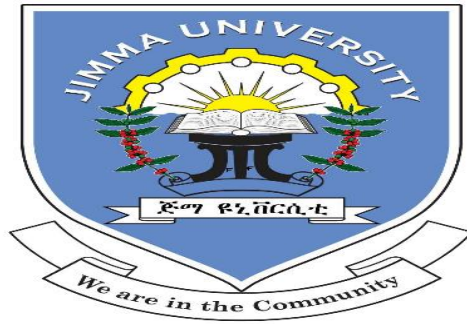


**Jimma University**  
**College of Social Sciences and Humanities**  
**Department of English Language and Literature**  
**MA in Teaching English as a Foreign Language (TEFL)**



**Exploring Extent of Short Stories in Grade 11 English Textbook and Their Implementation  
in Enhancing Students' English Language Speaking Skill: Jimma Preparatory School in  
Focus**

**By**

**Feyera Fituma**

**A Thesis Submitted to English Language and Literature Department in Partial Fulfillment  
of the Requirements for Master of Arts in TEFL**

**June, 2018**

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**Declaration, confirmation, approval and evaluation**

**Research Title: Exploring Extent of Short Stories in Grade 11 English Textbook and Their Implementation in Enhancing Students' English Language Speaking Skill: Jimma Preparatory School in Focus**

**Declaration**

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

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## ***Abstract***

*The central intention of this research was to explore the contents of short stories addressed and their extent of implementation to enhance the speaking skill of grade 11 students of Jimma preparatory school. To attain this objective, a descriptive survey research method was employed. The sample consisted of grade 11 students of top 12 achievers, 4 English language teachers and instructional materials of the mentioned grade level. Purposive sampling technique was used to select the target schools and the targeted respondents of the study. To gather the necessary data, questionnaire, document analysis and focus group discussion were employed. In analyzing the data, percentage and frequency in table were used. The results of the study indicated that the short stories addressed to enhance speaking skill in instructional materials of grade 11 and the speaking activities derived from the incorporated short stories of the same class were insufficient and they are below the needed. To implement the incorporated short stories, teachers use different techniques like grouping students for discussion, motivating them as they retell short stories orally and instructing as students complete the remain plot of short stories. However, because of different main impeding factors like large class size, authors' culture, voluminous of English language text book and students' understanding of the role short stories play in enhancing speaking skill, there was a gap in the implementation of the integrated short stories. At the end, for the found gap recommendations are forwarded to alleviate the aforementioned problems in the school under study.*

*Key Terms: short stories, implementation, speaking skill, content, explore, Jimma preparatory*

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# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

In different times there were different approaches of language teaching and learning. Based on those approaches feasibility, after one approach is outdated some of the contemporary approaches have been replaced. In the nineteenth century, the Grammar Translation Method (GTM) predominated ESL/EFL teaching. According to Prodromou (2000) during that era, translating literary texts from the second/foreign language to the students' native language was one of the main learning activities. Therefore, literary works were a notable source of material in ESL/EFL teaching. But when GTM was replaced by the Structuralism Approach in 1960s to the end of 1970s, literature was no longer used. According to Erkaya (2005) Structuralism was concerned with correctness of grammatical form and not with content or interpretation of the written word or style. In other words, teaching a foreign language was regarded as a matter of linguistics. Then, when the Direct Method, the Audiolingualism, Suggestopedia, the Silent Way, Total Physical Response and the Natural Approach successively dominated ESL/EFL teaching, literature was not utilized.

As Pardede (2011) later on and with the appearance of the Communicative Approach in the late 1970`s and very early 1980`s, literature was also ignored. The tendency in the EFL classrooms was to teach usable, practical contents. Thus, literary works had no place in the curriculum. During this period most EFL courses were mainly aimed to enable the students to communicate orally. Consequently, dialogues dominated the curriculum. However, since the 1980s the situation changed quite radically when literature has found its way back into the teaching of EFL. But, Bretz (1990: 335-338) identified that as it was different from the way it was used with the GTM; the current use of literary works in ESL/EFL classes is to improve communicative competence and providing a springboard for the development of critical thinking and aesthetic appreciation and create students' awareness on the culture and society of the relevant country.

Since then, literature is undergoing an extensive reconsideration within the language teaching profession. Literary works use in ESL/EFL classes has attracted more interest among teachers, and more and more studies on how to use literature in EFL/ESL classes were conducted. The results of some studies, like those of Lazar (1993), Cook (1994) and Shanahan (1997) for instances, strongly recommend the integration of literary texts into the SL/FL curriculum.

Since the beginning of language studies, Second Language Acquisition (SLA) researchers have been searching for effective ways of improving learners' language skills. The notion that main objective of EFL teaching is to help students to communicate fluently in the target language. Because, many teachers still believe that an EFL class should focus on mastering linguistic elements only. However, recent trend in EFL teaching indicates the necessity of integrating literature because of its rich potential to provide an authentic model of language use context. According to Collie & Slater (1991), Lazar (1996) and Maley (2001) since the 1980s, the integration of literary works in English as a Foreign Language/English as a Second Language (EFL/ ESL) classes has attracted the interest of an increasing number of researchers due to several benefits offered by the use of literature. First, literary texts can stimulate language acquisition process by providing authentic contexts. One major problem that language teachers face in the classroom context is the creation of an authentic situation. Language classrooms, especially those in EFL/ESL contexts are isolated from the context of events and situations which produce natural language. Literature can overcome this problem because the language in literary events creates a context of situation enabling it to transcend the artificial classroom situation.

According to Widdowson (1971) the study of literature is fundamentally a study of language in use and is good context for language use. Thus, it indicates that the study of literary texts helps learners to understand the systems of language operation in situation. Moreover, as the finding of Short & Candlin (1986) concerning to creating and magnifying the complex organization of language, literature is the advisable text for language teaching as they are mutually reinforcing.

From a language, the learners develop different kinds of language skills. These language skills are: listening, speaking, reading, writing, grammar and vocabulary skills. From these all

language skills, speaking skill is an interaction, a social and situation-based activity. Speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.

This speaking skill is the productive and aural skills we develop for the sake of effective aural communication. According to Oradee (2012) English language teaching and learning have the goal of focusing on students who will be able to use English for communication and as a tool for furthering their studies. In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication. In particular, EFL learners often stammer when speaking English. This results from learners' lack of exposure to authentic English language environments that allow them to use English for communication and expression.

From the literature genres that can be incorporated into language classroom, the most important one is short story. It is obvious that among literary forms, short-story, which is defined by Poe as cited in Abrams (1970, p158) is a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to a certain unique or single effect, to which every detail is subordinate. Since it is short, and aims at giving a single effect, there is usually one plot, a few characters; there is no detailed description of setting. So, it is easy for the students to follow the story line of the work. The idea that short stories are the most suitable literary genre to use in English teaching due to its shortness is supported by Hirvela and Boyles (1988). Short stories seem to be the most suitable choice for this due to its potential to help students enhance the four skills more effectively because of the motivational benefit embedded in the stories.

Hailu (2008) described that as ELT materials play a very important role in English language classrooms. The materials that the language teachers use in their EFL classroom have their impact on the students' success in their language skills. The normal and ordinary types of texts cannot involve students into their learning. However, when the teachers carefully prepare authentic and artistic literary texts for their students, unknowingly the students involve into their learning. According to Lazar (1993), using authentic literature materials which provoke and motivate all students can provoke learners.

According to Swarbrick (1994), if the materials are carefully chosen, students will feel that what they do in the classroom is relevant and meaningful to their own lives. The concept of authenticity was also the focus of communicative approaches to language teaching. Authenticity has been one of the key concepts of communicative movement in the language teaching from the beginning.

Using authentic literature, which is the issue of this study, accomplishes a variety of tasks. In this regard, Barr and Johnson (1997: p268) described:

*Authentic literature stimulates and clarifies thinking. It encourages students to explore, to imagine, to laugh, and to cry. It opens up windows of new opportunities for students to experience historical events and to understand the values, beliefs, and customs of different cultures. Literature develops insight into human development, including behaviors, feelings and emotions. It provides opportunities for enjoyment and escape from boredom and problems by creating a new world filled with action, intrigue, surprises, laughter, levity, and/or knowledge.*

In Ethiopia, English language is given as foreign language. Specially, in primary school it is given as a single subject and it is used as instructional medium starting from secondary school upto tertiary level. Starting from elementary school upto preparatory school, specific books have been designed for all of them. They have been published and updated from time to time. Specially, in Ethiopian English language teaching and learning context, the new grade 11 textbook which was published in 2012 was designed based on communicative language teaching (CLT) approach that manifests Student Centered Approach (SCA). It has included informative, structured passage, transactional texts and also there are relatively a few genres of literary texts mainly, novels, poems and short stories to develop language skills. As Yenealem (2014) described, yet literary texts despite their authenticity and resourcefulness in their language input for the classrooms are still either ignored or avoided by teachers and students. This is because some of these literary texts haven't integrated tasks that promote students language skills and language areas which enable students to solve their speaking skills. Thus, with these issues the researcher decided to explore the content of short stories addressed and implemented in grade 11 instructional material to enhance speaking skills of students.

## **1.2. Statement of the problem**

The problem of this study stemmed from the widened gap between EFL learners' interests and inclusions and implementations of the teaching materials at schools accordingly. In his research, Awatif (2017) identified that as this internet generation takes the track of surfing the internet searching for images, videos and topics that fulfill their interests. They find the break between the classes a good chance to communicate these ideas with their peers in school. They miss opportunities to speak in the classroom about their interests, prospects and about their reactions. In addition, teachers are not aware of the learners' imagination and critical thinking. Curricula designers neglect the learners' abilities of negotiation and incentive discussion. The learners are hanged up by the instructions and the method of teaching. They hate repetition and memorization of the material. They are anxious to engage in dialogues on what is going on around them.

As Erkaya (2005) described, some instructors may still believe that teaching EFL encompasses focusing on linguistic benefits only. According to her finding, still now language instructors are dominating the classroom activities with linguistic elements. This problem of focusing on linguistic mastering is also shared by Pardede (2011) and he identified that the necessity of integrating literature because of its rich potential to provide an authentic model of language use.

According to Collie and Slater (1991) theoretically, using of literature in language teaching is very advantageous for it offers four benefits: authentic material, cultural enrichment, language advancement and personal growth. This is in line with Erkaya (2005) who notes four benefits of using of short stories to teach ESL/EFL, i.e. motivational, literary, cultural and higher-order thinking benefits. However, rather than its theoretical aspects, locally, it's practical and implementation is not defined in suffice researches.

According to Pardede (2011) some objections are always raised against the use of literature in public schools due to overcrowded classes, overloaded syllabus and limited time—some problems commonly met in elementary to high public schools in almost all developing countries. First, the deviated and figurative language of poetry necessitates very long time to grasp. Second,

the length of novel will make it difficult for such classes to finish. Finally, drama can be used in classes, but it will be difficult to act out a play in crowded classes within limited course hours. Considering these objections, it is obvious that among literary forms, short-story seems to be the most suitable one to use in public schools.

According to Yenealem (2014) literary texts are now part of the Ethiopian English language syllabus. However, regarding the teaching of literary texts informal discussion with teachers and students show that teachers and students do not understand what they have been teaching and learning. Most of the teachers and students of high school do not know how to appreciate literature in poetry, traditional and modern short story and extracts of novel. This might have happened because most of the time teachers and students considered literary texts as ordinary reading text and do not really discover the underlying principle and benefits of learning literary texts in EFL classes.

Moreover, Yenealem (2014) described the Ethiopian education and training policy that fosters English language to be given as a subject at primary school and as an instructional medium at secondary and tertiary level. It can be easily understood from the existing fact that the role English language plays within secondary schools and higher level educational institutions in Ethiopia is vital. Thus, the policy and the syllabus pave opportunities for students to become actively engaged in their educational career, and widening their knowledge. This can be achieved with the use of medium, particularly using adequate language use. Hence, from review of various literatures one can conclude that one of the authentic contexts that help learners to improve their language use is a literary text. Moreover, short story to teach language has pedagogical advantages.

Additionally, Yenealem (2014) found that there are few short stories in incorporated in high school. In his research it is identified as different literary genres especially short stories are incorporated into high school English text book. Additionally, he identified that the teachers believed that literary texts in complement with exercise activities that enable to exploit literary texts are crucial for students to open discussions and in enhancing students' language use. He also described as the students themselves supported learning language by literature. However,

much activity that involves the learners was not developed from those incorporated literature. He also described that the language skills like speaking, listening and writing were ignored to reinforce the major intended language skill. To fill this gap, this study focused on the exploration of short stories content addressed and extent of their implementation in enhancing speaking skill. Therefore, exploring the content and extent of short stories' implementation in preparatory is very necessary.

### **1.3. Research Questions**

#### **1.3.1. General Research Question**

To what extent short stories are addressed and implemented to enhance the speaking skill of grade 11 students?

#### **1.3.2. Specific Research questions**

1. To what extent are short story contents addressed in Grade 11 textbook to enhance English language speaking skills of EFL students?
2. What extents of speaking skill activities are exploited from the incorporated short stories to enhance English language speaking skill grade 11 students?
3. To what extent are the designed short stories in grade 11 English language textbook implemented in the real classroom to enhance speaking skill of students?
4. Which speaking skill teaching techniques are used in EFL classroom during learning speaking skill through short story?
5. What are the major factors that impede the implementation of the incorporated short stories in English language speaking skill classroom?



## **1.4. Objective of the Study**

### **1.4.1. General Objective**

The general objective of this study was to explore the content of short stories addressed and their extent of implementation to enhance an English language speaking skill of grade 11 students: Jimma preparatory school.

### **1.4.2. Specific objectives**

The following listed statements are the specific objectives of the study. These are:

1. To describe the extent of short story contents addressed in grade 11 textbook to enhance English language speaking skills of the EFL students.
2. To point out the extent of speaking skill activities those are exploited from the incorporated short stories to enhance English language speaking skill.
3. To identify the extent of implementation of short story contents in EFL classroom to improve learner's English language speaking skill.
4. To find out the speaking skill teaching techniques those are used in EFL classroom during learning speaking skill through short story.
5. To point out the major factors those impede the use of short story in teaching English language speaking skills.

## **1.5. Significance**

This paper has invaluable benefits to a number of beneficiaries. Fiction short stories might lead English language learners to communicate what they have acquired in English language classes. The results of this study might lead English language learners to read and watch more and more fiction short stories so as to communicate what they acquire to their peers, which will result in developing their communicative competence. Additionally, research activities are usually carried out because of the significance they have. This statement also holds true for this study. To this effect, the researcher believes that this study would have the following specific contributions:

1. It creates the awareness of included contents of short story in enhancing English language speaking skill in EFL classroom.
2. It gives information on the extent of short story's implementation in EFL classroom to improve speaking skills.

3. Stimulate researchers to carry out similar studies on other materials and settings.
4. To make language teaching and learning motivating in EFL classroom.
5. To motivate learners and teachers to use short story to improve their English language speaking skill.

## **1.6. Scope of the study**

This study covered the general content and extent of implementation of short stories used to enhance speaking skill of English language in grade 11 EFL classrooms. The study was conducted in Ethiopia, Oromiya regional state, Jimma zone, in Jimma Preparatory school. The research year is in 2018 academic year. The study was accomplished within five months, thus, starting from January 2018 upto June 2018. From language skills it focused on speaking and from literature genres it used only short story. Regarding the participants of the study, they are limited to only English text book, teacher's guide of grade 11, students of grade 11 and English teachers of grade 11.

## **1.7. Limitation of the Study**

The limitations emerged during the work of this research study were: first the absence of some respondent students during the collection of the data. But at the end it was overwhelmed by replacing on another time. Additionally, to attend the classroom observation the content of the text book and guide line have not the short story parts during the time when the research was under conducting. Therefore the researcher was imposed to do this research with only three data gathering instruments.

## **1.8. Acronyms and Operational Definitions of Key Terms**

### **1.8.1. Acronyms**

- CLT=communicative language teaching
- EFL= English as foreign language
- ESL= English as second language
- FL= foreign language
- GTM=Grammar translation method
- L1= First language, mother tongue
- L2= second language

- SCA=student centered approach
- SLA=second language acquisition
- SSBLT = Short Story Based Language Teaching
- T1 = Teacher One
- TEFL=teaching English as foreign language
- TESL=teaching English as second language

### 1.8.2. Operational Definitions of Key Terms

- ❖ **Speaking Skill:** it is the language skill which is productive and aural and serve for interaction (communication) purpose.
- ❖ **Short Story:** a genre of literature and 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.
- ❖ **Extent of Implementation:** the rate or level of accomplishment accordingly.
- ❖ **Content:** the amount of existence
- ❖ **Enhancing:** the improving and change or scaling up and increasing.

## 1.9. Organization of the Study

The organization of the study started from chapter one (introduction), which includes background of the study, statement of the problem, basic research questions, objectives of the study, significances of the study, acronyms and definitions of operational terms, scope of the study, limitation and organizations of the study. Next to chapter one, review of related literature was written in chapter two. Under chapter three, research design and methodology that includes: research design, targeted population of the study, sample size and sampling techniques, tools of data gathering, procedures of data gathering, methods of data analysis and ethical consideration were the major organization of the study. Under chapter four the findings and discussions were also arranged in order. At the end in chapter five, summary, conclusion and recommendation were written. Lastly in the back matter the reference and appendices were written at the back part of the paper.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter provides the literature review of the relevant sources short stories integration and implementation. Additionally, the relationship of short story and speaking skill improvement are discussed in this chapter. In the last section, why we use short stories in EFL classroom and the approach of using short stories for English language speaking skill enhancement are also taken into account.

#### **2.1. Speaking Skill and Its Definition**

According to Chaney (1998, p. 13) Speaking skill is an interaction, a social and situation-based activity. Speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. It is the productive and aural skills we develop for the sake of effective aural communication. Thus, it is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p. 13). Additionally, as Brown (1994); Burns and Joyce, (1997) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is a crucial part of second language learning and teaching.

According to Oradee (2012) English teaching and learning have the goal of focusing students so that they are able to use English for communication and as a tool for furthering their studies. In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication.

As Clifford (1987) stated speaking is at the heart of second language learning. It is arguably the most important skill for business and government personnel working in the field; yet it appears particularly vulnerable to attrition. Despite its importance and its fragility, speaking was until recently largely ignored in schools and universities, primarily for logistical and programmatic reasons, such as emphasis on grammar and culture and unfavorable teacher student ratios. Clifford (1987) defined as speaking was also absent from testing because of the difficulty in evaluating it objectively and the time it takes to conduct speaking tests. The current situation is different. An increased emphasis on the acquisition of communicative language skills calls for

language learning software that is speech-enabled and engages learners in interactive speaking activities.

In Bueno, Madrid and McLaren (2006: 321) speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition.

According to Aye K. and Phyu L. (2015) speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it. Many people feel that speaking in a new language is harder than reading, writing and listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.

## **2.2. Role of Speaking Skill for Human**

There are numerous daily life situations where people need speaking, such as talking to someone face to face, communicating through the phone, answering questions, asking for directions, in shops, meetings or chatting with their friends, to name a few. People spend great deal of their time interacting with more people and, each of these situations requires a different register according to the formality of the moment. As Lindsay and Knight, (2006: p58) we speak for many reasons- to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on.

Harmer (2007: p46) identified as human communication is a complex process. People need communication when they want to say something, transmit information or need to speak. Speakers use communication when they want to express or inform someone about something. They use language according to their purpose and it is necessary for there to be a listener and a speaker for effective communication. He also explains that: When speaking, we construct words

and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey different meanings.

According to Bueno, Madrid and McLaren (2006: p325) L1 speakers use some mechanisms to facilitate their speech. These mechanisms are not too easy for L2 speakers and consist of simplifying the language making simple structures: they usually omit parts of a sentence and use idiomatic expressions to facilitate the oral fluency and fillers and hesitation devices are also frequent. In order to compensate their difficulties, L1 speakers can correct them, reformulate or rephrase sentences, a frequent kind of alteration accepted by the community of speakers.

### **2.3. Methods of Teaching Speaking Skill**

Responding to the fact that speaking is still difficult to be mastered by students, it demands teachers to develop their teaching material in order to help them to achieve the goal of teaching speaking skill. Harmer (1993) differentiated practice activities from communicative activities. Thus, according to Harmer, oral practice includes oral drills, information gap activities, games, personalization and localization, oral interactions. Additionally, communicative activities include reaching a consensus, discussion, relaying instruction, communication games, problem solving, talking about yourself, simulation and role play.

As Goh, C.C.M. & Burns, A. (2012) explained, the teaching and learning of speaking are a vital part of any language education classroom; not only does the spoken language offer ‘affordances’ for learning as the main communicative medium of the classroom, but it is also an important component of syllabus content and learning outcomes. However, teaching speaking remains challenging for many teachers. A key issue here is whether what happens in a speaking classroom is concerned with ‘doing’ teaching or ‘teaching’ speaking. As Goh, C.C.M. & Burns, A. (2012: p166), for speaking practices the students should produce (e.g. presentations, debates, descriptions) or what they had to do (e.g. discuss, narrate, role play). Sometimes when they had finished the activities, teacher would ask them to present the outcomes to the rest of the class. On page 167, Goh, C.C.M. & Burns, A. (2012) described that as Core Speaking Skills means developing the ability to process speech quickly to increase fluency (e.g. speech rate, chunking, pausing, formulaic language and discourse markers). It also involves being able to negotiate speech(e.g. building on previous utterances, monitoring understanding, repairing communication

breakdown, giving feedback), as well as managing the flow of speech as it unfolds (e.g. initiating topics, turn-taking, signaling intentions, opening/closing conversations).

## **2.4. Concepts of Short story**

As Wikipedia which was retrieved on March 13 ([https://en.wikipedia.org/wiki/Short\\_story](https://en.wikipedia.org/wiki/Short_story)) defines, a short story is a piece of prose fiction that typically can be read in one sitting and focuses on a self-contained incident or series of linked incidents, with the intent of evoking a single effect or mood, however there are many exceptions to this. A dictionary definition 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. As this Wikipedia shows the short story is a crafted form in its own right. Short stories make use of plot, resonance, and other dynamic components as in a novel, but typically to a lesser degree. While the short story is largely distinct from the novel or novella (a shorter novel), authors generally draw from a common pool of literary techniques.

Short-story, which is defined by Poe as cited in Abrams (1970: p158) is 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, seems to be the most suitable one to use in public schools. Since it is short, and aims at giving a single effect, there is usually one plot, a few characters; there is no detailed description of setting.

In the finding of Abrams (1970s) the short story is one of the most common narratives that are used in the language classroom. Of course, one of the characteristics of the short story is that it is short. Therefore it can be read in one sitting and the pupils are not put off by an endless amount of pages. As the short story possesses a relative length, it contains just a few characters what makes it less complex and easier for the reader to follow. The short story disposes of limited time and space dimensions.

According to Abrams (1970), shortly, we can describe or explain the phrase short story as the following:

- ❖ It's a work of fiction, so it involves the imagination.

- ❖ A short story tells of one event in a very concentrated way.
- ❖ It's about people who don't really exist.
- ❖ It describes something at a moment of crisis.
- ❖ It has a plot and characters who are somehow connected with each other.

## **2.5. Historical Development of Short Story**

As it was described in Kelly (1969) literature within English language teaching, before reaching the current level of acceptance has gone through long years' development. For instance, for hundreds of years, the use of literary texts in language education was looked upon as a venerable tradition. Although the methodologies did not fit the current views and practices of language teaching and learning, its role in the foreign language curriculum was unquestioned. For example, grammar-translation method was regarded as a preparation for the study of literary works. The traditional scholastic approach used the grammar-translation method to equip learners in the eighteenth century with a reading knowledge of foreign languages particularly using literature and applied this knowledge to the interpretation of literary texts with the use of a dictionary to improve learners' language use and enable learners as translators in foreign language. As Stern (1991) described such practices were believed to promote an ideal version of education during that time.

As Erkaya (2005) described as communicative language teaching, which is very popular nowadays, gives credit to the use of the authentic language as it is used in a real-life context whenever possible. Structured drills, which are widely used in especially audio-lingual method, make the process monotonous and these boring activities direct the students to look for new tools and materials, other than the textbook, to make the learning entertaining and interesting. Realizing this fact, the publishers have been trying to encourage and to eliminate this boredom by presenting simplified literary passages since 1950s. As seen using literary texts in language teaching is a new innovation, but teaching a foreign language only by using literary passages cannot, of course, be so useful.

Yenealem (2014), points that recently, literary texts have increasingly attracted the attention of many English language scholars. In his studies Long (2000) also identified that integrating literature in language teaching by which students can learn the four skills of language is more



effective because it has literary, cultural, higher order thinking, and motivational benefit. In addition, Maley (2001) affirms that literature extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, complex and exact syntax.

As Yenealem (2014) regarding this issue, the Ethiopian Ministry of Education particularly, the department of English language perceived the importance and benefits of using literary texts in English language teaching and decided they should be included in the curriculum as a component of the subject to complement the existing resources for English language teaching and learning. This may indicate the need to revise and improve the former English language textbooks.

Abiye (1998) assessed the African Literature Texts and Language Based Approaches in ELT: A study of Motivation in connection with Ethiopian English Language instruction in general and in higher educational institutions level in particular. The aim of his study was to assess the implication of African literary texts if they were included in Ethiopian higher education EFL classes. His findings showed that students benefited much when they have got exposure to African literary texts as they were widening their knowledge regarding the variety of English language in use and the vast continental socio-cultural horizons. However, he also did not directly assess this case regarding to high school context.

## **2.6. Elements of Short Story**

According to Ebrahiminejad, S., et al (2014) the elements of the narratives of fiction stories should leave a sense of what happened which arouses the reader's suspicion and opens the doors for discussion. This means exchanging suggestions and expectations. Such activities lead the readers to express their feelings and ideas unintentionally. Hence, their communicative oral competence will definitely improve. What is more than that, the readers try to communicate the most exciting events to the others.

As Ebrahiminejad, S., et al (2014: p.46) the elements of the fiction may be revealed through the readers' implication or suggestion. These elements (features of short stories) fiction could be:

### **A. Character**

A character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work. They are people involved in the story. They are created through

physical description, actions, speech, the opinions and responses of other characters and where narrative point of view allows through their own thoughts.

### **B. The setting**

The setting of a short story is the time and place in which it happens. Setting is created through sensory detail.

### **C. Authors**

Authors often use descriptions of landscape, scenery, buildings, seasons or weather to provide a strong sense of setting.

### **D. A plot**

A plot is a series of events and character actions that relate to the central conflict. It is the sequence of events which constitutes the story. Think of dominoes falling; each event occurs because of something that precedes it. Be aware though that plot is not always presented chronologically: flashbacks and flash forwards can be used for reasons of emphasis and clarification. And remember that plot is more important in a novel than in a short story. The short story tends to focus on one major event, while a novel might include many more.

### **E. The conflict**

The conflict is a struggle between two people or things in a short story. The main character is usually on one side of the central conflict. On the other side, the main character may struggle against another important character, against the forces of nature, against society, or even against something inside him or her (feelings, emotions, illness).

### **F. The theme**

The theme is the central idea or belief in a short story. All these benefits are the basic for developing communicative competency. Theme is the insight or concern that the writer hopes to convey through the story. Not stated outright, it should be absorbed by the reader almost subconsciously.

### **G. Point of view**

A point of view is the camera angle from which the writer presents the story. In first-person point of view, I is used, and the narrator is typically a character involved in the story. In second

person (the least used point of view), you is used, in an effort to make the reader a character. In third-person, the narrator is a voice external to the story, using he or she in relating events. Point of view can be limited (allowing no access to characters' thoughts), omniscient (allowing access to all characters' thoughts) or semi-omniscient (allowing access to the thoughts of selected characters).

## **H. Scenes**

A scene is parts of the story in which the writer's attention is tightly focused on a particular point in the progression of events. Sensory detail is key so that readers feel that they see /hear/ feel/taste/smell all that they would if actually witnessing the actions presented. (The type and amount of sensory detail can vary greatly).

Concerning the phases of short story Plot, Ebrahiminejad, S., et al (2014: p.46)) categorizes them into: opening/exposition, complication, rising action, conflict, climax, falling action, resolution and closing are the usual flow of plot.

However, as Collie and Slater (1987) emphasize, whatever the criteria might be, the important thing to bear in mind whenever selecting literary texts for teaching language is its capacity to arouse the students for personal involvement and its power to provoke them to react in any manner that the classroom conditions permits.

## **2.7. Types of Short Stories**

As the internet surfed on May 25, 2018 from ([www.http///How to Use Easy Short Stories to Improve Your English Fluent U English.htm](http://www.http///How to Use Easy Short Stories to Improve Your English Fluent U English.htm)) explains some types of short stories are myths, legends, fables, folk tales, fairy tales and tall tales. A myth is a story that explains a natural occurrence, such as where the sky came from. Characters in these stories are often supernatural beings like gods. A legend is a story about a popular figure that may have never existed but is based on some truth. Folk tales or fairy tales are old stories that have been around for many years. These stories often begin with "Once upon a time in a faraway land. Many different cultures have their own folk tales or versions of them. A tall tale is a story that's based on truth, but with exaggerations. Unlike legends, these stories may be based on real people, but the events in the stories may have never happened.

## **2.8. Why Short Stories in EFL classroom?**

The world of short fiction both mirrors and illuminates human lives (Sage, 1987:43). Teaching short fiction enhances the development of imagination, creativity and self-awareness among EFL students.

Odilea (2003) indicates that short stories help students to learn the language skills more effectively because of the motivational benefit embedded in the stories. Additionally, Murdoch (2002) indicates that short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency. Since short stories usually have a beginning, middle and an end, they encourage students at all levels of language proficiency to continue reading them until the end to find out how the conflict is resolved. Elliott (1990), for example, affirms that literature motivates advanced students and is motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities. He stresses the importance of developing student–response (individual and group levels) and competence in literature.

As Khatib, M. and Seyyedrezaei, S.H. (2013: pp 157-158) advantages of using SSBLT are cultivating all language skills, motivating students, developing cultural and personal awareness, developing critical thinking and building up extensive vocabulary. Additionally, Ebrahiminejad, S., et al (2014) explained the benefits of using short stories in TEFL as it is motivational, literary, cultural and higher-order thinking benefits. Nevertheless, before instructors look at these benefits in more details, they need to be reminded of one benefit that all instructors should take advantage of, reinforcement of skills. These short stories values were also equally explained in Erkaya (2005). Additionally, they explained as in the literature class, the teacher can exploit the literary texts to enhance the students' communication skills. Oral comprehension check questions, role play, survey, debate, etc. are some effective activities to improve the students' speaking abilities and at the same time maintain their interests and involvements.

The idea that short stories are very suitable to use in English teaching is supported by Pardede's (2010) research findings on the interest, perceptions, and the perceived needs of the students of the English teachers training of Christian University of Indonesia towards the incorporation of short story in language skills classes. The research revealed that a majority of the respondents basically found short stories interesting to use both as materials for self-enjoyment and of as

components language skill classes. Most of them also agreed or strongly agreed that the incorporation of short stories in language skills classes will help learners achieve better mastery of language skills. They even believed that English teacher candidates should master the skills of employing short stories to teach language skills. In addition, the statistical analysis revealed that the students' interest and perceptions were positively and significantly correlated, and both variables significantly affected each other.

Bouache (2010) argued that since the primary function of short stories is to entertain and inform, they keep interest alive in the classroom and motivate students; they have factual (real) and cultural values. They create a comfortable atmosphere and a good environment and enjoyable. Every student will create her / his own setting, characters, physical appearance and relating them to her / his own reality and experience to that of the story, thanks to her/ his background knowledge. Short story is a motivating material and has general educational value. It helps students to understand another culture. In addition, it is a stimulus for language acquisition.

Lazar (1993) described it develops students' interpretative abilities. Students enjoy it and it is fun. It is also highly valued and has a high status expands students' language awareness. In addition, it encourages students to talk about their opinions and feelings. In short, using short story in the EFL classroom provides many advantages for language learners.

According to Maibodi (2008) short stories at the intermediate stages of language learning could be beneficial since literature has the quality of being universal and short stories will allow the teacher to deal with human problems. Students voice their feelings about many issues and are earnestly look for the information that could promote a better understanding of the world in which we as human beings live. Furthermore, because he is expressing his feelings about an issue he will get involved in the topic which he tends to see as important and will like to spend a great deal of time on it. It is quite natural for human nature to communicate through narration a sequence of actions that could be interesting and sometimes motivating too.

Using short stories in the EFL classroom exposes learners to distinctive opportunities for educational, intellectual, cultural and linguistic development. Short story is considered as one of the literary genres that can be used in the EFL classroom to enhance language skill, motivate students, and increase their cultural awareness and tolerance. King (2001) concludes that short

stories can be utilized as engines, and a powerful and motivating source for assisting learners consolidate and practice language (grammar, diction). Similarly, Ellis and Brewster (1991: pp. 1 2) emphasize that as stories are motivating and fun, they can help students develop positive attitudes towards the foreign language and enrich their learning experiences.

Lazar (1993) believes that exposing learners to literature provides them with memorable syntactical or lexical items. Moreover, it also encourages learners to make predictions, inferences and draw conclusions about actions, behaviors of character and ends of literary works. This quantitative and qualitative paper aims to shed light on EFL learners' attitudes towards using short stories in EFL classroom and exploring certain practical applications for one selected short story in the classroom. Another advantage for short stories is their practical length, which enables learners to wrap up the discussion and analysis of the story in one or two classroom sessions.

Thiyagarajan (2014: 5-6) stated that reading short stories motivates the students not only to develop their reading skill, but also their imaginative thinking skill. He added that reading skill enables learners to speak the language in a more imaginative way and to discuss everyone's perspectives. According to him, reading of short stories not only mirrors and illuminates human lives but also improves the learners' communicative competences.

## **2.9. Relationship of Speaking Skill and Short Story**

Kayi (2006) showed as storytelling improves speaking. Students can briefly summarize a tale or story they heard from someone beforehand, or they may create the story of their own life to tell their classmates. Thus, storytelling fosters creative thinking. Sachin (2013: p. 84) stated that

*"Literature is indeed a very authentic tool to impart speaking skills. If we look at every poem, story or drama as a mini-lesson, we as language teachers can use these little jewels to teach the spoken language to the students effectively so that they can communicate with a variety of audience and use it for different purposes."*

According to Coski, Trudel, &Vohs, 2010, the learners begin to build confidence in their speaking skills as result of the storytelling. In fact, storytelling helps learners to create oral language complication and may be an effective technique to help English language learners.

According to Zuhriyah, M. (2017) speaking is the first way to interact with others in the social community. Furthermore, the success in learning a language at first can be seen from the ability of the learner's speaking. However, it is very hard for the beginners to speak the foreign language, especially English. There are a lot of reasons why they get difficulties in speaking, such as lack of ideas to tell, lack of vocabularies to express the ideas, lack of the chance to speak, and lack of the interesting teaching method that can motivate them to speak. According to Zuhriyah, M. (2017) Storytelling is to retell the story having read or heard by using the storytellers' own words based on their understanding about the story.

According to Akhyak and Indramawan (2013: 18) cited in Zuhriyah, M. (2017) in the study entitled "Improving the students' English speaking competence through storytelling", storytelling implemented in teaching speaking could improve the students' fluency, grammar, pronunciation, vocabulary, and content.

### **2.10. Activities use to apply short story in speaking skills**

According to Violetta-Irene, K. (2015: p.76) the use of a short story seems to be a very helpful technique in today's foreign language classes. There are several advantages for using short stories in an ESL classroom because; short fiction is a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. The world of short fiction both mirrors and illuminates human lives.

According to Erkaya (2005), Oral reading, dramatization, improvisation, role playing, reenactment, and discussion are some effective learning activities which center on a short story EFL classes can use for enhancing these two skills. Asking students to read story aloud can develop their speaking as well as listening skills. Moreover, it also leads to improving pronunciation.

Pardede (2010) argues: "Short stories can also be a powerful and motivating source for teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing, reenactment, and discussion are more effective learning" (p. 22). This recommendation

illustrates the importance of developing language skills in the classroom to strengthen students' self-confidence to form relationships through language use.

As Ebrahiminejad S., *et al* (2014) described, the followings are some activities teachers can assign to develop students speaking skills by using short stories.

1. The students read the story aloud as a chain activity. The first student reads the first sentence. The second student takes the second sentence, the third student, third sentence, and so forth. Such activity will enhance students' pronunciation and fluency in an interesting way. It is suitable for elementary class.
2. In an upper intermediate class, the students retell the story as a chain activity in small groups. Each student will have a lot of opportunities to practice the relevant connectors or other discourse markers in a meaningful context. (They certainly should have been given a list of the connectors and discourse markers beforehand.)
3. In an advanced class, the students are grouped into two groups. Using *A Long Walk Home*, the first group is assigned to prepare arguments that the father's decision to punish himself is appropriate. Another group should prepare arguments that the decision is not appropriate.
4. An extending activity useful to develop students speaking skill and to make students more involved in the story is role-play. This can be carried out by asking students to play the role of several characters.
5. It may help teachers and students to understand that short story can be an efficient vehicle for language acquisitions, scaffolding, and motivation and strengthening the affective and emotional domain of students in their speaking classroom.

The use of literature as a technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) is very popular within the field of foreign language learning and teaching nowadays. According to Murat (2005) moreover, in translation courses, many language teachers make their students translate literary texts like drama, poetry and short stories into the mother tongue. Exercises on literature are used to improve your language skills and proficiency in English. Literature questions are very open-ended and are intended to provoke discussion and reflection rather than to provide a single right answer. By working through these activities your knowledge of English



and how it is used will be extended. In Lazar (1993) it was described as it helps to focus your thinking on certain aspects of using literature in the language classroom. This reveals that, when we use literature in EFL classroom, the students cannot limit themselves to answer single predetermined answer rather they can emerge much answers through which they develop their language skills. Additionally, the students are so motivated and strive to do their best.

According to Rahman, S. and Arju, S. (2013), to apply short stories for language skills, we should focus on the effectiveness of using short stories in language instruction. Some instructors may think that teaching EFL is just to focus on linguistic benefits only and eventually their learners will communicate in the target language. On the other hand, instructors who have tried to accumulate literature in the curricula have observed that literary texts add a new dimension to the teaching of EFL. Short stories, for example, come to a great help for learners to learn the four skills-reading, writing, speaking and listening. In addition, with short stories, instructors can motivate learners to learn some literary aspects, cultural awareness and can make them think critically. However, before introducing the short stories instructors should realize the benefits of using this material and design their lessons that can meet the needs of their learners.

According to Rahman, S. and Arju, S. (2013) this carefree attitude of the learners always haunts us with question like: what happens if some do and some don't? It is for sure that a lesson remains beyond success if a thing like this happens repeatedly and frequently. In order to get an active response from each and every participant of the class we have to focus on different task based activities suitable for EFL class. In designing these activities we must target to focus on and to explore the learners' descriptive, narrative, argumentative and analytical competence. Our main concern for this paper is to suggest some activities applicable in a practical classroom situation where a short story is the text.

## **2.11. Models of Using Literary Texts in Teaching Language Skills**

There are three models of teaching literary texts according to Carter and Long (1991). These are the cultural, the language, and the personal growth models.

### **2.11.1. The cultural model**

The cultural model enables students to understand and appreciate different cultures and ideologies within the natural context of tradition, thought, feeling and artistic form of literature. Lazar (1999) shows as literature reveals the universality of thoughts and ideas and learners are encouraged to understand various cultures in relation to them. Literature is important as a medium to preserve the culture and artistic heritage.

### **2.11.2. The language model**

The language model can be a tool for teaching of specific language skills, vocabulary or structures. It would also stimulate creative and critical thinking, assist to raise an awareness of use of different modes of language, create an opportunity for team work, co-operation and experiential learning. Using this model, literary texts according to McKay (1982) are exploited for the teaching of vocabulary or structures or language manipulation and utilized to exemplify certain types of linguistic patterns such as direct and indirect speeches, and literal and figurative language.

### **2.11.3. The personal growth model**

As identified in (Carter and Long, 1991) literary texts for an enjoyment and love for literature emerges from the personal growth model. It focuses on the personal pleasure and emotional gain that students can procure by reading literary texts and how an effective reading of literature helps them to progress and mature as individuals.

## **2.12. Approaches of Using Literary Texts in Teaching Language Skills**

Approaches of using literary texts refer to how literary texts are presented and viewed by teachers. There are various approaches teachers use to teach literature. The most general approaches suggested according to Lazar (1993) are three. These are language based, literature as content, and literature for personal enrichment. Each of these approaches offering methodological assumptions, selection, and organization of teaching material.

Additionally, as the documents of forum which was presented by Van, T.T.M. (2009) describes because the field of literary analysis of fiction, drama, and poetry has a long history, many theories exist on how to evaluate and teach literature. Six frequently discussed approaches to literary analysis include: new criticism, structuralism, stylistics, reader-response, language-based, and critical literacy.

### **2.12.1. The language based approaches**

The language based approaches, like the language model, draws the attention on grammatical, lexical or discourse categories of the text. According to Dias and Hayhoe (1988, 15) reader-response supports activities encourage students to draw on their personal experiences, opinions, and feelings in their interpretation of literature. Reader-response addresses this problem by making the learners' active participant[s] in the learning process.

Additionally, according to Nash 1986; Littlewood 1986; Carter and Long 1991, the language-based approach emphasizes awareness of the language of literature, and it is a basic stage for EFL learners. However, this approach facilitates students' responses and experience with literature, and it is considered more accessible for language learners than the stylistic approach.

In addition, Van, T.T.M. (2009) explained that the language-based approach calls for a variety of language instruction activities, including brainstorming to activate background knowledge and make predictions, rewriting the ends of stories or summarizing plots, cloze procedures to build vocabulary and comprehension, and jigsaw readings to allow students to collaborate with others, form opinions, and engage in spirited debates. The point is that literature is an excellent vehicle for CLT methods that result in four-skill English language development through interaction, collaboration, and peer teaching and student independence. The teacher's role is not to impose interpretation but to introduce and clarify technical terms, to prepare and offer appropriate classroom procedures, and to intervene when necessary to provide prompts or stimuli.

### **2.12.2. Literature as content approaches**

Literature as content approaches furnishes literature as content of the course, similar to the cultural model concentrates on historical, political background to a text and characteristic of literary movements.

### **2.12.3. The personal enrichment approach**

The personal enrichment approach shares common characteristics with the personal growth model. In this approach, literature helps students to become more actively involved both intellectually and emotionally in learning the target language through focusing on personal experiences, feelings and opinions. As both Heathcote & Bolton (1998) discussed thus, engaging in literature would also make students more democratic, open-minded, and open to change and improvement.

### **2.13. Factors Hinder the Implementation of Short Stories**

There are different factors that hinder the implementation of literature genres in EFL class room. From different factors, attitude and lack of awareness on literature took great positions. Clifford (1987) defined as speaking was also absent from testing because of the difficulty in evaluating it objectively and the time it takes to conduct speaking tests. The result of this study also related to what Clifford defined.

The culture of the authors has negative impact on the implementation of short stories in EFL classroom. As Gajdusek (1998, p. 232) explains misinterpretation may occur due to differences between the two cultures. Therefore, the students face the challenge to react or retell and analyzes the designed short stories because their authors are more foreigners.

However, to overcome the challenges of cultural impediment, Ebrahiminejad, S., et al (2014) put the following points: When using literary texts, instructors must be aware that the culture of the people (if different from that of the students) for whom the text was written should be studied. As students face a new culture, they become more aware of their own culture. They start comparing their culture to the other culture to see whether they find similarities and/or differences between the two cultures. To avoid misinterpretation, instructors should introduce the culture to the students or ask them to find relevant information about it (p: 46).

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Research Design**

To answer the basic research question and achieve both general and specific research objectives, qualitative and quantitative research methods were selected, and descriptive research design was selected to explore the extent of short stories addressed and their implementation in enhancing students' English language speaking skill in EFL classroom of grade 11 at Jimma Preparatory school.

#### **3.2. Sources of the Study**

The targeted sources of data in this study were students and teachers of grade 11 at Jimma preparatory school and the instructional materials, i.e., grade 11 English languages textbook and teachers' guide. The total numbers of the students of grade 11 are 857. From all these learners, 168 (20%) students were the participants of the study regardless of their sex background. The whole sections (14s) were the source of the study through their top 12 achiever representatives. From eight English language teachers of grade 11, four of them were also the parts of the study.

#### **3.3. Sample Size and Sampling Techniques**

First of all the researcher selected Jimma preparatory school because of the school has large numbers of students of grade 11 who are much enough for the access of data. The place was suitable for the researcher as a result it is nearby the researcher's residential home. Concerning the other reason of grade 11 selection, the students of grade 11 stay in the school for long months of the year, and they have free time in relation with grade twelve students. From grade 11 learners top 12 achiever learners were selected because they were relatively competent students and they could reply questionnaire accordingly. The teachers were also assigned for focus group discussion because they could reply focus group discussion questions with suffice understanding in short time.

As the statistical data of Jimma Preparatory school shows, the total number of grade 11 students is 857 (449 are females and 408 are males). The numbers of sections were 14. The total number

of one section students is more than 60 students. Regarding the total number of English language teachers, they are 8 teachers.

For the purpose of this study, the researcher selected purposive sampling for top 12 achiever students. Because the top twelve achiever students were predicted as they could reply all answer correctly and as they might have good classroom involvement which reflects their speaking ability, they were purposively selected. The major thing demanded in this study was identifying the extent of short story addressed and their implementation accordingly; therefore, classroom participants were purposively selected. Thus, to answer this literary genre inclusion and its implementation top achievers were more important. Hence, to conduct this research upon 20% of total students, the researcher selected top 12 achiever students from each classroom. Additionally, from eight of them, four English teachers of grade 11 were selected with purposive sampling techniques. Eight English teachers were assigned for grade 11. Because of only four English teachers were teaching in one shift, they were selected purposively for focus group discussion. Regarding document analysis, grade 11 text book and teacher's guide were used purposively. This is because of they were the targeted instructional materials of grade 11 English students.

### **3.4. Data Gathering Instruments**

#### **3.4.1. Text (Instructional Materials) Analysis**

Textbook analysis was the first tool in this study. It was one of the document analyses in which descriptive analysis was done upon it. An English Text book of grade eleven that was published in 2012 and teacher guide of the same year were used for document analysis. These instruments indicated the extent and activities designed from short story in grade 11 student's textbook. Additionally, the techniques they designed to teach speaking skill were also analyzed from these instructional materials. According to Krippendorff (2004) content analysis method would be employed as one of data gathering tools in qualitative research and help to gather information from other materials (documents such as textbooks, syllabus, and policy document) in respect to the current study. The total number of short stories, the title of short story and strategies (techniques) incorporated together with the purpose of tasks or activities that support speaking skills were analyzed. The additional related points included into teacher's guide were also identified. For the analysis of the data gathered from text book, tabular ways of result

organization were prepared. The table hold the extent of short story incorporated into text book, their topic, and contribution for enhancing English language speaking skill with their pages.

### **3.4.2. Questionnaires**

#### **Close ended Questions**

For this study, whether it opens the chance to response freely, providing open ended questions for 20% of learners were so difficult to analyze; therefore, it didn't the part of this study. However, close ended questions were designed and adapted by the researcher for the students because the use of close ended question is in some extent not biased by the researcher during analysis and it was clear for analysis. The close ended questions were provided for students in two ways: one way was choice close ended questions and the other was tabular question method. These close ended questions helped the researcher to find out the students' understanding of the extent of short stories and to what extent they use short stories to enhance their speaking skill. The questions were prepared by the researcher and they were also adapted accordingly. These questions were developed and adapted by researcher from the basic research questions. These were adapted according to they could fit with the objectives of the study. These close ended questions were prepared and given for the whole students of grade 11 of top 12 achievers. Thus, the close ended questions were distributed for 168 learners. These close ended questions were provided specific and relevant questions that were very important to identify the problem area of the research.

To respond these, the top 12 achiever students were identified by their English teachers during their English class session. For the practicality of this activity, the researcher reacted with the preparatory staff, prominently with English teachers of grade 11. Then the researcher expounded them the issues and objective of the research and they accomplished for the researcher.

### **3.4.3. Focus Group Discussion**

The focus group discussion, which was related to most open ended questions, was provided for grade 11 English teachers. Discussion was very important to search out relevant data. Therefore, teachers were more important to take part in this discussion. The teachers have the potential to understand the researcher question and provide suffice answer in short time. The feasibility of selecting, organizing and involving the teachers into focus group discussion was very simple

rather than the students. The numbers of teachers those discussed or participated on focus group discussion were four English language teachers. The respondents didn't answer out of the research scope and the researcher guided the members of focus group discussion.

Regarding the retaining (holding) of the focus group discussion data, the researcher used mobile to record the progress of discussion. On the focus group discussion activities, four major discussion topics (questions) were provided for four teachers and they discussed up on it sequentially.

### **3.5. Data Gathering Procedures**

To examine about the extent of short stories addressed and their implementation in speaking classroom, data were collected through effective instruments. Immediately after briefing the types, extents and purposes (which language skills and language area) of the short story is incorporated in the grade 11 English textbook and teachers' guide, participants were made aware of the purpose of this study. Close ended questions were provided for students to gather data about their understanding towards the extent of short stories addressed and their implementation extent in grade 11 to enhance speaking skill of students. The data collected quantitatively and qualitatively from textbook and the close ended questions from students were examined and thematized for further investigation of its application in the classroom context. This is because, as Sarantakos (1998) described in mixed research approach data collection involves a dynamic process of gathering, thinking, evaluating, analysing, modifying, expanding, gathering further and thinking again is required. Hence, to investigate extent of using short story that are included in the current grade 11 English textbooks and teachers' guide were analyzed both quantitatively and qualitatively. Then, the data were obtained from the three data gathering instruments and they were thoroughly examined and summarized in a narrative way to verify or refute the research questions. Finally, summary and conclusions were drawn inductively and deductively and recommendations were forwarded.

### **3.6. Methods of Data Analysis**

The data gathered through different data gathering tools were analysed qualitatively and quantitatively. The data that had gathered through document analysis, student's questionnaires and focus group discussion were assessed, categorized, and synthesized based on significant



categories in which the analysis aimed at explaining the text or part of it. The data from the questionnaires were summarized quantitatively and discussed qualitatively to develop a general profile of students' understanding of the extent of short story included and their implementation to improve speaking skill and the issues of the quality of the integrated short stories were also raised for students. In addition, the recorded notes from focus group discussion were transcribed, analysed, and coded into several significant themes. The data collected through document analysis were organized and presented in the form of tables and prose. Finally, the quantitative and qualitative results were obtained from the textbook analysis, and it used to verify or refute the analysis of data from questionnaires. This means that there was more concern on integrated description, and explanations of data analysed to map and interpret and finally it drew conclusions that were supported with related literatures.

### **3.7. Ethical Considerations**

The ethical consideration taken place in this study was following the legality of the activities. Jimma Preparatory school is public school. Therefore, the researcher took official and legalized letter to conduct the study. Rather than enforcing the participants, the researcher created good mutual understanding with them. Then the freedom of each participants got suffice considerations.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1. Introduction**

This part of the study deals with the findings and discussion of data obtained from document analysis, close ended questions of students and focus group discussion. The data from all tools have been analyzed in an integrative way based on specific themes and sub themes. Under all themes, the data gathered through different instruments are organized and discussed. The themes included the extent of integration of short stories, the extent of their implementation, the extent of activities designed from the incorporated short stories and the techniques of their implementation. The impediments of implementation are also provided as one theme at the end. The similar theme responses are analyzed at the same place interactively.

#### **4.2. Findings**

##### **4.2.1. The extent of short stories addressed in grade 11**

To find out the extent of short stories incorporated into grade 11 to enhance the speaking skill of students, the data were gathered through three tools. These were through the focus group discussion of grade 11 English language teachers, questionnaires and instructional materials (grade 11 English language text book and teacher guide of the same class). As the response results of the whole targeted sources show the extent of the short stories included into grade 11 recent text book and teachers guide are not enough.

When the researcher analyzed the content of English language text book, different genres of prose fictions are incorporated into the text. They can be observed from Table 1 below.

**Table 1: Different Genres of Prose Fiction and their Authors from Grade 11 Text Book**

No	Topic and Genres of Fiction	Genres	Author	Pages
1.	Oweka Learns a Lesson	Novel	Mary Agabo	44
2.	The African Child	Short story	CamaraLaye	91 & 207
3.	Operation Rhino	Novel	James Irungu	137
4.	Sunset at Noon	Short story	Anthony Kwamalah Johnson	141 & 319
5.	Leaving Miguel Street	Composed of short stories	V.S. Naipaul	156
6.	The Tale of a Tap	Short stories	Malimoto	199
7.	The two Siblings story	Short story	Not cited	260 & 324

As Table 1 indicates, whether their number is few the opportunity of using short stories was included into the text book of grade 11. Among the prose fictions incorporated into the text book, majority of them are covered by short stories. From seven prose fictions incorporated into grade 11 text book, five of them are short stories. These are: The African Child, Sunset at Noon, The Tale of a Tap and The two Siblings story. However, Oweka learns a lesson and Operation Rhino were two novels provided shortly for language learning. Besides of these, Leaving Miguel Street was composed of short stories. All the five above short stories are the readymade short stories which are written explicitly in the text book with their respective authors.

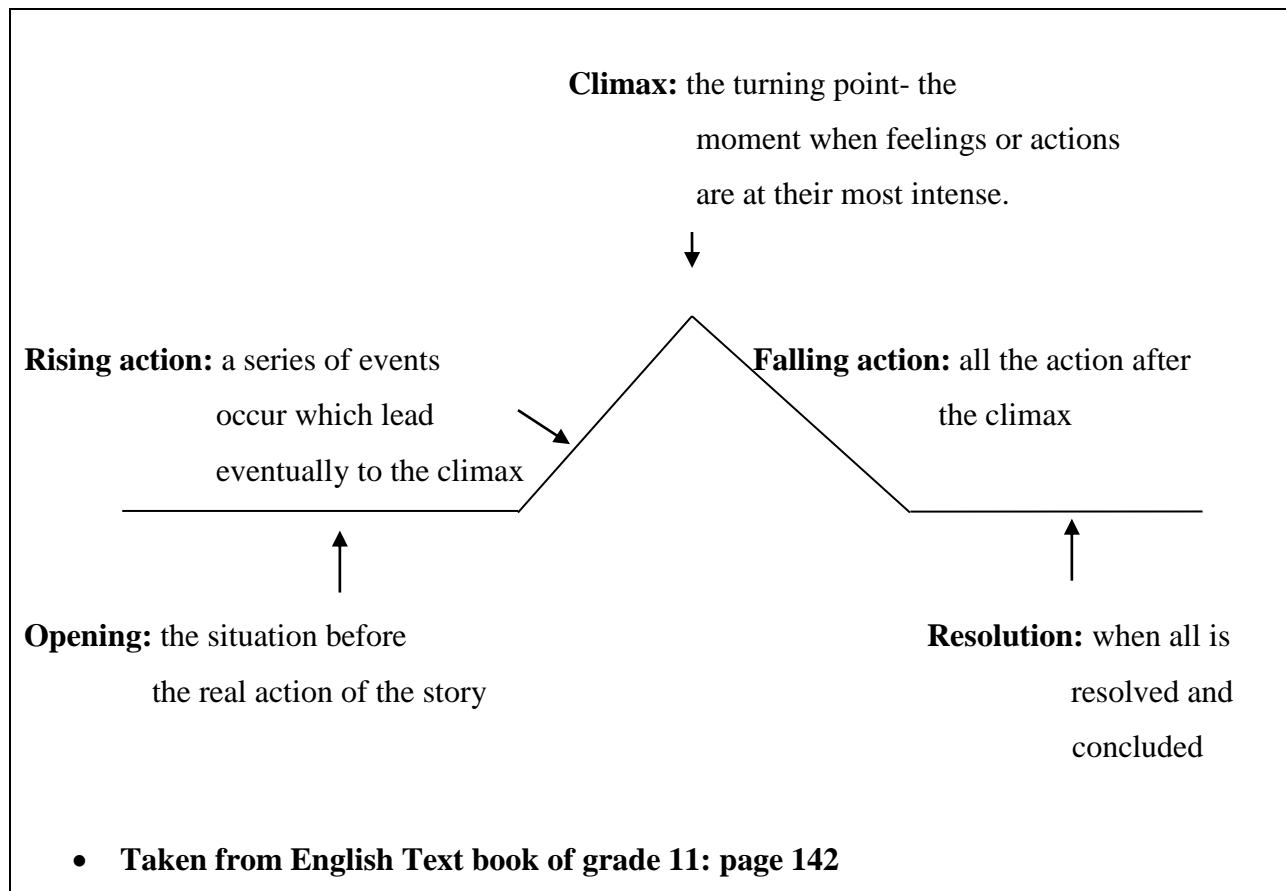
Besides of the explicitly included short stories to enhance speaking skill, implicitly there are different short stories activities included in grade 11 instructional materials. However, its way of incorporation is different from others (Table 1). Because the first way of short stories incorporation was directly writing specific short stories in the book with their authors and the sources where they derived from; however, the second method of short story usage opportunity was without writing the specific known short stories. Thus, the space was allocated for short stories to enhance speaking skill through students' activities. In such case providing short stories was the responsibility of students based on their interest and previous experience. These are clearly explained in the below Table 2.

**Table 2: Short Stories Activities Designed as the Students Provide from Themselves**

S/N	Activities Designed	Pages
1.	Create the story orally (Step 1)	144
2.	Re-tell the other pair's Story (Step 2)	144
3.	Write a Story	150
4.	Talk your favorite story	160

When we see the English language text book of grade 11 of page 142 we see two diagrams (figures). The implication given under the figures says the plot structure of stories. Both diagram holds different plot structure of stories. As it can be seen from the below figure 1, different plot structures are explained in the table with their respective definition.

**Figure 1: Elements of the plot structure of story**



Unit six of English language text book of grade 11 says ‘Fiction.’ In addition to this, the first subsection (A6.1) says a story. Starting from page 141 up to page 160 different short stories and activities of short stories are mentioned. The explicitly short stories included in this unit are 2 and the short story planned to be provided by students are 4.

Besides of English language text book of grade 11, the teacher guide also shows about the extent of short stories inclusion into grade 11 to enhance speaking skill. The Teacher Guide, (2003: p. VII) shows as specific short stories are the part of the instructional material and syllabus of grade 11. In the guide the ways in which short stories are incorporated into the instructional material for the enhancement of speaking skill is explained in detail through the objective of the activities designed from short stories. As it can be clearly observed from the guide of teachers, a balance is provided between interactive, communicative exercises in the form of discussion, debate, dialogue, role play and so on.

In addition to the teachers response and document analysis, choices and tabular questions were posed for the student of grade 11.

**Table 3: Students Response Result on the Extent of Short Stories which are Included into Grade 11 Text Book**

S/no	Types of Questions	Given Alternatives	Response	
			No	%
1.	To what extent short stories are incorporated or included in your grade 11 text book?	A. They are more than the needed	6	4
		B. They are less than the needed	91	63
		C. They are quietly enough (balanced)	41	28
		D. They are not included at all	7	5

Regarding the extent of the short stories integrated into the text book, about 91 (63%) of the students responded as there are less than the needed short stories are addressed to improve the speaking skill of the students. Among the asked students, 41 (28%) responded as they are quietly enough short stories are included into the text book. Besides of these, 6 (4%) and 7 (5%) of

respondents answered as there are more than the needed short stories are incorporated and as there are no short stories included in the text book respectively.

In addition to the result of instructional materials analysis and students responses, the focus group discussion results also reveal the extent of short stories inclusion into grade 11 to enhance the speaking skill of students. Regarding the extents of short stories four teachers explained their opinions as the following:

T1

Concerning this questions T1 responded the below:

*When I compare the previous text book and the recent one the number of short stories included into them for the enhancement of speaking skill are quietly different. The previous has many short stories with speaking skill activities; however, the recent one has specific short stories which are designed for different language skills. But unit six has enough opportunities of using short stories those are designed with speaking skill. In addition to the text book, the teacher guide has also the similar content with text book. However, the teacher guide gives emphasis on the way of implementation of the incorporated short stories.*

T2

Concerning the same questions the second teacher responded the following ideas.

*There are few short stories in the text book of English language and literature of grade 11. However, they are not enough to improve the speaking skill of the students; some of them are started with reading skill. Additionally, I haven't seen extra short stories in the teacher guide and other materials. I have no experience to add additional short stories in the speaking skill of EFL classroom. Because, the size of the book is very large, it is difficult to add extra.*

T3

The third respondent was the one who has the experience of using short stories in the speaking skill of students. This respondents said, "I agree with my colleagues' ideas; but what I add is I

have the experience of as the students retell short stories in their speaking class. But it is in a little extent opportunities.”

T4

Regarding the evaluation of the short stories extent included into grade 11 the fourth teacher also added as there were few in number. He responded as, “I also observe that there are few short stories integrated into the text book and teacher guide. However, their distribution for one academic year is not balanced. Most of them are condensed in single unit and we cannot see them equally in others unit.”

Besides of the readymade short stories, all the four teachers have no experience to add additional local and foreign short stories in their speaking skill classroom. Even they raised that they have not been implementing the directly incorporated short stories for speaking skill.

#### **4.2.2. The Extent of Speaking Skill Activities Exploited from the Incorporated Short Stories**

Whether some short stories are incorporated into one targeted text book, it does not mean it will improve the speaking skill of one language. It improves the language skill when it is exploited into different language skill activities.

**Table 4: The Speaking Skill Activities Derived from the Incorporated Short Stories**

<b>No</b>	<b>Topic of short stories</b>	<b>Designed Speaking Activities</b>
	The African Child	√
<b>1.</b>	Sunset at Noon	√
<b>2.</b>	Leaving Miguel Street	√
<b>3.</b>	The Tale of a Tap	√
<b>4.</b>	The two Siblings story	√

As the teacher guide (2003) explains, the designed contents are planned to be implemented through the activities designed parallel to them. To assure this, the grade 11 teacher guide says,

“The activities are also designed to encourage students natural curiosity and appetite for discovery together with the enjoyment of learning through debates, surveys, games and stories appropriate to their age.”

Regarding the extent of activities designed from the incorporated short stories, all teachers agreed upon as it is below the needed. Specially to improve speaking skill of students, the numbers of activities prepared from the integrated short stories are a few. Additionally, they explained that the incorporated short stories are begun with reading skill activities and others.

In addition to the response of teachers and instructional materials, the responses of students show as they are different activities are derived from short stories to promote speaking class of students.

**Table 5: Response of Students on the Extent of Activities designed from the integrated Short Stories**

S/no	Item	Given Alternatives	Response	
			No	%
1.	What are the extent of activities that are prepared from the incorporated short stories to develop speaking skill	A. There are few activities prepared to develop speaking skill.	73	46
		B. There are balanced activities prepared to develop speaking skill	60	38
		C. There are more activities prepared to develop speaking skill	15	10
		D. There are no activities prepared to develop speaking skill	9	6

Concerning this, the major of the respondent students, 73 (46%) answered as there are few activities prepared from short stories to develop the speaking skill of preparatory school. From the targeted respondents, 60 (38%) responded as the extent of activities designed from short stories to develop the speaking skill of the students are balanced. Ten percent and six percent



students responded as there are more activities prepared to develop speaking skill and as there are no activities prepared to develop students speaking skill respectively.

### 4.2.3. The Extent of Implementation of the Addressed Short Stories

To identify the extent of implementation of the integrated short stories for the enhancement of speaking skill the students and teachers responded the posed questions. As it can be seen from the below table (Table 6) the students reacted with two questions that were delivered for them with extents of degree scale.

**Table 6: The Extent of Short Stories Implementation According to the Response of Students**

S/N	Items	Little Extent		Some Extent		Undecided		Great extent		very Great extent	
		No	%	No	%	No	%	No	%	No	%
1.	The incorporated short stories in text book of grade 11 can be perfectly implemented in the real EFL classroom.	71	45	52	33	21	13	10	6	4	3
2.	The extent of short stories incorporated into the grade 11 text books and the extent that the teachers are using them in the real classroom is balanced.	64	40	49	31	23	14	13	8	11	7

As result of students finding shows the implementation of the addressed short stories in the real speaking skill classroom is not satisfactory. Thus, the implementation extent of short stories incorporated into grade 11 text book to enhance learners speaking skill were in varied scale. For the questions, are the incorporated short stories perfectly implemented in the real EFL classroom,

little extent 71 (45%), some extent 52 (33%), undecided 21 (13%), great extent 10 (6%) and very great extent 4 (3%) are responded respectively.

Concerning with the implementation balance of the incorporated short stories in real classroom, the results are not much satisfactory. The major respondents responded the little extent and some extent with 64 (40%) and 49 (31%) respectively. However, the remained respondents responded as undecided 23 (14%), great extent 13 (8%) and very great extent 11 (7%).

The summary of teachers focus group discussion shows that the integrated short stories have not being implemented accordingly for the targeted language skill. Four of the teachers responded that the included short stories for speaking skill are not implemented in balance scale.

#### **4.2.4. The Techniques of Speaking Skill Teaching Designed to Implement the Included Short Stories**

As the findings show, the included short stories are not mentioned in the name alone. They are incorporated with different techniques that enable the integrated short stories to be implemented for the improvement of speaking skill.

For the questions raised as which technique is most preferable to apply short stories for the enhancement of speaking skill, different responses like: group discussion, personal responses, connecting with real life, oral presentation and debating mentioned. By the base of this, students responded in the following table.

**Table 7: Students Response on the Techniques Designed to Implement Short Stories in Speaking Skill**

<b>S/N</b>	<b>Types of Questions</b>	<b>Given Alternatives</b>	<b>No</b>	<b>%</b>
1.	The most preferable activity or technique when learning speaking skill through short stories	A. Group discussion	46	22
		B. Personal responses	33	16
		C. Connecting with real life	21	10
		D. Oral presentation	18	9
		E. Debating	16	8
		F. All	72	35

2.	Learning English language through short stories can develop your speaking skill	A. Through teacher's motivation	16	8
		B. Through involving me in my real classroom activities	30	14
		C. Through enforcing me to talk orally	43	21
		D. Through paying attention	34	16
		E. Through initiating me to speak	20	10
		F. All are answers for me	65	31

From the listed techniques mentioned in Table 7, group discussion took the major proportion with 46 (22%) respondents and individual feeling expression techniques took the next activities level with 33 (16%) respondents. Connecting with real life, oral presentation and debating techniques took the number of respondents 21 (10%), 18 (9%), and 16 (8%) respectively. However, based on the last alternatives provided for them as whole are most preferable techniques for applying short stories to enhance speaking skill; thus, 72 students (35%) respondents chose the whole techniques.

Additionally to assess the context in which they apply short stories for their speaking skill enhancement, students used different situation. Most of the students (31%) responded as learning speaking skill through short stories enhance the students speaking skill when they use different situations. 43 (21%) respondents responded when they are enforced to talk orally. Others (14%) were used short stories for their speaking skill when short stories involve them in their real classroom activities. Some of them (16%) believe when short stories immersed their attention to improve their speaking skill. Additionally, the remained say when teachers motivate them to use it for their speaking skill enhancement (8%) and when they initiate them to speak orally (10%).

Additionally, except of the short stories written directly into the text book, different activities regarding short stories were designed. For instance, on 141 page of text book, under instruction 1, there is the statement which says, work in small group and discuss these questions. Under this instruction three points of discussion are mentioned. These are:

- a. Think of some other types of stories.

- b. What kinds of stories do you like best? Why?
- c. Do you prefer listening to, reading or watching a story? Why?

**Table 8: The techniques designed to implement short stories in speaking skill**

No	Topic of short stories	Speaking Teaching Techniques Used	Page
1.	The African Child	<ul style="list-style-type: none"> <li>▪ Feeling expression</li> <li>▪ Group discussion</li> <li>▪ Role playing</li> </ul>	92, 93
2.	Sunset at Noon	<ul style="list-style-type: none"> <li>➤ discuss a possible for the story</li> <li>➤ Present to the rest of the class</li> <li>➤ Decide if you like the ending or not</li> <li>➤ Who are the characters?</li> <li>➤ What part does each character play in the story so far?</li> </ul>	141
3.	Leaving Miguel Street	<ul style="list-style-type: none"> <li>❖ Discuss your reaction to this text</li> <li>❖ Do you like it? Why/ Why not?</li> <li>❖ Talk about your favorite stories with its characters, the plot, the setting and why you like it.</li> </ul>	158, 160
4.	The Tale of a Tap	<ul style="list-style-type: none"> <li>○ Discuss with a partner what you have found about the tale of a tap stories.</li> <li>○ How well did the people in the story behave?</li> <li>○ What would you do if you had been in the writer's situation?</li> <li>○ Do you find the story amusing? Give reasons for your answer.</li> <li>○ What serious point is the writer making in this otherwise humorous story?</li> </ul>	201
5.	The two Siblings story	<ul style="list-style-type: none"> <li>➤ Ordering the episode</li> </ul>	260 & 324

The ways in which the techniques are designed are through discussion, commenting, representing themselves as the character of the short stories and debating by being instead of the character, expressing their individual feeling and completing the remaining part of short stories plot. This indicates as the integrated short stories are relating with the speaking skill learning techniques. The sorts of activities that are designed from the short stories are the tasks that encourage the learners to speak orally.

Specifically, for the speaking skill the guide gives suffice explanation about it. It explains that there is at least one speaking section in each unit (often two or more). By this students develop the skills to communicate effectively in different situations both formal and informal. Additionally the opportunities to discuss, describe, debate, explain, converse, agree / disagree, ask for and give information and other are given for the speaking skill enhancement of the students. To implement these, whether their extents are limited, most of the short stories are used for speaking skill activities part. Redundantly the activities designed from short stories joined with speaking skill.

Besides of the students' responses, the result of teachers' focus group discussion also shows about the techniques and activities to apply short stories for speaking skill. Concerning with techniques that the teachers use to implement short stories for speaking skill different ideas were emerged from some of the group members and shared with the remain group. According to Teacher one (T1), to increase the speaking skill of the students I enforce my students as they retell local short stories orally. Additionally, second teacher (T2) explained as he used short stories assignment. He informed the student as they will prepare themselves through rehearsing on short stories. T3 said that he uses group discussion on the plot of short stories and motivate them as they explain their feelings orally at the end. The second teacher's idea is shared by T4.

#### **4.2.5. The Factors Impede the Implementation of Short Stories**

Most respondents mentioned as there are different factors for the imbalance implementation of the incorporated short stories accordingly.

Additionally, the motivating extent or the simplicity extent to paraphrase, discuss, reflect orally, summarize, and give oral opinion are not much satisfactory. Most of the results show that as the simplicity of the incorporated short stories is little and some extent.

In addition to close ended choice questions, table based questions were posed for the students. These questions were designed with the degree scale difference which were represented by number values. In these questions each number has its equivalent values: 1= little extent, 2= some extent, 3= undecided, 4= great extent and 5= very great extent. Based on this the students responded the items of questions provided for them.

**Table 9: The Degree of Extent the Students Responded on the Provided Question Items**

S/N	Items	Little Extent		Some Extent		Undecided		Great extent		very Great extent	
		No	%	No	%	No	%	No	%	No	%
1.	The short stories that are incorporated into the text book of grade 11 are motivating for me.	24	15	68	44	18	12	31	20	14	9
2.	The incorporated short stories are appropriate for making own oral reflection.	26	19	38	27	35	25	25	18	15	11
3.	The short stories that are incorporated into the text book of grade 11 are fitting with students' age level.	19	12	30	19	48	30	37	23	25	16
4.	The short stories that are incorporated into the text book of grade 11 are simple for making discussions.	20	13	47	30	23	15	47	30	20	13
5.	The short stories that are incorporated into the text book of grade 11 are simple for oral paraphrasing.	42	27	63	40	17	11	28	18	7	4
6.	The short stories that are incorporated into the text book of grade 11 are simple for summarizing orally.	38	23	60	37	36	22	18	11	10	6
7.	The short stories that are incorporated into the text book of grade 11 are simple for giving own opinions orally	28	17	54	33	23	14	45	28	12	7
8.	The short stories that are incorporated into the text book of grade 11 reveals my real life.	55	35	35	22	38	24	18	11	13	8

Regarding as the short stories incorporated into grade 11 text book is motivating for the students, little extent 24 (15%), some extent 68 (44%), undecided 18 (12%), great extent 31 (20%) and very great extent 14 (9%). From the responses of the students major of the students believe in some extent as the included short stories are motivating. From the whole students, 24 (15%) of the respondents agreed as the incorporated short stories were motivating in little extent. In contrary to this, 14 (9%) of the respondents agreed as the incorporated short stories are

motivating in very great extent and 31 (20%) of them agreed on great extent. However, 18 (12%) didn't decide the extent of the integrated short stories motivation level.

For the question, is it enjoyable, interesting and relaxing to learn speaking skill through short stories, the respondents responded in all scale differences. The very great extent 47 (30%), great extent 48 (30%), undecided 25 (16%), some extent 21 (13%) and 17 (11%) are responded from the students.

For the appropriateness of the incorporated short stories for making own oral reflection there are no much positive responses. Thus, 26 (19%) and 38 (27%) answers are given for little extent and some extent respectively from the students. Besides of this, 35 (25%) and 25 (18%) responses are answered for undecided and great extent respectively. However, the last and least response is given by 15 (11%) for very great extent.

Regarding with the fitting with the age level of the students, the incorporated short stories response is majorly undecided 48 (30%). However, the students who say great extent and very great extent are 37 (23%) and 25 (16%) respectively. From the whole respondents 19 (12%) and 30 (19%) responded as the age consent of short stories fit with the students level in little extent and some extent respectively.

From the techniques used for the implementation of short stories, the question related to the simplicity of incorporated short stories for making discussions is posed for students. Regarding the responses of this question 20 (13%), 47 (30%), 23 (15%), 47 (30%) and 20 (13%) responded little extent, some extent, undecided, great extent and very great extent respectively.

From the techniques used for the implementation of short stories, the question related to the simplicity of incorporated short stories for oral paraphrasing is posed for the learners. The responses given for this question is majorly categorized under who say some extent 63 (40%). There are also students who say little extent 42 (27%). Others are below these two responses. Thus, undecided 17 (11%), great extent 28 (18%) and very great extent 7 (4%) are responded by the pupils.

From the techniques used for the implementation of short stories, the question related to the simplicity of incorporated short stories for summarizing orally was posed by students, and major

students (23% and 37%) responded as there is little extent and some extent respectively. Additionally, 36 (22%) and 18 (11%) and 10 (6%) are given for undecided, great extent and very great extent respectively.

Regarding with simplicity of the included short stories to provide own opinions orally, the major responses of students show as it is in some extent 54 (33%) and great extent 45 (28%). From the whole respondents 28 (17%) agreed with little extent and 7% responded as it is simple in very great extent. However, 23 (14%) of the respondents didn't decide on specific extent of the simplicity of short stories to give own opinions orally.

To identify whether the incorporated short stories reveals the real life of the students and not the question posed for the learners was responded with different extent of agreements. 55 (35%) of students agree with this point in little extent and some of them (22%) agreed with some extent. Besides of this 38 (24%) didn't agree with some specifically decided extent. However, whether the extent of their agreement is minor 11% and 8 % of respondents agreed with great extent and very great extent.

From the factors that impede the implementation of short stories in enhancing the speaking ability of students different significant points are raised by teachers. In the period of focus group discussion, the teachers discussed the following points:

#### T1

The current text book of English language is very bulky; it is very difficult to cover the whole parts in a year. Therefore, we have no enough opportunities to invest on single short stories. In its nature speaking skill involve whole learners and if we participate the whole students as they present short stories we have no enough time.

#### T2

We believe as short stories can enhance speaking skill of students. However, the students are not much volunteer in using short stories. This is because of students are not much informed on the role of short stories in developing the speaking skill of English language. Additionally, the short stories incorporated into the text book are written by the foreign authors. It is far from our local culture. Because of the culture of authors, language barrier and style of writer the practicality of the included short stories to improve speaking skill of students.



T3

Most of time students focus on the grammar part of the language. They follow the grammar part of the class with full attention. Specially, as the result of speaking skill is excluded from the national exam, most of students do not give the needed attention to learn speaking skill through short stories.

T4

I assume that the number of the students in one class is also one factor. If the number of students in one class is small in number, it is feasible to teach speaking skill through short stories. Unless the number of students minimized, it is very difficult to participate whole class in speaking activities.

### **4.3. Discussion**

This part describes the interpretation of the findings obtain from the responses of the whole targeted groups. The discussion is organized according to the theme and the related questions on specific similar areas. The responses of different groups are organized at the same theme to justify the objective of the research. The themes of this discussion are the extent of short stories incorporated in instructional materials of grade 11 and their implementation in EFL classroom for the enhancement of speaking skill. Additionally, activities exploited and techniques designed for the implementation are also the parts of analysis. At the end session, the factors those hinder the effective implementation of short stories are discussed.

#### **4.3.1. The extent of short stories addressed in grade 11**

As Abrams (1970) explained that short story seems to be the most suitable one to use in public schools, short stories are incorporated into grade 11 English language instructional materials (the text book and teacher guide). In the finding of Abrams (1970s) the short story is one of the most common narratives that are used in the language classroom.

As Lazar (1993) said, literature has been a subject of study in many countries at a secondary or tertiary level, but until recently has not been given much emphasis in the EFL/ESL classroom; in the same way to enhance the speaking skill the necessary emphasis was not given for the students of grade 11 at Jimma preparatory school. Concerning with the content of the short stories incorporated into grade eleven text book all respondents' answers can reveal that there are

some extent of short stories are included in the material. According to Yenealem (2014) literary texts are now part of the Ethiopian English language syllabus in high school; this study also explored that there are short stories that are designed for preparatory students. As the gathered data describes the short stories included into the text book of grade 11 are the ready-made and there are also additional activities prepared on the preparation of short stories to use for speaking skill. The numbers of the ready-made short stories are few in number; there are five in numbers. However, there are additional opportunities to use short stories in speaking classroom. On the other hand even though the opportunity of using short stories in classroom are provided for students, their numbers are also few.

Besides of the explicitly included short stories to enhance speaking skill, implicitly there are also different short stories activities included in grade 11 instructional materials. However, their ways of incorporation are different from others (See Table 1). Because the first way of short stories incorporation was directly writing specific short stories in the book with their authors and sources where they derived from while the second method of short story usage opportunity was without writing the specific known short stories. Thus, the space was allocated for the use of short stories to enhance speaking skill through students' activities. In such case providing short stories was the responsibility of students based on their interest and previous experience. This is related to retelling short stories for speaking skill improvement. Concerning this, Kayi (2006) showed as storytelling improves speaking skill of students. According to him students can briefly summarize a tale or story they heard from someone beforehand, or they may create the story of their own life to tell their classmates. As Table 2 shows, (See Table 2) three mentioned activities in the table were still the short stories that the students are going to provide from themselves orally. This means, the book explains that the students should create fiction short stories and present them orally in the class.

From these four short stories activities designed for students, three of them were designed for speaking skill. These were: Create the story orally (Step 1), Re-tell the other pair's Story (Step 2) and Talk your favorite story. As the instruction terms indicate three of them were retelling story. Thus, they were related to speaking skill. However, the left (Write a Story) was designed as the students write correct short story with its plot structure.

In addition to the use of short stories to enhance speaking skill, the plot structure of short stories was also incorporated into the text book. It enables the students as they can participate into short stories activities to complete orally the remaining part of short stories. Then they could develop their speaking skill. Concerning the phases of short story plot, Ebrahiminejad, S., et al (2014: p.46) categorizes them into: opening/exposition, complication, rising action, conflict, climax, falling action, resolution and closing are the usual flow of plot. In the same way the English language text book designed for grade 11 also shows the plot structure of short stories with their definitions. Thus, for the more clarity, the analysis of elements of short story and plot structure are clearly explained on page 142 with expressive diagram. On these two diagrams the elements of the plot structure of short stories like: opening, rising action, climax, falling action and resolution are expressed with their definitions.

The kinds of short stories are also included in the text book. As the English language text book grade 11, page 141 shows, there are many different kinds of stories such as funny stories, love stories, etc. This is related with the types of short stories surfed from internet. Thus, according to ([www.http//How to Use Easy Short Stories to Improve Your English Fluent U English.htm](http://www.http//How to Use Easy Short Stories to Improve Your English Fluent U English.htm)), some types of short stories are myths, legends, fables, folk tales, fairy tales and tall tales. The short stories incorporated into the text book are also some of these mentioned.

In addition to the above result, unit six of grade eleven English language text book shows as some extent attention was given for fiction works, specially short stories. The title of the unit six itself says 'Fiction.' Under the first section of this unit (A6.1) it starts with the usage of short stories. Specifically, the various ways in which we come across stories were discussed in the text book. These are listening story, telling story, reading story and watching story in play or film. This is related to Long's (2000) studies which identified that integrating literature in language teaching by which students can learn the four skills of language is more effective because it has literary, cultural, higher order thinking, and motivational benefit. Additionally, the different kinds of stories such as funny stories, love stories, etc. were discussed in the book. These show as the short stories overview was included into the text book of grade 11.

Teacher guide is the paramount instructional material use for the implementation of the designed text book of teaching process of specific grade. For the confirmation of this issue, the teacher guide of grade 11, which was published by Ethiopian Ministry of Education in 2003 E.C., was

designed parallel to the text book of the same year. Generally, the teacher guide explains the detail implementation ways of text book and syllabus and it gives additional explanation about these processes of learning. Thus, teacher guide is one way of the implementation of designed text book. It can serve as the indicator of both inclusion of short stories and implementation methods of the content integrated into the text book and others.

Based on this, the English language grade 11 teacher guide strengthens the short stories implementation. The guide gives much direction on how the teachers apply the short stories in speaking skill classroom. In special case parallel to the text book unit six of teacher guide mostly describes about the fictions and the way of using them for students speaking skill. However, it does not tell whether the included short stories are enough or not. But it explains the techniques how the activities are going to be used for the enhancement of speaking skill.

However, the matter of extent balance is responded by the students, teachers and content analysis. The responses of student's show that the extent of the short stories integrated into the text book are less than the needed to improve the speaking skill of the students. These are approved by major respondents 91 (63%). In addition to the students, we can understand from result of teachers' focus group discussion. The whole teachers who participated in focus group discussion assured that the number of short stories designed in English text book is not enough to develop the speaking skill of learners. Whether the number of short stories incorporated into the text book is not enough for the enhancement of language speaking skill, in some extent short stories are included into the instructional materials. Additionally, the opportunity to use short stories from the teachers themselves is also very rare; except the incorporated short stories, the teachers had no experience in adding short stories from themselves. Additionally, the ways of the integrating short stories are different from one chapter to the other. Thus, in one chapter (specifically chapter 6) there are more stories and in some others there are no stories and there is also the chapter that has one short story. Generally, the short stories included into grade 11 English language text book are not enough; they are insufficient to enhance the speaking skill of students.

### 4.3.2. The Extent of Speaking Skill Activities Exploited from the Incorporated Short Stories

The implementation of the incorporated short stories is attained through the activities that involve the students as they use them for their real classroom speaking activities. As the text book shows (See Table 4), the all incorporated short stories have relation with speaking skill. There are not any integrated short stories that haven't speaking skill activities. The included short stories were designed with different techniques of speaking skill teaching. In line with this, Sachin (2013) stated,

*"Literature is indeed a very authentic tool to impart speaking skills. If we look at every poem, story or drama as a mini-lesson, we as language teachers can use these little jewels to teach the spoken language to the students effectively so that they can communicate with a variety of audience and use it for different purposes"*(p.84).

Specifically, Pardede (2010) argues:

*"Short stories can also be a powerful and motivating source for teaching both speaking and listening. According to him, oral reading, dramatization, improvisation, role-playing, reenactment, and discussion are more effective learning"* (p. 22).

This recommendation illustrates the importance of developing language skills in the classroom to strengthen students' self-confidence to form relationships through language use.

The several activities designed from this sub-section of unit six are related with speaking skill through student based stories. Specifically, there are more than ten activities in only unit six; all of them have relationship predominantly with speaking skill. In addition to the text book, the teacher guide (2012) says:

*"The activities are also designed to encourage students' natural curiosity and appetite for discovery together with the enjoyment of learning through debates, surveys, games and stories appropriate to their age"*(p vii).

However, it didn't explain about the extent of the exploited speaking activities of short stories. To identify the extent level of short stories' activities exploited from the instructional materials, different methods were used. On the extent of activities designed from the incorporated short

stories, all teachers agreed upon it as it is below the needed. Specially to improve speaking skill of students, the numbers of activities prepared from short stories are a few. Besides of teachers' response, students also approved that the amount of activities that are prepared (exploited) from the incorporated short stories to develop speaking skill are very few. The major students (46%) believe as few activities prepared to develop speaking skill.

The activities designed from the addressed short stories are prepared for all language skills. However, the extents of the designed activities are varies from one skill to another skill. Among those designed activities majors are prepared for the learning of speaking skill. Comparatively, when we see with the other designed activities of other language skills (reading, Writing, listening, grammar and vocabulary) there are a few activities for others except speaking skill. Except the short story activities designed in unit six under sub-section seven (A6.7), all designed activities of short stories have relationship with speaking skill; however, this section is designed for the writing skill.

However, whether they are enough to develop speaking skill or not approved by teacher and students. They approved as the designed activites are not balanced.

#### **4.3.3. The Extent of Implementation of the Addressed Short Stories**

According to Akhyak and Indramawan (2013: 18) cited in Zuhriyah, M. (2017) in the study entitled "Improving the students' English speaking competence through storytelling", storytelling implemented in teaching speaking could improve the students' fluency, grammar, pronunciation, vocabulary, and content.

Whether the number of the incorporated short stories is less than the needed, they are incorporated in some extent. However, as the result of the finding shows, even those integrated in small extent are not implemented accordingly to enhance the speaking ability of the targeted students.

The whole target respondents assured that there is no balance implementation of the incorporated short stories. Both the targeted instructional materials show as the short stories are designed. But their implementation is imbalance. In addition to the extent deficiency, the implementation extent of the incorporated short stories for preparatory students is also not much satisfactory.

Concerning this most of the students responded as they agree on the little extent implementation (46%) and some extent implementation (33%) of the incorporated short stories in the real EFL classroom. Thus, about 79% of respondents confirm that the implementation extent of the incorporated short stories are in little and some extent; they are below the needed of implementation extent. This indicates that there are poor implementation efforts in the application of the designed short stories. Additionally, the extent of short stories incorporated into the grade 11 text books and the extent that the teachers are using in the real classroom is not balanced. Most students (40%) confirm as the designed short are applied in little extent by the teachers.

Besides of the students responses, the results of focus group discussion also approved that there are no balances in implementation of the incorporated short stories for the targeted language skill (speaking skill). As the major students said that there is little extent of short stories implementation for the enhancement of speaking skill, the teachers also shared the ideas and they provided different factors those hinder them to apply the incorporated short stories accordingly.

#### **4.3.4. The Designed Techniques of Speaking Skill Teaching to Implement the Included Short Stories**

To participate the students in their speaking classroom different techniques of speaking skill teaching were designed for the implementation of the incorporated short stories. This goes in line with what Rahman, S. and Arju, S. (2013) said: in order to get an active response from each and every participant of the class we have to focus on different task based activities suitable for EFL class. In designing these activities we must target to focus on and to explore the learners' descriptive, narrative, argumentative and analytical competence. Our main concern for this paper is to suggest some activities applicable in a practical classroom situation where a short story is the text.

According to Violetta-Irene, K. (2015: p.76) the use of a short story seems to be a very helpful technique in today's foreign language classes. In line with this the teacher guide of grade 11 explained the ways in which the students use short stories for their speaking skill are designed in different ways. In some activities the students are invited to replace themselves in the position of

character. Others are invited to commenting the character. On page 62 of teacher guide to enhance speaking skill, the task is designed as the learners talk about their favorite short story. Additional activity is designed for the students to complete the plot triangle with different events through discussion. In relation to this Rahman, S. and Arju, S. (2013: p. 74) said that this carefree attitude of the learners always haunts us with question like: what happens if some do and some don't? It is for sure that a lesson remains beyond success if a thing like this happens repeatedly and frequently.

In the summary part of the teacher guide, the competence area of students speaking skill was designed as it can be achieved through when the students should able to recount short stories. It was generalized as speaking skill competence is enhanced through listening and retelling or recounting stories. This is related with what Kayi (2006) showed in his study: storytelling improves speaking. Students can briefly summarize a tale or story they heard from someone beforehand, or they may create the story of their own life to tell their classmates. Thus, storytelling fosters creative thinking.

The way of implementation of unit six of the text book is clearly explained in teacher guide. This unit which is entitled fiction starts its first parts of activities with brainstorming for the competence of speaking skill through open and close ended question that focus on about the short stories (P.60). This shows as different activities were exploited from the used short stories.

For the implementation of the incorporated short stories in speaking skill, different speaking skill related teaching techniques are used in different ranges. This confirms that the exploration of Lazar (1993) that approaches of using literary texts refer to how literary texts are presented and viewed by teachers. There are various approaches teachers use to teach literature. As the result's responses indicate, teachers use different speaking skill teaching methods. Enforcing students to retell short stories orally confirms the study of Novia (2017) that explains retelling short story is one of the recommended techniques which can help language learners in improving their speaking skill.

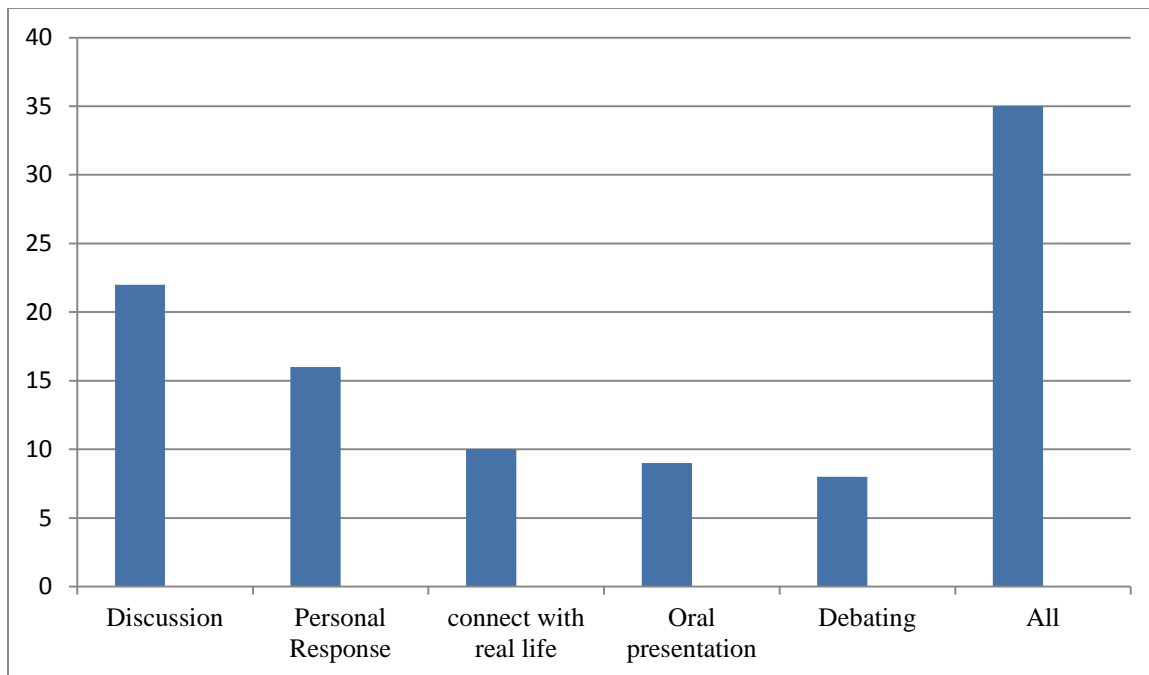
Additionally the findings expresses that assigning short stories assignment for oral presentation, grouping students for discussion on the plot completing, commenting characters' view and individual feeling expression are the techniques that the teachers use in the speaking class during



they use short stories for speaking. As Murat (2005) literature questions are very open-ended and are intended to provoke discussion and reflection rather than to provide a single right answer; in the same context the students also express as they express their feeling in their short stories class. Additionally, the world of short fiction both serve as mirrors and illuminates human lives (Sage, 1987:43), the students relate the short stories to their real life.

The responses of students provide that there are different techniques used for the implementation of the integrated short stories. As it is seen from the below figure, different techniques have been serving in various scale.

**Figure 2: Figure shows different Techniques of short story implementation in EFL classroom**



As the above figure shows, the most preferable activity or technique when learning speaking skill through short stories is group discussion (22%). This point out what Murat (2005) explained as literature questions are very open-ended and are intended to provoke discussion and reflection rather than to provide a single right answer. As the response of students indicates the second, third and fourth techniques of using short stories in speaking skill are personal feeling expression

(16%), connecting with individual real life (10%), oral presentation (9%) and debating (8%) respectively. However, the major of students result shows that the whole mentioned methods (35%) are important to use short stories in speaking skill classroom. All of these point out that as literature helps students to become more actively involved both intellectually and emotionally in learning the target language through focusing on personal experiences, feelings and opinions. Most of the techniques of using short stories in speaking skill are oral and open ended. As both Heathcote and Bolton (1998) discussed thus, engaging in literature would also make students more democratic, open-minded, and open to change and improvement.

Additionally, the text book shows us that different techniques are exploited for the implementation of short stories in speaking skill classroom. The three activities explained on page 141 have the instruction which says discuss these questions. Besides of this, as Table 8 shows, more than eighteen activities are designed from the short stories explicitly incorporated into English language text book of grade 11. These all activities were designed with various type of speaking skill teaching techniques. These techniques are feeling expression (opinion), group discussion, role playing, completing the remains parts of story, identifying characters and telling the role of characters.

Additionally, talking about one favorite story, reasoning out why like or dislike one story, replacing oneself instead of writer's situation, commenting on how the people in the story behave and reasoning what make the short stories amusing or humorous were the other techniques used. According to Rahman, S. and Arju, S. (2013) this carefree attitude of the learners always haunts us with question like: what happens if some do and some don't? It is for sure that a lesson remains beyond success if a thing like this happens repeatedly and frequently. This shows as the result is approved by the previous study. Generally, we can conclude that there are different speaking skill teaching techniques used to implement the incorporated short stories. These techniques were already explained in teacher guides. However, the extent of using all techniques is not equally designed. The most frequently designed technique from the short stories is discussion among the students. In more chapters and among the included short stories, discussions of group students are redundantly expressed outstandingly. This shows the role of short stories in communication competence. But the technique like debate is not mentioned in the given activities.

The results of teachers responses on the techniques of teaching short stories for the enhancement of speaking skill are related to what others sources explained. The teachers order the students as the students retell short stories and as they prepare and rehearse short stories assignment. Additionally, some of them group the students as they discuss and motivate them as they express their feelings. This is matched with what Pardede (2010) argues: Short stories can also be a powerful and motivating source for teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing, reenactment, and discussion are more effective learning (p. 22).

#### **4.3.5. The Factors Impede the Implementation of Short Stories**

Regarding the factors those hinder the implementation of short stories in speaking skill class different tangible reasons were raised. Specifically the users and the practitioners or students and teachers responded that there are various reasons for the impediments of short stories implementation in speaking class.

The reasons those are provided from the teachers are: the size of the current text book, the shortage of time, the attitude of students, the culture of stories writers, the exclusion of speaking skill from national exam and the number of students in a single classroom.

When it is compare with the previous text book of English language grade 11, the current text book has more volume. It has about 327 pages and most pages are designed with multiple activities. To complete the contents of this voluminous book the teacher are very busy. For the sake of this, the teachers couldn't invest much of their time to use short stories accordingly. Because of the shortage of time, participating students on speaking skill through short stories is very difficult. In addition to the voluminous of the text book and shortage of time, the attitudes (awareness) that the students have on the role of short stories for their speaking skill is not positive. This goes in line with Pardede (2011) that he says some objections are always raised against the use of literature in public schools due to overcrowded classes, overloaded syllabus and limited time—some problems commonly met in elementary to high public schools in almost all developing countries.

Most of time students focus on the linguistic elements like grammar and others. This is related with the exclusion of speaking skill from the national exam or entrance exam. Clifford (1987)

defined as speaking was also absent from testing because of the difficulty in evaluating it objectively and the time it takes to conduct speaking tests. The result of this study also related to what Clifford defined.

Besides of these, the culture of the short stories' author itself is one factor. Short story is an artistic text which is endowed with different language richness. If the authors and the targeted reader culture are different, it has the probability to make misinterpretation. Misinterpretation may occur due to differences between the two cultures as Gajdusek (1998, p. 232) explains. Therefore, the students face the challenge to react or retell and analyzes the designed short stories because their authors are more foreigners. Lazar (1999) shows as literature reveals the universality of thoughts and ideas and learners are encouraged to understand various cultures in relation to them. However, in this study, the far apartness of short story authors' culture emerged as it is one factor that impedes the implementation of the foreign short stories for preparatory school students. However, to overcome such challenges of cultural impediment, Ebrahiminejad, S., et al (2014) put the following points:

*When using literary texts, instructors must be aware that the culture of the people (if different from that of the students) for whom the text was written should be studied. As students face a new culture, they become more aware of their own culture. They start comparing their culture to the other culture to see whether they find similarities and/or differences between the two cultures. To avoid misinterpretation, instructors should introduce the culture to the students or ask them to find relevant information about it (p: 46).*

From the factors that impede the implementation of short stories for the targeted language skill, the motivation extent, the interesting extent, the appropriateness extent, simplicity of the included short stories were raised. Regarding this applying the integrated short stories for discussion, paraphrasing, summarizing, oral reflection and revealing the real life of learners are the points raised as the impediments reasons. However, as Collie and Slater (1987) emphasize, whatever the criteria might be, the important thing to bear in mind whenever selecting literary texts for teaching language is its capacity to arouse the students for personal involvement and its power to provoke them to react in any manner that the classroom conditions permits.

As the response of most students ( $\geq 60\%$ ) reveals, the incorporated short stories majorly motivate students in little and some extent. That means, the incorporated short stories are not much authentic instructional materials. Additionally, their appropriateness for making oral reflection has also gap. Major of students (46%) are not agreed on the appropriateness of the incorporated short stories for oral opinion reflection.

Regarding the simplicity of the integrated short stories for speaking skill activities, except discussion, others are not greatly practical. Especially they are not simple to paraphrase, summarize and express. Most of students (67%) approved that the included short stories are paraphrased in little and some extent. Additionally, 60% of students assured that the short stories which are integrated into grade 11 English language text book could not be simply summarized orally. However, as Van, T.T.M. (2009) explained that:

*the language-based approach calls for a variety of language instruction activities, including brainstorming to activate background knowledge and make predictions, rewriting the ends of stories or summarizing plots, cloze procedures to build vocabulary and comprehension, and jigsaw readings to allow students to collaborate with others, form opinions, and engage in spirited debates. But the short stories incorporated into English language text book are not sufficiently practical for this speaking skill (p. 7).*

The short stories incorporated into instructional materials do not reveal significantly the real life of students; the students confirm that the included short stories show the real life of students in little and some extent. From the whole respondents, 77% of respondents assured that the included short stories are not match with the real life of learners. This points argues with what Kayi (2006) explain in his study. Kayi (2006) showed storytelling improves speaking. Students can briefly summarize a tale or story they heard from someone beforehand, or they may create the story of their own life to tell their classmates. These show as the quality of the selected and included short stories themselves are the factors that hinder their implementation for the targeted skill.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **2.1. SUMMARY OF MAJOR FINDINGS**

This study has the objective to explore the extent of short stories addressed in grade eleven instructional materials and their extent of implementation to enhance speaking skill of grade eleven students. To attain the end goal of the study the specific objectives and research questions were designed. To respond these some targeted respondents were selected purposely from Jimma Preparatory school. The targeted respondents selected from Jimma Preparatory school were Four English teacher of grade 11 and 168 (20%) of respondent students. These students were selected purposively; they are top 12 achievers of 14 classes. In addition to the teachers and students, grade 11 English language text book and teacher guide of the same grade were selected for document analysis. Both instructional materials, which were published in 2012 by Ministry of Ethiopian Education, were used to identify the extent of short stories integration for the speaking skill of grade 11 students.

To strength this study, different previous studies were used. In chapter two ample literatures of different scholars and researchers were selected and organized. The selected literatures are related with the speaking skill and techniques of speaking skill. Additionally, the concepts of short stories and its ways of implementation in EFL classroom was discussed in the literature review part.

To achieve the research purpose, three data gathering instruments were used. For the students close ended questions which have 17 items and which have 84 options of response were delivered. The questions of students were more general. Thus, they were connected with the all specific objectives of the study. Additionally, four questions were posed for the teachers as the agenda of focus group discussion and four teachers reacted upon the questions. The points like the content of short stories included into grade eleven instructional materials and the speaking activities designed from the incorporated short stories were provided for the teachers. Additionally, the hindrance factors and techniques of short stories implementation were discussed. From the instructional instruments designed for grade 11 students, English language

text book and teacher guide were analyzed. Besides of the teachers and students data, the text book and teacher guide were analyzed on what extent they possessed the short stories and how they are designed to apply them.

After the data were obtained from the instruments of data gathering, accordingly the data were analyzed by percentage and tabulating. Different responses were prepared in table by holding the frequencies of respondents and they were expressed in parallel by their percentage. The finding or result was written first and at the end discussion was prepared based on the theme. At the end the interpretation was given and the planned objective of the study was attained.

Generally, the extent of short stories that are incorporated into the instructional materials of grade eleven to enhance speaking skill of students were identified; they are below the demanded extent. As it is believed by different scholars, short stories are the important and genuine texts to motivate the students as they speak orally. However, the number of the short stories included in grade eleven was not much emphasized. In addition to the extents that are addressed in the instructional materials the teachers have no much opportunity to use their own short stories for speaking skill.

Concerning the speaking activities that are exploited from the incorporated short stories, there are not much enough to improve the speaking skill. The integrated short stories are majorly related to speaking skill; however, they are also designed for other language skills. But regarding speaking skill, the activities that are designed from short stories are below the dedeed.

Regarding the implementation of the incorporated short stories, it is not balanced. The extent of inclusion and the extent of implementation of the used short stories are very different. For the imbalance of this implementation, different reasons could be provided. The vastness of text book, the authors' culture, the number of students in a single classroom and the awareness or attitude of students on the role of short stories are the factors that minimize the implementation extent of short stories for the intended language skill (speaking skill).

Different techniques are familiar in speaking skill. In the same context they are used during learning speaking skill through short stories. The techniques like group discussion, debate, opinion expression and oral presentation are the methods that are under use during learning speaking skill by short stories. In the same way the teachers instruct students as they complete

the remained plot of short stories. They also assign short stories assignment for oral presentation, and they group students for discussion on characters view and individual feeling expression. These are the techniques that the teachers use in the speaking class during they use short stories.

In a nut shell, from the genres of literature, short story has significant role to enhance speaking skill. Because language scholars believe in the role of short stories in enhancing speaking skill, some short stories are incorporated in text book of grade 11. However, the extent needed and the extents incorporated are not balanced. However, whether it is believed as short stories could improve the speaking skill of students, there are different factors those hinder the implementation of them. But for the incorporated short stories the teachers use different mechanism of implementation.

## **2.2. CONCLUSIONS**

From the whole exploration of the study different conclusion can be expressed. From the studies, some conclusions that can be listed are availed in the research. Specifically, concerning the content addressed and extent of their implementation explored they can be mentioned. Additionally, the methods of implementation and the hindrance factors are the points that are visible to be concluded from the study.

- ❖ There are some short stories included into the text book of grade eleven English language text book and teacher guide. Most of the integrated short stories have direct relationship with the speaking skill enhancement. While some short stories are incorporated into instructional materials directly, another way of incorporating short stories into speaking skill classroom was through designing the short stories activities. However, the needed extents of short stories are not included into both instructional materials.
- ❖ All included short stories have different language skills activities. From the designed activities of short stories, major of them are related with speaking skill. However, the extents of speaking activities derived from the incorporated short stories are less than the needed.
- ❖ Regarding the extents of the short stories' implementation in speaking skill, as a result of different factors, there is imbalanced extent of implementations. The included short stories are implemented in little extent in speaking skill classroom. Because the practicality (feasibility) of the short stories designed for English language speaking skill



improvement is challenged by the factors like students' awareness, short stories authors' culture, and number of students in one class and the size of the book, they were not applied accordingly.

- ❖ To apply the incorporated short stories, teachers use different methods in their real EFL classroom. Specifically, they use the speaking skill oriented activities like discussion, oral presentation, opinion expression, commenting the character of short stories and completing the remained plot of short stories.
- ❖ Using short stories for the enhancement of short stories have positive effect in the mind of students and teachers. Additionally, the text designer themselves have some awareness about the role of short stories in speaking skill. However, the factors that affect its implementation didn't considered accordingly.

### **2.3. RECOMMENDATIONS**

From the result of this study different gaps that can be filled in the future have been observed. To fill this gap different concerning bodies are targeted.

1. Whether using short stories in speaking skill classroom has positive response by scholars and students, the awareness activities should be given by teachers. If the teachers aware their students about the role of short stories in the improvement of their speaking skill, the students will use them. Therefore, the teachers ought to aware and advise their students as they use short stories in their speaking classroom.
2. In addition to creating awareness, teachers have the responsibility to use the integrated short stories to improve the speaking skill of students. As the finding of students shows, the teachers are not properly implementing the integrated short for the improvement of student speaking skill. Rather than following the traditional way of language teaching approach like teaching only linguistic elements, it is better if teachers focus on communicative approach that can be enhanced through using short stories.
3. From the different factors aforementioned, the number of students in one class is greatly crowded. As the result of the study shows there are more than 60 students in a single classroom. This is one hindrance to apply short stories upon large class students.

Therefore the management of the preparatory school should assign proper number of students in in one class.

4. To relate to the reality of short stories with the real life of our students, using local short stories has great role. Students cannot be motivated by the culture which they are alien for it. Additionally, the voluminous of the text book is also one factor. Therefore, the MOE should give great emphasis on the inclusion of local short stories which are written and spoken by local authors and people and it is better if the volume of text lessen to allocate suffice time for the exploitation of short stories.
5. The extents of currently integrated short stories are not enough to enhance the targeted language skill. Additionally, the numbers of the activities that are derived from the incorporated short stories to enhance speaking skill are also below the needed; therefore, the syllabus designer should give appropriate attention to include appropriate short stories into the targeted grade level, and they should also exploit suffice speaking activities.

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## **APPENDIXES**

There are different appendixes that are posted at the back of the paper. They are written at the back matter and they are organized in their order.

### **APPENDIX- A**

#### **JIMMA UNIVERSITY**

#### **COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**

#### **DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

#### **QUESTIONNAIRE FOR STUDENTS**

**Dear students,**

This questionnaire will serve me as a source of authentic data to achieve the purposes of my research entitled "**Exploring the Extent to what Short Story Contents are addressed and Their Implementation to Enhance EFL Students' English Language Speaking Skill: Jimma Preparatory School, Grade 11 in Focus.**" I would greatly appreciate if you can spare just a few minutes of your time to complete this questionnaires. It is confirmed that your personal identity will remain strictly confidential.

**Thank you for your cooperation in advance.**

Feyera Fituma

March, 2018

Jimma University

Jimma

## **PART I**

### **Instruction:**

**Fill in the blank spaces and tick in one of the optional boxes given.**

1. School: \_\_\_\_\_ Grade and section: \_\_\_\_\_

2. Age: \_\_\_\_\_ Gender: Male  Female

## **PART II**

### **Instruction One:**

**Choose and encircle the letter of the most appropriate answer from the given alternatives.**

1. From the following literary genres which one do you think has most significant relationship with speaking skill improvement?
  - A. Poetry
  - B. Short stories
  - C. Drama
  - D. Novel
2. Which activity or technique is your most preference when you learn speaking skill through short stories? (You can choose more than one answer)
  - A. Group discussion
  - B. Personal responses (individual feeling expression)
  - C. Making connections with the real life
  - D. Oral presentation
  - E. Debating
  - F. All

3. How does learning English language through short stories can develop your speaking skill?  
(You can choose more than one answer)
- A. Through teacher's motivation
  - B. Through involving me in my real classroom activities
  - C. Through enforcing me to talk orally
  - D. Through paying attention
  - E. Through initiating me to speak
  - F. All are answers for me
4. To what extent are short stories incorporated or included in your grade 11 text book?
- A. They are more than the needed
  - B. They are less than the needed
  - C. They are quietly enough (balanced)
  - D. They are not included at all
5. What do you understand about the amount of activities that are prepared from the incorporated short stories to develop speaking skill?
- A. There are few activities prepared to develop speaking skill.
  - B. There are balanced activities prepared to develop speaking skill.
  - C. There are more activities prepared to develop speaking skill.
  - D. There are no activities prepared to develop speaking skill.

**Instruction Two:**

Show your agreement or disagreement by putting the sign of “√” under one of the degree columns (1, 2, 3, 4, and 5) against each of the given items. The following is the **KEY** given to show what the numbers 1, 2, 3, 4, and 5 refer to:

**1= A little extent**

**2 = Some extent**

**3= Undecided**

**4= Great extent**

**5= Very great extent**

S/No	Items	1	2	3	4	5
1.	The short stories that are incorporated into the text book of grade 11 are motivating for me.					
2.	The incorporated short stories in text book of grade 11 are perfectly implemented in the real EFL classroom.					
3.	It is enjoyable, interesting and relaxing to learn speaking skill through short stories					
4.	Learning English language through short stories can enhance students' speaking skill.					
5.	The extent of short stories incorporated into the grade 11 text book and the extent that the teachers are using in the real classroom is balanced.					
6.	The incorporated short stories are appropriate for making own oral reflection.					
7.	The short stories that are incorporated into the text book of grade 11 are fitting with students' age level.					
8	The short stories that are incorporated into the text book of grade 11 are simple for making discussions.					
9	The short stories that are incorporated into the text book of grade 11 are simple for oral paraphrasing.					
10	The short stories that are incorporated into the text book of grade 11 are simple for summarizing orally.					
11	The short stories that are incorporated into the text book of grade 11 are simple for giving own opinions orally					
12.	The short stories that are incorporated into the text book of grade 11 reveals my real life.					

**APPENDIX- B**

**JIMMA UNIVERSITY**

**COLLEGE OF SOCIL SCIENCES AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**QUESTIONS FOR TEACHERS' FOCUS GROUP DISCUSSION**

**Dear Teachers,**

This Focus Group Discussion serves as a source of authentic data for me to achieve the purposes of my research entitled "**Exploring the Extent to what Short Story Contents are addressed and Their Implementation in Enhancing EFL Students' English Language Speaking Skill: Jimma Preparatory School, Grade 11 in Focus.**" I would greatly appreciate if you can spare just a few minutes of your time and participate in the focus group discussion which is to follow.

**Thank you for your cooperation in advance.**

Feyera Fituma

March, 2018

Jimma University

Jimma

**Instruction:-**

If you are willing and ready, the following are questions meant for the focus group discussion and you will discuss on each one by one. I will present each question leading the discussion.

1. What can you say about the extent (numbers) of short stories and their activities incorporated into the instructional materials you are using to develop your EFL learners' English speaking skill?
2. What are the major and minor techniques you use during teaching speaking skill through short stories to improve EFL learners' English speaking skills?
3. What are the factors that impede, if there are any, the implementation of short story contents in enhancing EFL learners' English speaking skill?
4. What do you say about the implementation feasibility/practicality of the incorporated short stories in the real classroom of speaking skill?

Feyera Fituma

March, 2018

Jimma University

Jimma



**APPENDIX- C**

**JIMMA UNIVERSITY**

**COLLEGE OF SOCIL SCIENCES AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**CHECKLIST FOR THE ANALYSIS OF GRADE 11 TEXT BOOK**

**Checklist 1: Short Stories and Activities addressed in grade 11 text book and incorporated  
in teacher's lesson plan**

The “√” sign is used to show the availability of related activities under the mentioned language skills.

<b>No</b>	<b>Topic of short Story</b>	<b>Page</b>	<b>Designed Speaking Activities</b>	<b>Speaking Teaching's Techniques Used</b>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

## **APPENDIX- E**

### **Gaaffii Qorannoo Afaan Oromootiin**

#### **YUUNIVARSIITII JIMMAA**

#### **KOLLEEJII SAAYINSII HAWAASAA FI NAMUMMAA**

#### **MUUMMEE AFAAN INGILIFFAA FI OG-BARRUU**

#### **GAAFFILEE QORANNOO BARATTOOTAA**

#### **Jaallatamtoota barattootaa,**

Gaaffannoon kun madda odeeffannoo murteessaa ta'uun kaayyoo qorannoo koo barattoota qophaa'ina mana barumsa Jimmaa kutaa 11 irratti hojjatamu kan matadureenisaa, "**Hammamtaa Qabiyyee Asoosama Gabaabaa Heeramee Fi Hammamtaa Hojiirra Oolmaa Isaa Dandeettii Dubbii Afaan Ingiliffaa Barattootaa Guddisuu Irratti Qorachuu**" jedhu irratti kaayyoo qorannichaa bira gahuuf na fayyada. Yeroo keessan keessaa daqiiqaa muraasa gaaffii kana guutuuf kan aarsaa taasistaniif galanni koo guddaa dha. Iccitiin dhuunfaa keessanii akka bahuu hin dandeenye sirriittin cimsee ibsa.

**Deeggarsa keessaniif guddaa galatoomaa!**

Fayyeeraa Fiixumaa

Bitootessa, 2018

Jimma, Itoophiyaa

Jimma

## Kutaa I

**Qajeelfama:** Bakka qullaaguutuunii fi saanduqa akka filannootti kenname keessatti mallattoo “√” kennuundeebisaa.

1. Mana Barumsaa: \_\_\_\_\_, Kutaa: \_\_\_\_\_
2. Umurii: \_\_\_\_\_, Saala: Dhiira  Dhalaa

## Kutaa II

### Ajaja Tokkoffaa:

Filannoowwankennaman keessaa qubeefilannoo kee sonaan itti amantufilachuun itti mari.

1. Dameewwanog-barruu armaan gadii keessaa dandeettii dubbii Afaan tokkoo guddisuuf hariiroo baay’ee guddaa kan qabu kamii dha?
  - A. Walaloo
  - B. AsoosamaGabaabaa
  - C. Diraamaa
  - D. Asoosama Dheeraa
2. Yeroo ogummaa dandeettii dubbii asoosamagabaabaanbarattutti, dalagaan ykn tooftaan ati caalmaadhaan itti fayyadamtu isa kamii dha? (Filannoo tokkoo ol filachuu dandeessa).
  - A. GareenHaasa’uudhaan
  - B. Yaada koo dhuunfaanhaasa’uudhaan
  - C. Jireenya koo waliin sirriitti wal qabsiisuudhaan
  - D. Dhiyeessa jecha afaaniitiin
  - E. Falmiidhaan
  - F. Hunda

3. Afaan Ingiliffaaasoosamagabaabaadhaanbarachuunakkamitti dandeettii dubbii afaanii kee guddisuu danda'a? (Filannoo tokkoo ol filachuu dandeessa).
  - A. Gama dadammaqsuubarsiisotaatiin
  - B. Dalagaadaree keessatti akka sirriitti hirmaadhutaasisuudhaan
  - C. Akka ani afaaniinhaasa'u na onnachiisuudhaan
  - D. Gama xiyyeeffannoo itti kennuutiin
  - E. Gama akka dubbadhuuf na kakaasuutiin
  - F. Hundumtuu anaaf deebii sirrii dha.
4. Asoosamnigabaabaanhammam kitaaba Afaan Ingiliffaa kutaa 11 keessatti hammatame?
  - A. Hamma barbaadamuun olii dha.
  - B. Hamma barbaadamuungadii dha.
  - C. Baay'ee gahaa dha.
  - D. Gonkumaa keessatti hin hammatamne.
5. Dandeettii dubbii afaan Ingiliffaa kee gabbisuudhaaf hammamtaan dalagaa ykn gilgaalaaasoosamagabaabaa Kitaaba kutaa 11 keessaa baheeqophaa'e irratti maal hubatte?
  - A. Dandeettii dubbii gabbisuudhaafdalagaawwanxiqqaatuqophaa'e.
  - B. Dandeettii dubbii gabbisuudhaafdalagaawwanmadaalawaatuqophaa'e.
  - C. Dandeettii dubbii gabbisuudhaafdalagaawwanbarbaachisoo ol ta'antuqophaa'e.
  - D. Dandeettii dubbii gabbisuudhaafdalagaan hin qophoofne.

### **Ajaja Lammaffaa:**

Qabxii keessaa filatte keessaa mallattoo “√” saanduqa      lakkoofsafilattee jalatti kaa'i.Garuu, gatii lakkoofsotaaf kenname dursii adda baasi.Fakkeenyaafyaadota asii gadeeheeraman keessaa yoo yaadichaan **baay'ee guddaan** walii gala jechuu barbaadde gatii baay'ee guddaa kan ta'e **lakkoofsa 5** waan ta'eef saanduqa lakkoofsa 5 jala jiru jalatti **mallattoo** √ **mallatteessaa** darbaa.

1= Baay'ee xiqqoo

2= Xiqqoo

3= Hin murtoofne

4= Guddaa

5= Baay'ee Guddaa

<b>T/L</b>	<b>Qabiyyee Gaaffii</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	Asoosamni gaggabaaboon kitaaba afaan Ingiliffaa kutaa 11 keessatti haammataman anaan na si'eessu (dadammaqsu).					
2.	Asoosamoonni gaggabaaboon kitaaba afaan Ingiliffaa kutaa 11 keessatti haammataman sirriitti kallattiidhaan daree afaanii keessatti hojiirra oolu.					
3.	Dandeettii dubbii afaan Ingiliffaa yeroon gama asoosamootagaggabaabootiinbaradhutti nan bohaara, nan gammada akkasumas fedhanattuumma.					
4.	Afaan Ingiliffaa gama asoosamootagaggabaabootiinbarachuun dandeettii ogummaa dubbii afaanii koo naaf dagaagsa.					
5.	Hammamtaan asoosamootagaggabaaboo kitaaba afaan Ingiliffaa kutaa 11 keessatti haammatamee fi hammamtaan barsiisonnidaree keessatti hojiirra oolchanwalmadaala.					
6.	Asoosamoonni gaggabaaboon kitaaba afaan Ingiliffaa kutaa 11 keessatti hammataman yaada keenya afaaniinibsachuufmijatoo dha.					
7.	Asoosamoonni gaggabaaboon kitaaba afaan Ingiliffaa kutaa 11 keessatti hammataman umurii koo waliin kan wal gitu dha.					
8.	Asoosamoonni gaggabaaboon kitaaba afaan Ingiliffaa					

	kutaa 11 keessatti hammataman waliin mariyachuufmijattoo dha.					
9.	Asoosamoonni gaggabaaboon kitaaba afaan Ingiliffaakutaa 11 keessatti hammatamanafaaniin akka jecha keenyaattihaasa'uufsasalphoo dha.					
10.	Asoosamoonni gaggabaaboon kitaaba afaan Ingiliffaakutaa 11 keessatti hammataman afaaniin guduunfinee kaawuuf mijattoo dha.					
11.	Asoosamoonni gaggabaaboon kitaaba afaan Ingiliffaa kutaa 11 keessatti hammataman yaada dhuunfaa keenya afaaniin kennuudhaafmijattoo dha.					
12.	Asoosamoonni gaggabaaboon kitaaba afaan Ingiliffaa kutaa 11 keessatti hammataman jireenya koo isa dhuga naaf calaqqisiisu.					

APPENDIX- F

የጥናቱ መጠይቅ በአማርኛ ቋንቋ

**ጅማ ዩኒቨርሲቲ**

**ማህበራዊ ሳይንስና ሂደታዊ ስራ ስራ ኮሌጅ**

**የእንግሊዘኛ ቋንቋና ስነ-ጽሑፍ ትምህርት ክፍል**

**የተማሪዎች መጠይቅ**

**ወድ ተማሪዎች!**

ይህ መጠይቅ የኔን ጥናት በጅማ መሰናዶ ትምህርት ቤት በ 11ኛ ክፍል ታማሪዎች ላይ “አጫጭር የልብ-ወለድ ታሪኮች መካተታቸውና መተግበሪያቸውን መጠንን ማጥናት” በሚል ርዕስ ለሚሰራው ወሳኝ የመረጃ ምንጭ ሆኖ ያገለግላል። በመሆኑም እርሶዎም ከሰዓትዎ ትንሽ ደቂቃን መስዋዕት በማድረግ ይህን መጠይቅ ሲሞሉልኝ ምስጋናዬ የላቀ ነው። የሰብአዊነትዎ የማንነት ሚስጥር በጥብቅ የሚጠበቅ መሆኑን አረጋግጣለሁ።

**ስለ መልካም ትብብርዎ ከልብ አመሰግናለሁ!**

**ፈዴራ ፊጡማ**

**መጋቢት፣ 2010 ዓ.ም.**

**ጅማ፣ ኢትዮጵያ**

**ጅማ**

### ክፍል አንድ

**አቅጣጫ:** ባዶ ቦታን በመሙላትና ለምርጫ በቀረቡት ሳጥኖች ውስጥ ምልክት ያድርጉ::

1. ትምህርት ቤት: \_\_\_\_\_, ክፍል \_\_\_\_\_
2. እድሜ \_\_\_\_\_ ያታ: ወንድ  ሴት

### ክፍል ሁለት

#### ትዕዛዝ አንድ:

ከቀረቡት አማራጮች በጣም ተመራጭ ነዉ ብሎ የሚያምኑበትን የምርጫዎችን ፊደል ያክቡ::

1. ከልብ-ወለድ ዘርፎች ከመናገር ከህሎት ማሳደጊያ ጋር ጠንካራ ግንኙነት ያለዉ የትኛዉ ነዉ ብለዉ ያምናሉ?
  - ሀ. ግጥም ለ. አጭር የልብ-ወለድ ታሪክ ሐ. ድራማ መ. ረጅም የልብ-ወለድ ታሪክ
2. የእንግልዘኛ ቋንቋን የመናገር ከህሎት በአጫጭር የልብ-ወለድ ታሪክዎች ለመማር የትኛዉ ስራ ወይም ስልት በእርሶዎ ዘንድ በይበልጥ ተመራጭ ነዉ? (ከአንድ ምርጫ በላይ መምረጥ ይቻላል)
  - ሀ. በቡድን ስንገገር ለ. የግሌን ሀሳብና ስሜቴን ስንልፅ ሐ. ከትክክለኛ ሕይወቴ ጋር ሲያቆራኘዉ መ. በቃል ስንገገር ሠ. ክርክር ረ. ሁሉም ለኔ መልስ ናቸዉ
3. እንግልዘኛ ቋንቋን በአጫጭር የልብ-ወለድ ታሪክዎችመማር እንዴት የመናጋር ከህሎትን ሊያሳድግ ይችላል ብለዉ ያምናሉ? (ከአንድ ምርጫ በላይ መምረጥ ይቻላል)
  - ሀ. በመምህራን ማነቃቂያ ለ. በቀጥተኛ የክፍል እንቅስቃሴ ውስጥ እንድንገባ በማድረግ
  - ሐ. በአፍ እንድናገር በማገፋፋት መ. ትኩረትን በመስጠት ሠ. ስሜቴን በማነቃቃት እንድናገር ያደርገኛል ረ. ሁሉም
4. በ11ኛ ክፍል በእንግልዘኛ ቋንቋ መፅሐፍ ውስጥ ምን ያህል አጫጭር የልብ-ወለድ ታሪክዎች ተካተዋል ብለዉ ያምናሉ?
  - ሀ. ከሚያስፈልገዉ በላይ ተካተዋል ለ. ከሚያስፈልገዉ በታች ተካተዋል::
  - ሐ. በሚያስፈልገዉ ልክ ተካተዋል መ. ምንም አልተካተቱም::



5. የእንግልዘኛ ቋንቋን የመናገር ክህሎትን ለማሳደግ ከተጨማሪ ኦሪጂናል የልብ-ወለድ ታሪኮች ምን ያህል በመልመጃዎችና በመተግበሪያ ሥራዎች ተዘጋጅተዋል ብሎስ ያምናሉ?
- ሀ. የእንግልዘኛ ቋንቋን የመናገር ክህሎትን ለማሳደግ ትንሽ መልመጃዎችና መተግበሪያ ሥራዎች ተዘጋጅተዋል።
- ለ. የእንግልዘኛ ቋንቋን የመናገር ክህሎትን ለማሳደግ በቂ መልመጃዎችና መተግበሪያ ሥራዎች ተዘጋጅተዋል።
- ሐ. የእንግልዘኛ ቋንቋን የመናገር ክህሎትን ለማሳደግ ከበቂ በላይ መልመጃዎችና መተግበሪያ ሥራዎች ተዘጋጅተዋል።
- መ. የእንግልዘኛ ቋንቋን የመናገር ክህሎትን ለማሳደግ ምንም መልመጃዎችና መተግበሪያ ሥራዎች አልተዘጋጁም።

**ትዕዛዝ ሁለት:**

ለምትመርጡት ነጥብ እባክዎ የ “√” ምልክት በምትመርጡት ቁጥር ስር ባለዉ ሰነጠረዥ ዉስጥ ምልክት አድርጉ። ከሁሉም በማስቀደም ግን የቁጥሮቹን ዋጋ እንድትለዩ በታላቅ አክብሮት እጠይቃለሁ። ለምሳሌ፣ ከተዘረዘሩት ነጥቦች አንደኛዉ ላይ በጣም ብዙ ያህል እስማማለሁ ብሎ ካመኑ 5 ቁጥር ስር ባለሁ ሰነጠረዥ ዉስጥ የ “√” ምልክት አስቀምጠዉ ይለፉ።

1= በጣም ትንሽ፣      2= ትንሽ፣      3= አልተወሰነም፣      4= ብዙ፣      5= በጣም ብዙ

ተ/ቁ	ዝርዝር ነጥቦች	1	2	3	4	5
1.	በ 11ኛ ክፍል መማሪያ መጽሐፍ ዉስጥ የተካተቱ አጫጭር የልብ-ወለድ ታሪኮች ያነቃቁኛል።					
2.	በ 11ኛ ክፍል መማሪያ መጽሐፍ ዉስጥ የተካተቱ አጫጭር የልብ-ወለድ ታሪኮች በአዉን እንግልዘኛ ቋንቋ ትምህርት ክፍል ዉስጥ ይተገብራሉ።					
3.	የእንግልዘኛ ቋንቋን የመናገር ክህሎት በአጫጭር የልብ-ወለድ ታሪኮች መማር ያስደስተኛል፤ ስሜትን ይፈጥርልኛል፤ ያነቃቃኛል።					
4.	እንግልዘኛ ቋንቋን በአጫጭር የልብ-ወለድ ታሪኮች በኩል መማሪያ የመናገር ክህሎቴን ሊያሳድግልኝ ይችላል።					
5.	በ 11ኛ ክፍል መማሪያ መጽሐፍ ዉስጥ የተካተቱት አጫጭር የልብ-ወለድ ታሪኮች ብዛት እና በአዉን ትምህርት ክፍል ዉስጥ መምህራን የሚጠቀሙት ብዛታቸዉ ይመጣጠናል።					
6.	በ 11ኛ ክፍል መማሪያ መጽሐፍ ዉስጥ የተካተቱ አጫጭር የልብ-ወለድ ታሪኮች በአፋችን ገለጻን ለማድረግ ምቹ ናቸዉ።					
7.	በ 11ኛ ክፍል መማሪያ መጽሐፍ ዉስጥ የተካተቱት አጫጭር ልብ-ወለድ ታሪኮች ከአድሜዬ ጋር አብሮ ይሔዳል።					
8.	በ 11ኛ ክፍል መማሪያ መጽሐፍ ዉስጥ የተካተቱ አጫጭር የልብ-ወለድ ታሪኮች አብሮ ለመነጋገር ምቹ ናቸዉ።					
9.	በ 11ኛ ክፍል መማሪያ መጽሐፍ ዉስጥ የተካተቱ አጫጭር የልብ-ወለድ ታሪኮች በቃላት ሀሳቦችን ለመግለጽ ቀላሎች ናቸዉ።					
10.	በ 11ኛ ክፍል መማሪያ መጽሐፍ ዉስጥ የተካተቱ አጫጭር የልብ-ወለድ ታሪኮች በቃል ለማጠቃለል ቃላል ናቸዉ።					
11.	በ 11ኛ ክፍል መማሪያ መጽሐፍ ዉስጥ የተካተቱ አጫጭር የልብ-ወለድ ታሪኮች በቃል የግል ሀሳቤን እንዲሰጥ ለማድረግ ምቹ ነዉ።					

12.	በ 11ኛ ክፍል መግሪያ መጽሐፍ ውስጥ የተካተቱ አጫጭር የልብ-ወለድ ታሪኮች እውነተኛ ህይወትን ያንጸባርቃሉ።					
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