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## **The effect of Short stories on developing writing performance**

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### **Abstract**

In this paper, we introduce the effect of short stories on developing writing performance. We first show the short stories in our context of the study, and then we justify why we select the short stories to develop the writing performance. Moreover, we present the relationship between short stories and developing writing performance. In addition, the short stories contexts for writing performance learning are also investigated. Short stories techniques are explained. Finally, short stories and its importance in language learning are recognized with short stories as a strategy for long learning.

**Keywords:** Short stories, writing performance, short stories techniques, short stories strategy

## **Introduction**

### **Short stories as a strategy for long learning**

English Foreign Language (EFL) teaching aims to help students to communicate fluently focusing on mastering linguistic elements alone (Pardede, 2011). Pupil motivation is very important and there is evidence for works in teaching and learning. Further, the status of English and other languages should be examined within information technology and globalization and political control of education. In (Janssen et al., 2010), powerful strategy to involve students, researchers and academics with education.

The study of (Nafi et al., 2017) pointed that there is a necessity to implement modern strategies of teaching short stories for good results in students' reading skills. Moreover, there are many needs for more studies to be conducted on different variables and subjects.

One of the cutting-edge international researches is (Janssen et al., 2010) which provides innovative strategies in its complete, evidence-informed explanation that purposes to produce key messages for principles and experiences in teaching Language, English, and Literacy. It focused on issues about reading, writing and language.

To examine reading comprehension skills, (Nafi et al., 2017) studied the impact of applying short stories strategy on the progress of 5th graders' reading comprehension skills, and it was applied in a governmental school in Hebron District in the academic year 2016/2017 including 87 students.

The outcomes presented the statistically significant differences among students in terms of reading skills. Therefore, they recommended to use training programs to train teachers on using the short stories technique, and practices should be provided for students.

### **Short stories and its importance in language learning**

As specified by (Pathan, 2013), short stories have been realized as the focus and attraction for times by numerous people due to many motives, but mostly due to attractive academic features. Many ELT professionals and pedagogues have recognized significant subjects of examination and discussion recently due to frequent academic benefits and consequences for developing language skills of EFL students.

By the research (Pardede, 2011), the current issues in EFL teaching specifies the requirement of participating literature due its comprehensive possible to offer a reliable language model. Short stories appear to be the most appropriate optimal selection among literary genres because of its probable to enhance the four skills (listening, speaking, reading and writing) and its effectiveness as motivational benefit.

The believers of the use of the short stories to develop language skills claim that their use offers the real, creative and rich material of language and in funny and motivational nature (Pathan, 2013).

The article of (Pardede, 2011) aimed to explain EFL teachers with the efficiency of using short stories in EFL teaching. The discussion was focused on the exploitation of short story to enhance students' language skills after giving standards for choosing short stories.

In (Pathan, 2013), a highly effective approach for teaching and learning of foreign language (i.e. English) was recommended by well-known academics. The background of the effectiveness of using short stories to develop language skills in EFL classes can be shown by investigating the attitudes of the EFL learners.

### **Short stories techniques**

Narrative technique refers to the examination of the several fundamentals of the story such as situation, characters, views, atmosphere, representation, styles, etc. More specifically, it means the reasonable serial of procedures offered to the students in a technique that allows the writer to carry out the modes personified inside the fictional effort (Abdullah, 2016).

The story mapping technique was used to develop tenth grade students' short story writing skills in EFL by (Ibnian, 2010). It provided an investigation of the short story writing skills needs for tenth grade students in EFL and the effect of using the story mapping technique to developing tenth grade students' short story writing skills in EFL. To find the short story writing skills required for tenth grade students in EFL, a checklist, a pre-post short story writing test and its scoring scale of the study included.

The study of (Abdullah, 2016) provided Narrative Technique in the short stories of both Ernest Hemingway and Edgar Allan Poe. Both authors presented the literary achievements in the short story type cannot be overstated. They pursue to show numerous societal and ethical problems directed on societal disapproval of people's performance once their settings are despoiled by either the violence of public warfare as in the situation of Hemingway or emotional conditions as in Poe.

It explained the narrative technique, types, and the way in which Ernest Hemingway and Edger Allan Poe apply their innovation in short stories.

### **Short stories contexts for writing performance learning**

The effect of a program using English digital stories applied on second-year preparatory pupils' writing performance and reflective thinking was investigated by (Seifeddin, 2015) persisted for three months. It included two writing performance tests including pretest and posttest in addition to a reflective thinking test which have been designed by to be applied on two 2nd-year intact classes from El Sadat Prep School for Girls established participants of the study (control group N=32 and experimental group N=30). There are no significant differences found between the control group and the experimental group after performing pretest on the participants for writing performance and reflective thinking. The two groups were honestly alike on writing performance and reflective thinking before the conduct. The pupils of the experimental group formed their digital stories separately, offered them in opposite of their peers, and replicated on their experience though generating and offering their own digital stories. The participants were post-tested on the end of the experiment. The results showed that there is no significant difference existed between the mean score of the control group and that of the experimental group in reflective thinking posttest.

As indicated by (Seifeddin, 2015), the digital stories had a substantial outcome on the writing performance of 2nd-year prep school pupils. The study recommended using digital stories in teaching EFL writing at the prep stage and giving pupils enough chances to use recent technology in their learning. Moreover, teachers should give pupils writing activities related to their desires and inspire pupils to evaluate their writing performance.

(Alkhatnai, 2017) aimed to detect, examine, and create the importance of corpus, collocation and context as practical pre-writing tools based on a case study that was conducted to determine the scientific feasibility of the teaching of moving and deploying a context as a pre-writing strategy.

The impact of moving and arranging the viewpoint and from written or spoken texts (short stories) was investigated by (Alkhatnai, 2017) in the context of teaching English writing as a foreign language. It was conducted to produce a writing strategy for use in the popular EFL. Further, it was developed into perception mapping to create better aggressive articles as the learners' ability at a pre-writing stage on English as a foreign language (EFL). Through analytical and experimental case study, a course plan for the non-native learners of English was designed in the EFL Writing classes at the College of Languages and Translation, King Saud University. The usefulness of the language tools of corpus was evaluated and assessed using a collocation and context as pre-writing strategies.

### **The relationship between short stories and developing writing performance**

The impact of using the genre process model and e-portfolio record was characterized by (Cuesta & Rincón, 2010) to develop short story writing among senior year students in a state school in Bogotá.

As argued by the results of (Bartan, 2017), the Read for Writing model has a positive impact on students' short story writing skills with respect to language, organization, content and communicative achievement.

The analysis of the tests' result of (Adam, 2015) showed that students have improved their narrative writing techniques, indicating that the use of short stories in the EFL classroom has positive contributions to the development of the students' narrative writing.

The study of (Bartan, 2017) has examined the effects of using short stories (story assessment control lists, lesson plans, reading and writing syllabuses, a student's view questionnaire and an analytic story assessment rubric) to improve foreign language writing skills through an adaptation model called Read for Writing model based on the model called Talk for Writing (Corbett, 2013). It can be implemented in a primary school as a quasi-experimental for 13 weeks in the field study. Using analysis techniques and qualitative and quantitative data collection, it purposes to determine whether there is a significant difference between the pre-test and post-test of writing achievements by students according the Read for Writing model, as well as the differences between the experimental group and the control group.

As specified by (Cuesta & Rincón, 2010), there is a need to create student attention in the progress of writing skills and to extract instructional strategies to lead learners using each phase of the process. The use of e-portfolio dossiers has been validated by the study as an effective learning and evaluation tool.

The study of (Cuesta & Rincón, 2010) showed significant improvements in students' written creation and the appearance of new characters among the learners. There was a movement from a passive to an active state that allowed them to have skills of planning, building and reviewing of their own short story writing process. Further, the results have shown a reflection to better learning, decision making and critical thinking.

Because the essential roles of reading and writing in foreign language teaching, the study of (Salehi et al., 2015) presented an investigation of the effect of extensive reading on the writing performance of students. The study was applied on 48 students randomly chosen from Iranian EFL pre-university students (24 experimental group and 24 control groups. A pre-test and post-test were designed for comparable groups to collect data of the study during six- month period. The researcher treated the experimental group, while the regular teaching of an English teacher supervised by the researcher treated the control group. Based on the t-test statistical approach, the findings of the study showed that the extensive reading have a significant positive effect on EFL learners' writing performance.

As indicated by (Elhabiri, 2015), the literature provides an authentic model of language use and plays a role as a basic component in the language curriculum to gain momentum. When integrating reading literary texts in the EFL writing class, it helps learners to progress their writing skills. The study also provided evident about the later difficulties at both form and content levels (i.e. inability to express themselves clearly and comprehensibly) after noticing EFL students' essays and discussing with EFL teachers.

To develop writing narrative essays and encourage short stories skills as well as to enhance the students of Saudi university, the study of (Adam, 2015) was intended to show the relationship between teaching short stories and development of the students' narrative writing. It also was conducted to tie the teaching short stories with its efficacy to improve EFL Learners' narrative essay writing. The supporting material of the study included two short stories used by 60 students have participated (experimental group 30 students and control group 30 students).



After student being educated with the selected material, t-test retest method was adopted, and pre-test was used as a diagnostic test as well as post-test.

The study of (Elhabiri, 2015) tried to help students progress their writing performances using the English literary texts. The case study was applied on second year EFL students at Djilali Liabes University of Sidi Bel Abbes. Using questionnaires, interviews, and tests, the results exposed that there is a close association between writing and reading literary texts. Consequently, a suitable choice will aid students to be aware of diverse linguistic methods and syntax as well as diverse techniques of linking and shaping ideas.

### **The short stories in our context of the study**

#### **Why did you select the short stories to develop the writing performance?**

Short stories allow to possibly internalize the language and reinforce the facts educated before. They can be considered as an open language framework and a central point for the students in their own hard work to interconnect. Inspiration Literature education can also offer a series of scripts and an overview to the several diverse variations of English language.

In the study of (Roger Sell, 1995), the author points out that “From the point of view of language education, the most important implication is that a knowledge of linguistic form – of words and grammar- is not enough. To provide both production and comprehension, a student also requests to advance a completely adopted grip of the societal and educational surroundings within which the language in question is actually used”.

As mentioned by (Sell, 1995), language is parole; not only langue. Therefore, education a foreign language, is a performance of education and emerging the speaking, reading, listening and writing skills of pupils as well as presenting the culture of the civilization in which the goal language is verbal thus that pupils can recognize what language really indicate, rather than what it says.

Moreover, the study involved an indication to the means of language as mentioned in the following statement. “We know what the language means because, in certain types of context and language use within the culture, certain signified are associated with certain signifiers, and because language is used in certain ways in certain situational contexts”. Literary writes look to be the most appropriate supplies in order to progress students’ understanding and creation skills (Sell,1995).

The question of why we use short story can be answered as it is the most appropriate literary method to use in English classrooms. Short stories has been defined by Edgar Allan Poe as “as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to ‘a certain unique or single effect,’ to which every detail is subordinate” (Abrams, 1970, p. 158).

Because they are short, and purposes to give a single impact, there is typically one scheme, an insufficient art; there is no comprehensive explanation of situation. So, it is not hard for the pupils to apply the story line of the work. The goal of using short story in education of English is to motivate the pupils to practice what they have earlier educated, and therefore, it is a student-centered education. On the other hand, the teacher plays a role with great importance.

The teacher has to select an appropriate script to practice in classroom and should aid her/his students absorb the story with many actions.

The strategy of short stories can be implemented with the aim to develop writing because it deploys diverse stages of literacy progress. It also inconsistently develops the four crucial skills in language education as well as grammar and vocabulary. Conversely, further education methods may in instructional way support only one of the writing courses. For example, Self-Regulated Strategy Development (SRSD) is an instructional method that strengthens self-governing education by motivating pupils to track, assess, and review their writing, but SRSD focuses on the planning process at the expense of revising is one of its major limitations (Schnee, 2010).

Efficient instructional strategies are significant as they permit students to become talented novelists. Overtime, teachers have constantly extended knowledge of the writing nature, but some teachers and educationists are still searching of better techniques to progress their instructions, mainly in the state of those students who have never written a story before.

### **The main importance of short stories in developing writing performance**

Gallets (2005) specified that in short stories someone tells the story from memory to a unique person or a set of individuals. The person who is telling performs as a teller and therefore the listener(s) receive views and concepts with communication between them. New kids hear stories and different stories and later integrate them in their writing through recruiting, distribution, or updating.

During this respect, Hana (2010) specified that short stories inspires listening skills and listening comedizing, approves mind, additionally as progresses vocabulary practice and writing methods among students and therefore the communication between students and between students and lecturers.

Aida (2007) showed that short stories are especially active in terms of rising listening and writing skills among students. Gregor (1998) made public variety of advantages related to teaching through the practice of short stories like switching practices, emerging confidence in speaking and writing, rising vocabulary and language skills, development ability, improving understanding, and inspiring discussion of views and opinions. Diawn (2008) specified that short stories better students' confidence in their own writing skills and inspired collaboration among students.

(Moreover et al., 2004) examined the consistent and corresponding ways that during which short stories and story reading affect the language progress and story understanding among three to four years previous kids. They initiate that short stories assisted kids with speaking, general understanding and identifying the story's components. Short stories are very important factor in reading and writing classes.

Al-Mansour and Al-Shorman (2011) specified that short stories advances students' reading understanding and advised that spoken short stories is helpful for educating learners' confidence and reading skills. Because stories represent a sort of inventive writing, students ought to be inspired to exercise it instructionally and broadly. Birkenkraha (2014) declared that short stories help students in inventive writing and supports to boost the standard of students' structures.

Zabel (1991) and rule and Wu (2012) stated that telling stories within the schoolroom better skills like essential thoughtful, language and learning inspiration. The academic advantages of short stories within the schoolroom, in line with (Groce, 2001) represent preparation alike of language among pupils, educating mind, rising each listening skills and vocabulary, combining comedizing, remembering the story, and inspiring students to approve essential thinking. Short stories might even be used so as to push language practice among kids. Egan (1987) declared that short stories ought to be utilized in order to assist young kids with their language skills. It's attainable to create reading and writing expectations and cooperative by discrimination children's spoken culture.

## **Conclusion**

As concluded by this research, pupil motivation is very important and there is evidence for works in teaching and learning. Some studies have recommended using training programs to train teachers on using the short stories technique, and practices should be provided for students. Further, the status of English and other languages should be examined within information technology and globalization and political control of education. The participating literature due its comprehensive possible to offer a reliable language model. Therefore, there is a need to create student attention in the progress of writing skills and to extract instructional strategies to lead learners using each phase of the process. The use of e-portfolio dossiers has been validated by the study as an effective learning and evaluation tool and the most appropriate literary method to use in English classrooms.

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