Note: F= Frequency   P= Percentage

Table 8 shows the sixth semester students' ability level in determining falling action in reading short stories. It can be seen that there were 7 students (28%) who were in excellent ability level, 2 students (8%) who were in good ability level, 8 students

(32%) who were in mediocre level. Then, there were 4 students (16%) who were in poor level and 4 students (16%) who were in very poor level.

The mean score of the sixth semester students of English Study Program of FKIP UR in the determining falling action in reading short stories was **58.84.** Therefore, it can be stated that the students' ability is in **mediocre** level.

Table 9. Students' ability in determining Resolution in short stories.

No	Score	Ability Level	F	P
1	81-100	Excellent	7	28
2	61-80	Good	5	20
3	41-60	Mediocre	9	36
4	21-40	Poor	2	8
5	0-20	Very Poor	2	8
Total			25	100

Note: F= Frequency   P= Percentage

Table 9 shows the sixth semester students' ability level in determining resolution in reading short stories. It can be seen that there were 7 students (28%) who were in excellent ability level, 5 students (20%) who were in good ability level, 9 students (36%) who were in mediocre level. Then, there were 2 students (8%) who were in poor level and 2 students (8%) who were in very poor level.

The mean score of the sixth semester students of English Study Program of FKIP UR in the determining resolution in reading short stories was **59.** Therefore, it can be stated that the students' ability is in **mediocre** level.

CONCLUSION

Based on the result of the research, it can be concluded that the ability of the sixth semester students' of English study Program of FKIP UR in determining theme and plot is in mediocre level. Moreover, from the result found, it could be seen that the students' ability in determining theme and plot is in mediocre level with the total mean score is 53.54. Considering the detail mean score, the students find the difficulties in determining climax in short stories with the mean score 33.6 that are in poor level as the lowest mean score . In addition the other aspects in plot is in good level such as Exposition with the mean score 66 whichfeltinto good level, Rising action with the mean score 61 whichfelt into good level. The mean score of the plot that are in mediocre level, falling action with the mean score 58.48 that are in mediocre level, and

the Resolution with the mean score 59 which felt intomediocre level. In other word, the students' ability in determining theme and plot in reading short stories at the sixth semester students of English study program needs to be improved.

SUGGESTIONS

Based on the results of the research, the writer would like to offer some recommendations. Firstly, the sixth semester students of English Study Program should be better in learning Prose especially for the material theme and plot. Secondly, Students should pay attention while the lecturer explaining about the material, especially the way to determine theme and plot in Prose subject. Considering the importance of theme and plot both spoken and written, so it is necessary for students to do more practice and exercise, active group discussion etc., in order to enlarge their knowledge about theme and plot. Finally, English students need to improved their knowledge about prose subject and their interest in reading short stories or another material to improved their vocabulary. The more students practice, the more they achieve.

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