



Sudan University for Sciences and Technology
College of Graduate Studies
College of Education



**Exploring the Role of Using Short Stories in Improving
Narrative Writing Skills at Secondary Schools.**

**اءءءءاف ءورااءءءام القءص القءصرة لءءوءر مءارة الكءابة
القءصفة بالءءارس الءانوءة**

A Thesis Submitted for the Degree of PhD in English Language

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الآية

قَالَ تَعَالَى:

﴿ قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾ وَيَسِّرْ لِي أَمْرِي ﴿٢٦﴾ وَأَحْلِلْ

عُقْدَةَ مَنِّ لِسَانِي ﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾ ﴾

صدق الله العظيم

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Dedication

To my family

Acknowledgements

First of all I thank Allah the Almighty for helping me to carry out this research. Then I would like to express my hearty gratitude to my **supervisor Dr. Mohammed Alamein Alshingeety** for his continuous guidance, encouragement, support and patience. I wish to gratefully acknowledge the support and his guidance Dr. Mountasir Mubarak Alhafyan, co-supervisor of my research. I pass my thankfulness to my friend Hamza for his invaluable comments and suggestions. I would like also to thank the librarians of Sudan University of Science & Technology for allowing the access of the needed sources for this study besides Khartoum and Nile valley librarians too. I am grateful to my elder brothers Omer and Nasreldeen who supported, encouraged and insisted me a lot to do this research as fast as possible . Finally, I send my sincere gratitude to all my friends and colleagues who support me with a useful guidance to accomplish this research.

ABSTRACT

This study aimed at exploring the role of using short stories in improving narrative writing skills at secondary schools. The researcher followed the empirical and the descriptive methods. Two instruments have been used as main tools for collecting data relevant to the study. Firstly, a questionnaire was distributed to teachers of English Language at Karrari locality. Secondly, pre-posttest was conducted to students of third –form at Karrari secondary school for boys. The study sample of a questionnaire comprised (20) teachers whereas the study sample of pre-&post-test comprised (60) students. The researcher applied (SPSS) program as representative in a Chi-squared test to analyze and verify the hypotheses. The results have shown that teaching short stories has an effective role in improving narrative writing skills at secondary schools, and it helps secondary schools students, to enrich their English vocabulary. In addition to, encouraging secondary schools students to write effectively with a good organization for the layout of a written context besides spelling and punctuation marks. Moreover, using short stories reduce students' anxiety towards narrative writing skills and motivating teachers to teach narrative writing skills effectively. The study has recommended that short stories should be taught to improve narrative writing skills at secondary schools. Furthermore, teachers should be given ample time to practice narrative writing skills with their students when using short stories. Besides, teachers should be well- trained in recognizing how to use short stories in teaching narrative writing skills at secondary schools. in addition to that teachers should encourage their students to write many short stories to develop their narrative writing skills. Finally, Some suggestions are proposed for further studies.

المستخلص

(Arabic Version)

هدفت هذه الدراسة لإستكشاف دور استخدام القصص القصيرة في تطوير مهارات الكتابة القصصية بالمدارس الثانوية. إتبع الباحث المنهج التجريبي والمنهج الوصفي. ولقد تم إستخدام اثنين من الأدوات كأدوات أساسية لجمع البيانات المتعلقة بالدراسة، أولاً وزعت إستبانة لأساتذة اللغة الإنجليزية بمحلية كرري، ثانياً أجرى إختبار قبلي وبعدي لطلاب الصف الثالث الثانوي بمدرسة كرري الحكومية للبنين . تكونت عينة الدراسة للإستبانة من (20) معلماً بينما تكونت عينة الدراسة للإختبار القبلي والبعدي من (60) طالباً. طبق الباحث برنامج التحليل الاحصائي للعلوم الاجتماعية المتمثلة في إختبار مربع كاي لتحليل وتأكيذ الفرضيات. توصلت الدراسة إلى النتائج الآتية: أن تدريس القصص القصيرة له دور فعال في تطوير مهارات الكتابة القصصية بالمدارس الثانوية، كما يساعد في إثراء الزخيرة اللغوية لدى الطلاب بالمدارس الثانوية بجانب تشجيع طلاب المدارس الثانوية على الكتابة بصورة فعالة مع إستخدام التنظيم الجيد للشكل العام في كتابة النص بالإضافة لمراعاة علامات الترقيم والإملاء، علاوة على ذلك أن إستخدام القصص القصيرة يقلل من توتر الطلاب عند ممارستهم مهارات الكتابة القصصية، أيضاً يحفز المعلمين لتدريس مهارات الكتابة القصصية بصورة فعالة. أوصت الدراسة بالآتي: على المعلمين تدريس القصص القصيرة بالمدارس الثانوية لتطوير مهارات الكتابة القصصية وإعطاء المعلمين وقت كافي لممارسة مهارات الكتابة القصصية مع طلابهم عند إستخدام القصص القصيرة، بالإضافة لذلك على المعلمين أن يتدربوا تدريباً جيداً لمعرفة كيفية إستخدام القصص القصيرة في تدريس مهارات الكتابة القصصية بالمدارس الثانوية، بالإضافة لذلك على المعلمين تشجيع طلابهم على كتابة أكبر قدر من القصص القصيرة لتطوير مهارات الكتابة القصصية، أخيراً قدمت بعض المقترحات للدراسات المستقبلية.

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CHAPTER ONE
INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.0 Background

Teaching a language is an interesting and exciting occupation; since the native of the language and its complex operations is still a matter of controversy, and since the psychologists have still much to learn about how language is acquired, the native language as well as language teachers have an open field; so all are free to experiment, repeat and refine what have been found to be effective in our own circumstances with learners. Success can be shared and failure also be explored with colleagues, thus learning much from each other. The researcher assumes that students gain knowledge from their surroundings and this process goes on in learning through stories, these first lessons include everything, facts, moralities, behavior even in religions they learn their beliefs, through stories of prophets' messengers, and holy books within this natural way of learning through stories the researcher thinks of a technique in using English language to make of the quality of short stories in enhancing English skills and sub-skills. He thinks of a trail to solve problems appeared and carried with them from basic level when entered the universities. The researcher thinks of applying this technique with the students of the secondary schools because as he thinks the process of acquiring knowledge including the first language is through stories, which develop and become richer day by day as the learner develops and grows and if it is applied and used with the second language will also develop with the learner simultaneously which will probably give the required results. Then afterwards the technique could be adopted and modified for different level according to whoever is interested to follow the technique. People learn English because it is the language of modern sciences and technology.

According to (Brown: 1994) The learners of L1 which is Arabic has great influence on the acquisition of most of the aspects of L2; the target language. English is our case therefore, these problems, which hinder intelligibility, are not only confined to the learners but extended to the teachers as well.

According to (Lado: 1961) These problems are reflected in their use of the four skills; they tend to use L1 habits to speak , listen , write and read L2 negative transfer as a result the use wrong English structure.

So this research intends to investigate the actual writing problems which are not only caused by mother-tongue interference but also the ones that are caused by other factors , this means that mother-tongue interference is not the main source of difficulty with comprehending, acquiring and producing the aspects of writing English.

According to (Sandell:1982) There are other factors that contribute to the problems of acquiring and producing the speech of L2, the educational policy towards English language may be one of the factors that led to continuous decline in the four English language skill.

According to (Chomsky: 1965) theory on language use , which concerns itself with how linguistic and non-linguistic knowledge interact in comprehending and producing speech , some Sudanese learners do not know when to write quite, how to talk how to give complements to others , and how to apologize as result they make serious mistakes which indicate that they do not have good socio-linguistic skills in the target language.

1.1 Statement of the problem

As we know that the writing skill which considers is the most difficult skill in English language. Student find difficulties in writing narrative so this research will find out new ways to help them to write narrative effectively through using short stories. The researcher thinks of these new ways to solve the students' problems in writing narrative.

The problem which the present study attempts to investigate the use of shorts stories to improve student writing narrative at secondary school (In Karrari Locality).

Through the years of my experience I have noticed that , English writing skills play influential role compare to other skills , so attention should be paid to English language skills at secondary schools as generally and specifically narrative writing. Those third class students need careful attention towards narrative writing. However, the general command of third class students of English language is reported to be poor, namely in these skills.

This study attempts to explore the role of using short stories in improving secondary schools students' narrative writing.

1.2 Objectives of the Study

The study tries:

- To find out to what extent short stories are used to develop narrative writing at secondary schools.
- To discover the teachers' attitudes towards using short stories to enhance narrative writing.
- To investigate to what extent short stories are used to teach narrative writing at secondary school.

1.3 Questions of the study

This study attempts to answer the following questions:

- To what extent are short stories use to develop narrative writing at secondary school?
- What are the teachers' attitudes towards using short stories to enhance narrative writing?
- To what extent are short stories currently used to teach narrative writing at secondary schools?

1.4 Hypotheses of the Study

It has noticed that Sudanese secondary schools students of English language poor performance writing skills are due to:

- 1- Short stories develop narrative writing skills at secondary school.
- 2- Teachers' have negative attitudes towards using short stories to teach narrative writing.
- 3- Short stories are not used to teach narrative writing at secondary school level due to different reasons.

1.5 Significance of the study

This study will be of the greatest significance in terms of improving the third class students to write in English language effectively using short stories. Also, it will help them to write narrative which is important for their academic as well as professional life. Further, it will help them to reduce the number of errors made. Moreover, this study has a fundamental value for teachers as it enables them to know better their learners' problems besides making them aware of using short stories to improve narrative writing in English as foreign language at secondary school. Also, it may enable syllabus designers and planners who shared together in making new curriculum, and teaching materials to suit their learners.

1.6 Methodology of the Study

The researcher will use the descriptive and experimental methods pre - and post- tests as tools in the collection of relevant data.

A questionnaire will be distributed among teachers of secondary school at Karrari Locality for a certain number of teachers to find out whether short stories are used to develop narrative writing at secondary school or not. Moreover, the researcher wants to investigate the teachers' attitude towards using short stories to enhance writing narrative. Statistical package of social studies (SPSS) will be used to analyze the data. The researcher will

be also confirming the validity and the reliability of the research tools before their application.

1.7 Limits of the Study

This study has limited to explore the role of using short stories in improving narrative writing at secondary schools students. So it limited to a certain level students “third year” students in Karrari Locality to find out their abilities in using short stories to improve their narrative writing and how they deal with. It was conducted at Sudan University of Science and Technology – College of Education

Time Wise: it is hoped that this study will tentatively cover the period from (2017 – 2020).

CHAPTER TWO
LITERATURE REVIEW AND
PREVIOUS STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction

This chapter deals with the theoretical framework of English language and theories that relevant to the research. Firstly, it gives definition, types and the importance of Literature. Then, it explores short stories by definitions, history and characteristics then followed by it elements. Secondly, about the writing in general and focusing on narrative writing. Thirdly, this chapter deals with the review of the relevant previous studies.

2.1 Background to Literature

The researcher has noticed that, although the modern world in which we live is the world of science and technology, but it is very important to read, enjoy and study literature. It is an imaginary world that conforms pleasure and psychological security for our tired souls. Literature is a mirror in which our different lives in the world are reflected. It is a record of human life along the history, how different societies and nations live, what they fear, and hope, their culture, traditions and habits.

Literature and language are very connected, the human product of literary works oral or written ones are expressed by language.

According to William (1909) Literature encloses some qualities. First, it should be artistic .secondly, it should interest emotion and imagination rather than addressing mind and reasoning .thirdly, it should obtain a permanent life and it would be true for the whole universe .fourthly, literature should not tide to certain boundaries, nationalities or language .To be accepted everywhere, it should a lien with human nature and emotion: feeling of anger, sorrow, pain and trust. Wherever it reflects these truly, it gets human attention .Finally ,it is the style.. Every literary work describes

human life with the tone, breathe, and experience of the author, which constitutes his style.

Meyer (2003) acknowledges that literature should describe the real life, in this way, it needs to present the scene and its other side. In other words ,it should show the positive and negative ,good , as well as the bad side of life with attention to achieve the better ones because literature documents human life (knowledge ,behaviors , beliefs, historical and social events).

Perrine (1956) takes the matter of literature from his point of view by dividing literature in to tow fields:

Teaching and amusing .Perrine (1956) also classifying literature into two types such as literature of "escape" which helps us to pass time through amusements, and "interpretive" which teaches something to sharpen our minds so as to know the human life.

. Interpretive literature is not completely absent of entertainment, but mainly it leans on the awareness that helps us to know our world, neighbors and ourselves.

so the researcher in this study tries to deal with the problem of neglecting literature as a part of curriculum. Also the researcher tries to shed the light on literature as a main source for narrative writing development. Moreover the researcher considers literature is the richest source in improving English language skills generally.

2.1.1 Definition of the Literature

Literature is the use of language to evoke a personal response in the reader or listener. The researcher comments that literature is that kind of creative written or spoken form, which stimulates and touches our feelings and soul. The researcher thinks that all these definitions give general view of the term literature, and they include all the necessary information about the term literature, therefore the researcher concludes that, literature is the written or spoken work that elevates and cultivates reader by its creativity.

The researcher sees literature is not writing only, but the art of organization of words together so as to give enjoyment and pleasure and through these differences of functions in community as a continuing and a steady symbolic criticism of human values. The following definitions of literature were written by a group of teachers from all over the world, they had been asked to write down a definition of literature (Lazar, 1993: p 1 - 2).

A-Literature is "feelings" and "thoughts" in black and white.

B-Literature is the use of language to evoke a personal response the reader or listener.

C- literature is a world of fantasy ,horror, feelings, visions.....put into words

D –literature meansto meet a lot of people , to know other different points of view ,ideas, thought , minds....to know ourselves better

The researcher states a number of other quotations which "define" literature that mentioned by (Lazar, 1993; p 4-5).

A-"Literature could be said to be a sort of disciplined technique for arousing certain emotions".(Iris Murdoch, The Listener, 1974).

B-"Great Literature is simply language charged with meaning to the utmost possible degree"(Ezra Pound, How to Read, Part II).

C-" Literature is the question minus answer"(Roland Barthes, New York Times, 1978)

The researcher defines literature to those novels, short stories, plays, and poems which are fictional and convey their message by paying considerable attention to language which is rich and multi-layered.

2.1.2 The Importance of the Literature

"There are four main reasons for a language teacher to use literature in the classroom they are valuable authentic material, they offer cultural enrichment, language enrichment and personal development"(Collie & Slater 1987:9)

The researcher has noticed that literature is very important in the language classroom because if students are familiar with literature in their own

language ,then studying some literature in English can provide an interesting and could be highly motivating them . Also .the use of literary texts is often a particularly successful way of promoting activities where students need to share their feelings and opinions, such as discussions and group work.

(Lazar, 1997:, p,14-15) listed the reasons for using literature in language learner as:

- It is very motivating.
- It is authentic material.
- It has general educational value.
- It is found in many syllabuses.
- It helps students to understand another culture.
- It is a stimulus for language acquisition.
- It develops students interpretative abilities.
- Students enjoy it and it is fun.
- It is highly valued and has a high status.
- It is expands students language awareness.

It encourages students to talk about their opinions and feelings.

The role of literature turns to be one of the foremost among various methods .Chowdury (2001: 16-17) mentioned "to try to teach language without the help of literature is doomed to be ineffective."

Therefore, the researcher confirms, it is right time that use of literature seriously. Literature texts are rich source of classroom activities.so, Literature opens a new world to the students and develop their imagination and cultivates the critical thinking. It demands a personal response from the learners and encourages them draw on their own experiences.

According to Langer (1991: 159)"literature can open horizons of possibility, allowing students to question, interpret, connect and explore."

According to Truog (2009: 2) "for university English as "ESP" the study of literature is indispensable because it exposes students to meaningful

contexts and interesting characters". Structure lesson around reading of literature introduces a profound range of vocabulary, dialogues and prose. In addition to developing students' English language skills. It appeals to their imagination develops their critical thinking about plot, theme and characters.

2.1.3 Types of literature

Literature can be classified into two categories:

A: Written literature which includes drama, novels, poetry and fictional literature.

B: Oral literature which includes ballads, jokes, folk tales and fables.

2.2 Definition of Short Stories

The researcher defines it as a short work of literature usually written in narrative prose. It is based in a series of events that make up the story. In other words it is very short form of prose fiction. It usually narrates a limited number of events with concentration on a single aim with one plot. It often involves a small number of characters. It has a beginning, middle and end. Each short story has its own single simple plot. The short story has a setting, central character, action and takes single place during a short time, such as on hour, few hours, a day and days.

Short story is defined by Poe (in Abrams,1970:158) "*as a narrative that can be read at one setting from one –half hour to hours .and that is limited to a certain unique or single effect ,to which every detail is subordinate*"

The researcher considers that short stories can be a powerful and motivating source for writing in EFL, both as a model and as subject matter, short stories as a model occurs when students writing becomes closely similar to the original work or clearly imitates its contents, theme, organization, and style. However, when student writing exhibits original thinking like interpretation or analysis, or when it emerges from, or is creatively stimulated by the reading here literature serves as subject matter,

in accordance with this Oster (1989:85)" *affirms that literature helps students to write more creatively*".

2.2.1 Origins of the Short Story

The devolvement of the short story first began before man could write. To help himself in building and memorizing tales. The early story teller often depends on stock phrases, fixed rhythms and rhyme. As the results, many of the oddest narratives in the world, such as the famous Babylonian take the Epic of Gilgamesh (C. 2000 BC) are in verse. Indeed, most major stories from the very old Middle East were in verse "The War of Gods ", "The Story of Adapa" (both Babylonian), "The Heavenly Bow" and "The King Who Forgot" (both Canaanite). These tales were graven in wedge – shaped on much during the second (2nd) millenary B.C.

The short story is to the novel what the lyric is to the epic-the first is personal, compressed, fragmented and emotional and the second universal, expansive, totalizing and objective.

In North America magazines: The Pioneer Poe was writing for and about a specifically American Version of the short story, which he named the "tale". American literature is absolutely not just British or English literature with a different accent; it has a particular history and set of contexts. In a series of essays and reviews from the 1840s in which he repeats and purify his ideas, Poe describes the short prose tale as his ideal form of fiction for the modern world. He was seeking to develop a new genre that would speak specifically to and for the "new" country America, contrasting the modernity of the United States with the near death traditions of fiction in Europe, particularly Britain.

Poe's short stories tend towards the sensational, the shocking, the ghostly, and unnatural. Indeed, in a piece published in 1838, "How to write a Blackwood's Article", he wrote "Sensations are the great things after all." His stories also show-as this quotation would suggest-a lively eye to the

financial main chance. Thus, although there are problems with adopting Poe as a founding father for the British Short Story.

He identified two important ways in which the short story might be understood: Firstly, The short story has its origins in magazine fiction: as commercial fiction made for the market place,

Secondly, emphasis on reading. Short stories have been probably been found, in the sense of short narrative being told, since the dawn of time.

Certainly it is the case that when we look at mid-nineteenth century Britain, there is no exact starting – point; it is impossible to find an Edgar Allan Poe – like figure who supports the unified effect excelled by early American critics.

The researcher thinks that a great deal of the influence on the British short story has come from elsewhere, from figures such as the French realist writer Guy DE Maupassant (1850-93) and the migrant American Henry James. The appearance in 1871 of James's 'the passionate pilgrim' a story about the clash between American and Europe cultures, seemed to show how the short story or novella could offer the surface really much larger than they were offered face of the work, as James later put it. The fiction of the creative Russian dramatist which included more than fifty stories also influenced the development of the form, particularly in its modernist incarnations. Translated into English in the early years of the twentieth century, his tales of frustrated love affairs, economic worries and the dullness of middle-class marriage, which admirably condensed the subject matter of the nineteenth century novel into key episodes in a character's life, offered a blue print for the realist short story in Britain during the twentieth century. His interest in character and psychology, and his skill at dialogue gained from his success as a dramatist. Were copied by important modernist writers of the 1920s, including Katherine Mansfield, who cited his work as a key influence on her own. The British short story is thus a complex,

multiform creature. It is made up of relationships between the material world of the demands of publishing and the market place, specific aesthetic schemes and programs the conventions of genre and the influence of the writers of other nations.

According to Liggins. et, al (2011: 6.7.8)" In term of its history, the general consensus has been that in Britain it was not until late in the nineteenth century that the short story was born the year 1884 has been seen as a key data in the history of the British short story".

The year 2004 saw the launch of Small Wonder, Britain's first annual literary festival devoted to the short story. The launch in the following and the Frank. Connor International Short Story a word (named after the celebrated Irish short story specialist (1903-66). Suggests that short story is being taken more seriously.

Historically- certainly in the nineteenth century- most short fiction was published in periodicals and magazines. Certain periodicals such a Household Words (1850- 59) and all the year Round (1859-93) edited by Charles Dickens (1812-70) in the mid-nineteenth-century. In the 1940s the short story was encouraged in magazines such as Horizon (1940-50) which published works by Graham Greene (1904-91) long side American writers such as Saul Bellow (1915-2005) Eudora Welty (1909-2001).

2.2.2 The Literary Characteristics of Short Stories

Among literary genres, short stories seem to be the most suitable choice for integrating literature in English foreign language classes due to their potential to help students to enhance the four skills. Listening, speaking reading and writing more effectively because of the motivational benefit embedded in them. Short stories are the most suitable literary genre to use in English teaching due to its' shortness,

"When they list four advantages of using short stories for language teacher's .First, short stories are practical as their length is long enough to cover

entirely in one or two class sessions. Second, short stories are not complicated for students to work with on their own. Third; short stories have a variety of choice for different interest and tastes. Finally, short stories can be used with all levels (beginner to advance) all ages (young learners to adults) and all classes." Collie and Slater (1991:196).

The researcher thinks that short stories are often an ideal way of introducing students to literature in the foreign language classroom.

The researcher sees that short stories especially are valuable for seasonal courses summer courses or the like, or for teachers with shifting classes evening courses for example, or continuous intake adult classes.

In addition to the researcher also states that, short stories tend to be less complex than novels usually, a short story will focus on only one incident, has a single plot a single setting, a limited period of time in longer forms of fiction.

According to, Ellis and Brewster (2002:2) stated that, "Using stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts, which will enrich the thinking and gradually enter their own speech".

In using short story to teach English, story selection is needed one of the most important roles of the teacher. Since the lengths of short- stories quite vary, choose a story short enough to handle within course hours. The shortness of the text is important for the students because they will see that they can read, understand and finish something in English and it will give them a feeling of achievement and self-confidence. Besides the length of the text.

"three basic criteria of choosing the text (1) the needs and abilities of the students ,(2) the linguistic and stylistic level of the text ,(3) the amount of background information required for a true appreciation of the material".,(Hill.1994:15)

The researcher confirms that short stories are very motivating, challenging and great fun for children in general, they “can help to develop positive attitudes towards the foreign language culture and language culture and language learning”.

2.2.3 The Elements of the Short Stories

2.2.3.1 Plot

The researcher considers the plot as the sequence of the events take a place in the story is known as its 'plot'. Each event in a "plot" causes or leads to the next. As its go through the lines and pages of the story, they becomes in valves in the chain of events and wonder how it will end.

Pickering (1993: 5) states that, “most stories are told in chronological order” (i.e. – the time order in which events naturally happens).

Chronology of plot may shift forward in time as it shifts backward "flash-forward" technique, however, is rarely used with short stories. Never the less, it can be effective when the story calls for it. Events, however, could be arranged by causes and effect as well as chronology.

The researcher sees that short stories plot considers practical for the English language teachers as their length is long enough to cover. Entirely in one or two class sessions; they are not complicated for students to work of their own; they have variety of choice for different interests, and they can be used in all levels, all age group, and all classes. The short story will often leave much to the readers, imagination.

According to Mahfouz (2010: 13) he mentioned: There are five essential parts of the plot:

- a. **Introduction;** The beginning of the story where the characters and the setting is shown.
- b. **Rising Action:** the development of plot in a story that proceeds and leads up to the climax. (events between the introduction and climax).

- c. **Climax:** This is the highest point of interest and the turning point of plot, story. The reader wonders what will happen next, will the problem be solved or not?
- d. **Falling action** the complicated events begin to resolve themselves, the reader knows what has happened next and if the problem was solved or not.
- e. **Denouement:** This is the conclusion or in other words it means that at the end of the story how the problem is solved.

f. **2.2.3.2 Conflict**

According to Mahfouz (2010: 9- .11) he defines a conflict as “it is a clash of actions, desires, ideas or goals in the plot of story”. Conflict divided in two parts:

- a. **External Conflict:** It may exist between the main character in the story whom we consider as the hero or protagonist and some other person or persons (man against man) or between the main character and some external force mainly nature, society or malignant fate (man against environment).
- b. **Internal Conflict:** It exists within the man’s character’s psyche; it is a conflict between the main character and some destructive element in his own nature (man against himself), conflict maybe physical mental and emotional.
 - **The protagonist:** He is the central character in the story. He can be either sympathetic or unsympathetic. The protagonist is the main character in the story that we follow with interest and share his conflict and the way he struggle to deal with them.
 - **The Antagonist:** is any force in a story that is in conflict with a protagonist. An antagonist maybe another wicked person or it may be the whole society.
 - **Suspense:** It a quality of a literary work that makes the reader eager to know what happens next and how it will end.
 - **Surprise:** Is an unexpected turn in the development of the plot of a story. The researcher thinks Surprise is a very important element in the short story

closely related to suspense. If the readers know in advance what will happen in a story and how it will happen, there will be no suspense.

- **Surprise ending:** it is a completely unexpected revelation or turn of plot at the end of a story. Moreover, the researcher thinks surprise ending shouldn't be an end in itself but should be a means by which the writer finishes the story. Stories and plays either have happy endings or unhappy endings.

2.2.3.3 The Characters

According to Muller & Williams (1995: 52.53.54) they stated that, "Character are the people in narratives. We generally know their sex, physical features, age, jobs, education, status in society and family background". In other words, we know their outward form and behavior. Their physical appearance and social background are part of the way that authors handle characterization, the creation, presentation and development of character in short story "fiction". Yet character is also a way of being; it determines how a person acts. The author must reveal the inner qualities that motivate people and that make finely realized character so memorable for readers.

The researcher sees that, basically we learn about people in short story through direct or indirect characterization. With direct characterization, the author literally tells us what a character is like. The outer and inner qualities of his or her being. When presented with indirect characterization. Readers must catch and interpret clues about personality, identify traits and discover characters' inner motivations.

Regardless of the method of characterization the author's invented people will be static a general rule. The researcher can say that:

- (a) **A static character** one who doesn't change in the course of the narrative is relatively flat. Or one-dimensional while.
- (b) **A dynamic character** who does change in round or fully dimensional.

The terms "flat" and "round" were proposed by E-M Forester (1927) who

distinguished between flat character types easily recognized and easily remembered because they are unchanging ,then round characters "the test of a round character" forester wrote , whether it is capable of surprising in a convincing way. If it never surprise, it is flat. If it does not convince, it is flat pretending to be round. It has the incalculability of life about it.

The researcher has observed that sometimes the writer of short story tries to capture and convey an entire –life - sometimes an entire world – in a highly compressed form.

2.2.3.4 Theme

According to Mahfouz (2010: 19) he stated that, “the theme is simply the central idea in a literary work. The theme in a work of fiction is its dominant idea and central insight”. The theme represents the writer’s perception of life and human nature. It can be stated explicitly by the writer in his capacity as the narrator or through a major character in the story. It can also be implied through the work for readers to abstract the theme of a literary work they must ask themselves these questions: What is the central idea in the story what view of life's does it hold?

The researcher considers that, the theme in a literary work is universal and can be generalized to involve all human beings. Abstracting the story’s theme and stating it nicely in a single sentence is evidence of the reader’s understanding of the literary work.

2.2.3.5 Setting

The time and place in which the short story happens are essential elements in plotting a story. According to Pickering(1993:p-35) fiction is sometimes defined as "a character in action at certain time and place".

Roberts (1977: p- 76.77) states that “since short story is short all the scenes indicating place may be in one city or countryside. He adds that “setting” are either natural or manufactured”. Roberts also declares that “a rich artificial

setting emphasizes the richness taste of characters living in it, as well as their financial and political resources”. In the most short stories setting is established at or near the beginning of the work as a means of orienting the reader and framing the action that is to follow.

"Often the forces of nature function as a causal agent or antagonist helping to establish conflict and to determine the outcome of events" Pickering (1993:40)

The researcher sees that the time of the day, time of the year, or period in history at which a given event or series of events occur contributing to the setting, as importantly as its physical an aspects. Therefore, regardless of its function setting is essential to any functional work in order to achieve authentic.

In general the researcher summarizes the setting of the short story as it is the time and place when and where the actions happened.

The researcher states some of the aspects of the story's setting such as place, time, seasons or weather condition social .conditions and the mood.

2.2.3.6 The Point of View

According to Mahfouz (2010: 23) states that, “the point of view: is the angle of vision from which a story is told. In fiction point of view or who tells the story is the related experience of the narrator rather than the writer”. Stories whether short stories or novels encourage the reader to identify with the narrator rather than the writer, for readers to determine what point of view is used in a work of fiction, they should ask; “Who tells the story?” and “How much is this person allowed to know?”.

"A narrator within any story (literary work ,movie, , verbal account, etc.,,,,) the entity that convey the story audience. when the narrator is also a character within the story ,he or she is sometime known as the viewpoint character. The narrator-or the archaic female equivalent ,narrates is one of the three entities responsible for story –telling of any kind ,the others are the author and the audience, the later called the "reader" when referring specifically to the literature." (Bordwell:1985,p.61)

Mahfouz (2010) also states the Four major points of view in fiction are:

- a. **The Omniscient Point of view:** in the omniscient point of view the story is told by the author, using the third person singular (he, she and they). In this kind of narration technique the writer's knowledge is omniscient and unlimited for he unquestionably knows and controls all the fictional character's speech and actions peers inside their minds and hearts the researcher suggests that .the Omniscient point of view is the most flexible narration technique since it gives both the writer and the reader the widest scope for interpretation though it is also the most subject to criticism.
- b. **The limited omniscient point of view:** The narrator using the third person singular associates himself with only one character in the story usually a major character though a minor character can also be used to achieve the purpose.
- c. **The first person point of view:** The writer using the first person "I" narrates the story by identifying himself with a major or minor character in the story. In this narration technique which is extremely subjective, the narrator uses the interior monologue to express the steam of interior monologue to express the steam of consciousness and feelings of this selected character.

"one of the most common and simplest narrative viewpoints is that of the first-person narrator, This employed when the story is told in the "I" mode as if by a character in the novel .This is realistic (it is ,after all, the way we see events in our own lives ,from the "I" viewpoint: it brings the reader very close to the character of the narrator ,and as a result it can make the narrative very vivid and immediate .The more the reader identifies with the narrator the more whatever happens to the character affects the reader. "(Martin Stephen. 1999.p:110-111)

- d. **The objective or Dramatic Point of view:** Which stands in contradiction to the Unlimited Omniscient narration technique, no traces of authorial voice or narrators are left in the story? The writer engineers the plot of the story through dramatization leaving no room for authorial voice or the narrators,

presence in this kind of point of view narration completely disappears and characters are dramatized.

2.2.3.7 Compression

According to Mahfouz (2010: 12) states that, “In fiction it means saying as much as possible as briefly as possible writers include in their stories only details that contribute to achieving the central purpose of story”. He also states compression in short stories can be achieved through using a variety of figures of speech mainly to the following:

a. Symbol

According to Mahfouz (2010: 23) states that, “It is a figure of speech which means more than what it is. It has layers of meanings. Literary symbol may be used both literally and figuratively”. In literature an object, a person or a name of a person an action or even a whole situation can be used as literary symbol in a story and interpreting them accurately in light of the context and setting of the story requires an excellent literary experience and perception on the part of the reader. This skill of recognizing and interpreting literary symbols in a text is of paramount importance for readers to fully understand and enjoy literary texts.

b. Irony

According to Mahfouz (2010:25) he states that, It is a literary or rhetorical device which involves a sort of discrepancy or discordance between what is said and what is meant or is generally understood. Irony entails a discrepancy between appearance and reality, between expectation and fulfillment, in the most situations irony is funny, but it can also involve any kind of emotion. Some ironies make us laugh others make us weep and feel very sad. Irony like symbol authors employs irony for compression.

The researcher shows us that there are three types of irony verbal, dramatic, and irony situation.

C. Allegory

Allegory as a component of short story is out of favor among modern and contemporary authors and critics for number of reasons. Pickering (1993: 29). States it as “a tope of narrative that attempts to reinforce its thesis by making its characters. (and sometimes its events and setting as well), represent specific abstract ideas or qualifies”. Therefore, it is a technique for expanding the meaning of a literary work by having the characters and sometimes the setting and the events represent certain abstract ideas, qualifies or concepts usually moral religious or political in nature unlike symbolism.

D. Style

Style as another distinctive quality of literature, in general are the writers means for recovering and objectifying experience it is the story, writer’s means for presenting, shaping and controlling subject matters.

Pickering (1993:81) States that the story waiters world (i.e. his style), provide important clues to this emotional and to the way I which he perceives experiences to himself and the world around him.

Crystal and Davy (1993:9), describe it as some or all of the language habits of one person or habits shared by a group of people at one time. Hence, its components are “diction”, “syntax” as well as devices such as “rhythm and sound” allusion ambiguity, irony and figurative language.

E. Tone

According to Muller & Williams (1995: 117) they stated that, “tone is the writers "voice " that we listen for in a work of fiction – his or her attitude to word the subject – through tone we enter the author's state of mind, sensing the anger, sadness, sympathy, joy, irony- abroad range of attitudes – inherent in the writer's working materials”.

The researcher describes tone is not only illuminates theme, but also reinforces mood and creates its own levels of tension and conflict among

characters in a tale. The author's choice and placement of words- that composite of language that we term "style" – often serves as the basic of tone.

In other words, also the researcher expresses his opinion as the feelings of a character in a story may convey the feelings and ideas in the tone of the author, or may vary and even be diametrically opposed issues of tone can be very simple.

2.2.3.8 The Relationship between Short Stories and Teaching English Language

Short stories are the most suitable literary genre to use in English teaching due to its' shortness, is supported by Collie and Slater(1991:196)

*"when they list **four advantages** of using short stories for language teachers. **Firstly**, short stories are practical as their length is long enough to cover entirely in one or two class sessions. **Secondly**, short stories are not complicated for students to work with on their own. **Thirdly**, short stories have a variety of choice for different interest and tastes. **Finally**, short stories can be used with all levels (beginner to advance) all ages (young learners to adults) and all classes."*

2.2.3.9 The Benefits of Short Stories for Teachers

According to "(Ellis & Brewster,2002:2).they stated that " *Using short stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts ,which will enrich their thinking and gradually enter their own speech"*

a. The process of Teachers' Training

Teachers are presumed to be competent and well trained with good command of the Basic English Language Skill. Richards (1998:91)states that teachers training involves the following process:

- 1- Basic concepts and principles as prerequisite for applying them to teaching.

- 2- Taming out new strategies in the classroom.
- 3- Teachers trained in a variety of methods or approaches.
- 4- Knowing training philosophy of teacher development.
- 5- Teachers encouraged developing their own personal approaches to teaching.
- 6- Teachers learn through collaboration and self-reflection.

b. The Teacher Supervision

The role of supervisor is to serve as a model guide and instructor for the teacher .He provides significant instructional as assistance throughout the year- encourage the teacher to experiment with variety of teaching styles and strategies insure that the teacher is gradually assuming and increasing amount of responsibility.

2.3 Definition of Writing

Many writers concerned themselves with the definition of writing ,the researcher thinks it is useful to review some of the definitions that have been provided by some writers who concerned themselves with the issue. Moreover, the researcher describes writing as a process , in which revising and redrafting and valued as much as the finished product .

Nunan (2003 : 13) defines writing " as physical and mental act . At all the most basic level, writing is the physical act of committing words or ideas to some medium " on the other hand , writing is the mental work inventing ideas , thinking about how to express them , and organizing them into statements and paragraphs that will be clear to a reader .

Carter (2003 : 101) asked some questions about the beginning that will guide him when he explores what it means to write and to teach writing and the value of writing and teaching writing .He also states , " More and more , I find myself reflecting on writing as languishing in language a dance of oppositions , a labyrinthine journey a game of scrabble a chorus of conflicting voices . an anthological enterprise , a whole and seamless web of

textual , confusion disease" textual inter course, dispersing dissemination , non-determine destination a germinating and gestating blank page, textual acrobatics , polyphony ventriloquism , and a play Coulmas (2003) said that " writing is a method to score ideas, thoughts, and messages using varied codes to transfer them to readers" .

The researcher confirms that, In most languages writing is a complement to speech or spoken language within a language system, writing relies on many of the same structures as speech and the recipient of the text is called a reader.

(Powell ,2011 : 11) states that " writing is the most important technology in the history of the human species , except as how to make a fire. Writing is the lens through which literate people see the world , feel the world , hate the world , and imagine change" .

The researcher defines writing as a skill that is not easy to acquire , students need a strong basic of linguistic competence that enables them to write efficiently and without mistakes .

The researcher also considers writing is an important skill among the four skills in the Language learning process , however many students encounter difficulties when writing specially narrative writing it is a specific ability that helps writers to put their thought into words in a meaning full form and to mentally interact with the message

2.3.1 Importance of Learning Writing

Ferris (2010: 92) states that writing is one of the four skills , has occupied a significant place in all language classes . It is present in almost every element of language courses at all stages of language learning from elementary schools to college so a sufficient amount of time should be spent on practicing it. At the elementary stages, writing is viewed as the commonest way of examining students' performance in the target language for more skilled learners , writing would be a means of recording ,

reformulating knowledge , and developing ideas or a means of discovery creativity , and self – expression . it is a form of language production which is the part of communicative competences for many learners, which in turn can contribute to student language learning This Skill is considered as an important part since it is apriority of language teaching and learning that is why teachers gave more importance to such skill during the past few years to improve the level of their students, Because most exam often rely on the students writing proficiency to measure their knowledge. "Strong writing skill may enhance students' chances for success (Alexander, 2008).

Student are likely to write research papers and reports, but their writing should be at a good level because if their writing is badly structured , there might be misunderstanding and misinterpretation from the reader .

The researcher thinks that, this reveals the importance of learning writing skills for all nations, it is important not only for students at school but also for those who work in factories and company

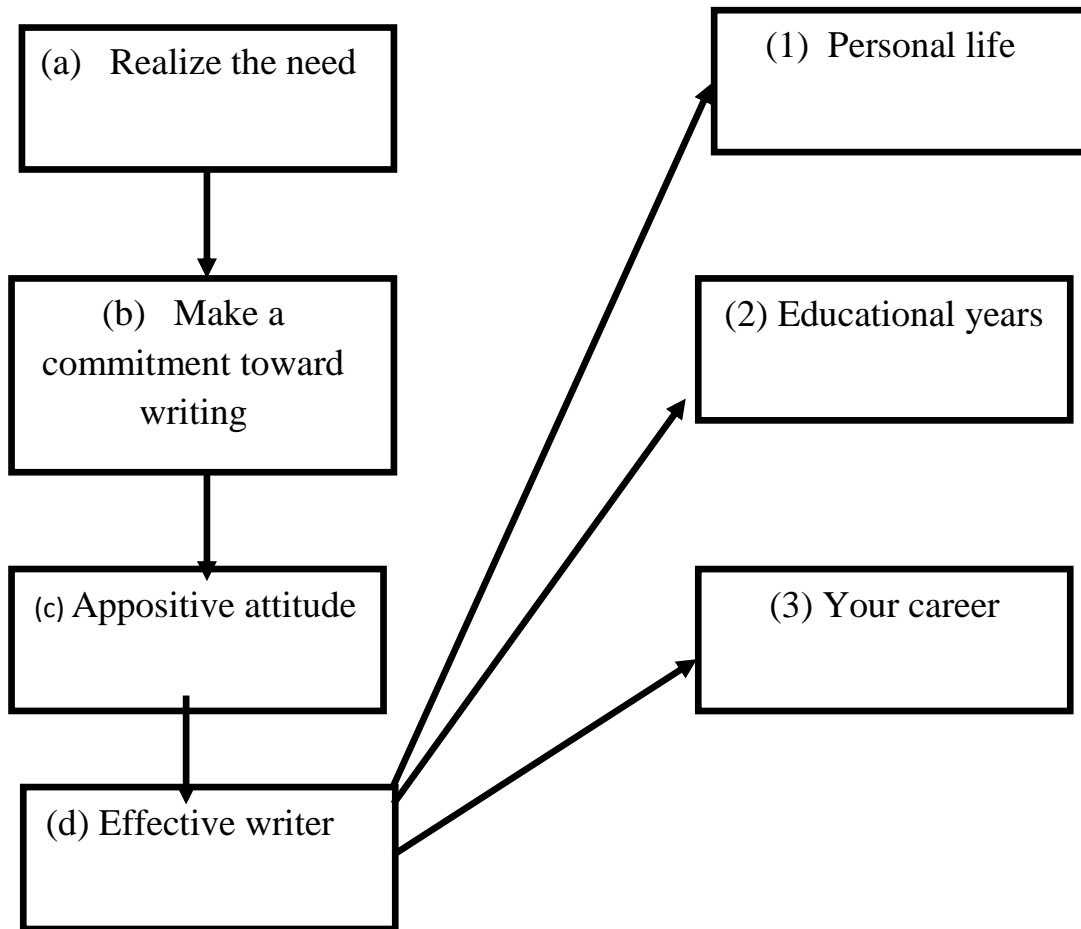
2.3.2 Attitude toward Writing Skill

(Wingersky & Boerner 2004: 191) they stated that one of the most important skills you can have in life is the ability to communicate with others. You need this skill when you talk to others and when you write to or for other people. The researcher considers that most people prefer to talk rather than write because they can also use facial expressions and gestures to get their point across. Sometimes, however, it is impossible to communicate everything in person so being able to communicate through writing is extremely important.

2.3.3 The Necessary Steps to Become an Effective Writer

According to (Wingersky & Boerner 2004 : 193) once you realized the need to write well , make a commitment to do so , and assume appositive attitude about writing , you will find many benefits throughout your educational years , your career and personal life

"Steps to Becoming an effective writer "



(Wingersky & Boerner 2004. 193)

Figure (2.1)

2.3.4 The Writing process

(Wingersky & Boerner 2004: 85) They stated that, writing well is easier for some people than for other. Most people however , are able to write effective if they put enough time and effort into the process .the researcher describes that working through the writing process helps you write effective throughout your life , whether you are going to college , working in career , or solving problems in your personal life , if you take the time to write carefully , you will find success .(Wingersky & Boerner 2004 : 97) , they mentioned the steps of writing process such as :

1. **Pre-write for information:** Pre-write includes any activity that helps you generate ideas for writing including (free writing – brainstorming and talking) .
2. **Organize ideas** : organizing involves grouping idea together in one or combination of the following ways such as (chronological order , similarity or importance)
3. **Draft paper** : drafting means writing the first copy of your paragraph .
4. **Revise and rewrite** : revising refers to rewriting your paragraph by re-arranging ideas and adding coherence by using key words , time words and other transitional words .
5. **Edit Carefully** : editing refers to correcting grammatical and mechanical errors , including punctuation and spelling .
6. **Format carefully** : use a standing style such as " MLA" to format your paper(Modern Language Acquisition) .

2.3.5 The Product of Writing

According to (Wingersky & Boerner 2004 : 83)

One approach to writing is to look at instances of writing and to analyze the features of written texts. This will tell us something about what students have to produce. It is possible to build up a list of the skills that writers need.

It would include the following

- getting the grammar right.
- Having the arrangement of vocabulary.
- punctuating meaningfully.
- using the conventions of layout correctly.eg, in writing letters

2.3.6 Stages of Writing

- linking ideas and information across sentences to develop a topic
- Developing and organizing the content clearly and convincingly the researcher has noticed that, it's also possible to build up a checklist of functions(narration , description , comparison and contrast) of written texts

and to show students how the features products differ from one another .In setting and marking work teachers and students can Focus on one or on a number of the general skills , but ideally within the context of a whole text . Before people start writing first they think of what they want to write to generate ideas and thoughts then they select word phrases and sentences that will correctly and tactfully express and convey their ideas and thoughts, then writing is considered as a complex process because it consists of a number of stages and activities.

(Hedge 1988:20) describe writing as consisting of three major activities or group of activities such as:

A- Pre-Writing

Before putting pen to paper the skilled writer in real life consider two important questions;

(i) What is the purpose of this piece of writing

the propose of the writing will influence the choice of organization and the choice of language such as a report ,explanation or applying for a job.

(ii) The good write generates plans for writing at this stage though the amount of planning varies according to who will need the text.

B- Writing and Re-writing

The second place of activity is writing itself and with good writers this consists of making a first draft . but writing the first draft is often interrupted at the writer stop to read over and review to get idea of how the text is developing to revise plans and bring in new ideas or rearrange those already expressed. Planning to drafting reviewing pre planning to drafting reviewing pre planning etc.

The researcher thinks that good writers tend to concentrate on getting the content right first and leave details like correcting spelling punctuation and grammar until involves assessing what has already been written.

C- Editing

The post - writing stage consists of reading through and trying to apply a reader's perspective in order to assess how clearly readers might find the editing process makes the final readjustments and check accuracy to that the text is maximally accessible to the reader some poorer writers tend not to engage in editing but assume that their writing is clear to others because it is clear to them alternatively poor writers may concentrate throughout the whole writing process on accuracy in grammar punctuation ...etc. Writing out considering whether or not the overall structure is clear they

2.3.7 Approaches to Students Writing

Continually more from drafting to editing without any in between stages of rethinking and re organization follow the ideas

according to (Hamer. 2001 :257) said that according to the process of writing skill in schools there are many approaches in and outside classrooms they can be expressed as follows

- 1- **Drafting**: you have to make draft for the topic you like to write,
- 2- **Structuring** or **organization**: to organize your ideas in good form and informant text.
- 3- **Reviewing** or **editing**: to revise what you write to avoid mistake
- 4- **Generation ideas**: and avoid to give your writing topic a final detective look in order to expose it the ideas can be explained as following.

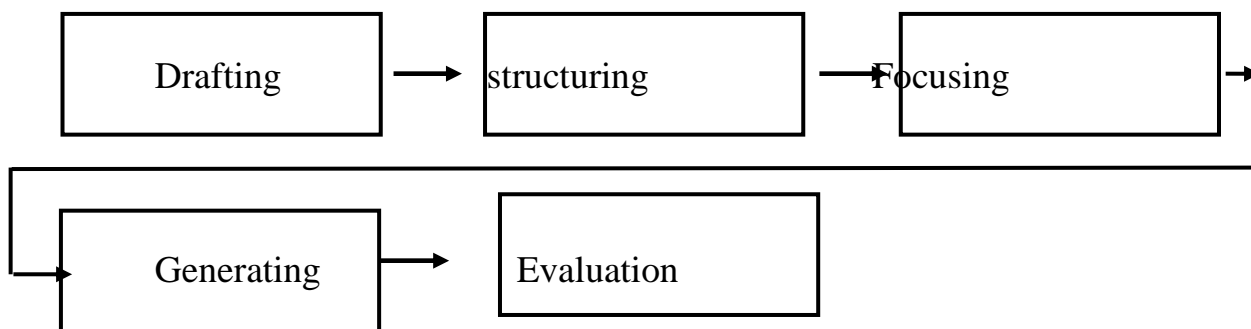
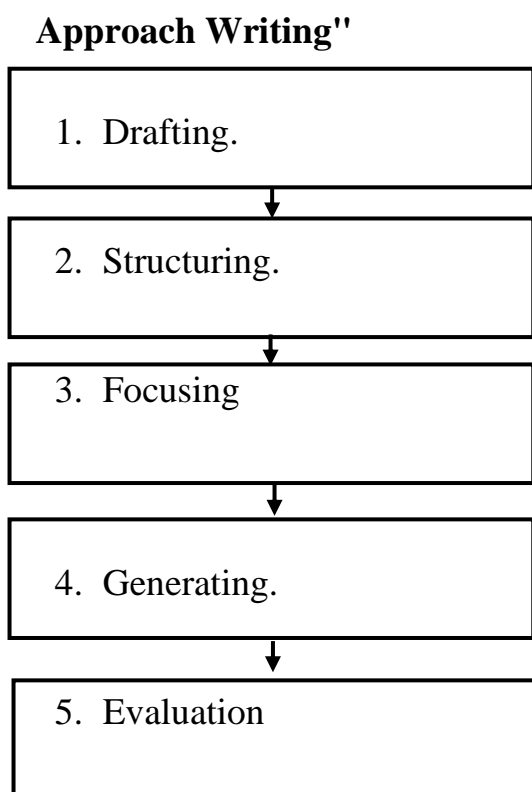


Figure (2.2) Approach Writing''



2.3.8. The Role of the Teacher in the Writing Process

Here are some steps; teacher can follow in writing to help the students to write effectively.

- A- Show the visual-aids to the class and describes the scene in few simple structures.
- B- Write some of the suggested vocabulary on the blackboard.
- C- Students being writing.

D- Students correction.

Teachers can create a variety of writing activities to help students to develop their writing and reading skills, because students read the story and they can develop their writing skill. They can ask students to write dialogues or more complex writing activities if students have reached a high level of language proficiency

2.3.9 Types of Writing

Types of writing which are taught in secondary school are descriptive analytical argumentative and narrative'

a- Descriptive Writing

Descriptive writing is that writing which should do what the word describe implies that means it is usually used to provide specific details about the topic through reading and discussing as (Johnston and Jean 1955 :81:97) state these details to reader can recognize with topic and them be able to distinguish is from identification advertisements and explanation there are two considerations a student writer will consider in descriptive writing firstly, the learner will select particular details to focus on and choose the words which will convey them . secondly, the learners will decide organization for the parts of his description he should begin at one point and more logically from that point describing from top to bottom from left to right or from outside to inside.

The researcher concludes with a good accurate descriptive writing is one of the student - writers jobs he should do his description clear and effective this can achieve if he thinks about the aspects of an object that make it like other objects its general type more importantly what makes it unique and unlike any others.

b- Analytical Writing

Analytical writing is that writing through which a student writer makes a response to a writing material that is to make a summary and an analysis of

what he reads whether it is journal, article, chapter in a book or technical report the assignment that he may write in this case

According to (Reid 1988:109:116) "may have different titles a summary analysis a book report a literature review a report in reference material a response to a critical material". While the assignment may differ somewhat generally a response to written material consists of two basic parts .

c- Argumentative Writing

Argumentative writing is that writing through which the student - writer should use his own method and techniques to persuade other thus persuasive essays writing.

According to (Reid 1988:88-93) "it is sometime more difficult process because the reader does not see the writer's facial expression or hear his voice or experience his presence". Therefore student - writer should use good careful planning and sufficient persuasive evidence considering his audience to prove to him that his opinion is valid and right and then it should be considered.

The researcher sees in his opinion that, convincing essay must be supported by evidence, facts, examples, physical descriptions, personal observations, personal experiences, knowledge and interviews with authorities on the topic for research materials..

Also .the researcher explains the importance of using evidences and proofs in writing argumentative essay depends on the audience.

d- Narrative Writing

Narrative writing is usually considered as one of the expository writing.

According to (Johnson, 1981 :3-22) He stated that "any expository writing should come in a concise clean and direct fashion" .that is because the purpose of expository writing is to expose the topic and its relevance directly to the reader who should be able to follow the writers thought and ideas without any hesitating or thinking twice then such writing must focus and

emphasize on clarity and ease of reading therefore it essentially demands logical organizing information in an order of time make them organized chronologically. Narratives writing usually begin with a topic sentence that tells the reader what the situation is the support of narrative writing begins with the first event then the subsequent events will follow in chronological order of time.

"The concept of narrative writing is defined as composing a text on the basis of a certain structure in order to describe the events from the writers' point of view according to peoples' reactions"(Charlott,2001)

the researcher defines the narrative writing as a piece of writing that tells a complete story. this kind of writing includes a number of different types : first of all there is fictional writing which includes novel ,short and long stories ,jokes and fictional anecdotes . narrating any good story should always contain elements there are two forces the students writer might include in his narration for example he might include positive and negative the good and bad or the familiar and the unknown.

The researcher also shows, characters or aspects of the nature in the narration might represent these tow ideas sometimes. There is also Avery clear scene when the story takes place in addition, there is some sort of conflict or unexpected event that cause movement of excitement or tension before the story and when narrating a joke which is a good story the student-writer should keep in mind some considerations. Firstly, there is a situation and there are characters that interact secondly there is a conflict or problem which leads to a breathless movement just before the last funny life of the story.

According to (Burton 1955:41:42) he mentioned about narrative composition "this type relies on who the writer could link between ideas and events and produces them in a good way to clear up his soul of his work". the main factors are to join the accidents from here researcher feels the

importance of coherence in writing because it has effective role in writing skill,

According to (Karadawi, 1994:22).He stated that in narrative composition. "Writing a narrative composition appeals to one of humankind's basic instinct the in pulse to share stories sometimes the aim of story-teller is simply to entertain to provide a moment of escape from the business of the day or the horrors of the night but the aim of the story - teller is to instruct to help other in their understanding of something the best part of teaching in this way is that the listeners have natural resistance to change the world of other is low and they are not always aware that they are being taught anything until it is too late they have got then"

2.3.4 The Definition of The Narrative writing skill

The researcher defines narrative writing as a sequence of events which occurs over some period of time. Both what happens and the order in which the events occur are communicated to the reader .Also the researcher mentions an effective narrative requires a writer to give a clear sequence of events (functional or non – fictional) and to provide elaboration for it .

Kathleen (2005: 208), he stated that "A narrative relates a series of events, real imaginary, in an organized sequence". It is story that makes appoint. You began listening, telling, and watching narratives when you were a small child and have continued to do so nearly every day since. The researcher gives us some examples of the narrative form in our daily life such as when you probably exchange family stories, tell jokes read biographies or novels, and watch Television situation comedies or dramas

The researcher considers narrative is an important part of the writing you will do in college and in your career it also provides human interest, spark our curiosity and draw us close to the storyteller.

Kathleen (2005: 209), he mentioned the advantages of Narrative writing such as.

- (a) Create a sense of shared history: linking people together. The members of a culture share certain stories and events, true or untrue that unites them
- (b) Provide entertainment: Most people enjoy a thrilling movie or intriguing book.
- (c) offer instruction : Children learn about good and bad behavior and moral and immoral actions through stories " Pinocchio " teaches children not to tell lies , and The Boy who cried wolf admonishes them not to raise false alarms
- (d) Provide psychological healing: Reading or listening to the story of someone who faced a life crisis similar to one you are experiencing can help you through the crisis
- (e) Provide insight: stories can help you discover values, explore options and examine motives. By reading a story you can think through a dilemma without actually experiencing it.

2.3.4.1 The Characteristic of Narrative Writing

The researcher suggests a narrative is a story that conveys a particular meaning, it presents actions and details that build toward a climax the point at which the conflict of the narrative is resolved. Most narrative use dialogue to present selected portions of conversations that move the story along.

(A) Narrative makes appoint

A narrative makes appoint or supports a thesis by telling readers about an event or a series of events. The point may be to describe the significance of the event or events make an observation or present information.

(B) Narrative Convey Action and Detail

A Narrative presents a detailed account of an event or a services of events. In other words, a narrative is like a camera lens that zooms in an event and makes readers feel like they can see the details and experience the action. Writers of narrative can involve readers description and by recounting action.

(C) Narrative Present Conflict and Create Tension

An effective narrative present a conflict such as a struggle, a question , or a problem – and work toward its resolution The conflict can be between participants such as a law , value , moral or act of nature Tension is the suspense created as the story unfolds and as the reader wonders how the conflict will be resolve.

(D) Narratives Sequence Events

The researcher explains that, the events in a narrative must be arranged in an order that is easy for readers to follow often , but not always , a narrative presents events in chronological order – the order in which they happened at other times , writers may use the techniques of flashback and foreshadowing too make their point more effective . A flash back returns.

The reader to events that took place in the past , while foreshadowing jumps a head in time to the future . Both of these techniques are used frequency in drama, fiction and film ,the researcher considers these techniques can build interest and add variety to a narrative , especially a lengthy chronological account .

(E) Narratives use Dialogue

Dialogue can reveal much about the characters in a narrative dialogue is often used to dramatize the action emphasize the conflict , and reveal the personalities or motives of the key participants in a narrative .

(F) Narratives are told From a Particular Point of View

Many narratives use the first – person point of view in which the key participant speaks directly to the reader (" I first realize the problem when") The researcher shows this part point of view mentioned before according to website from (K 5 learning . com websites copyright 2015 K5 learning) .

2.3.4.2 The Skills Involved In Narrative Writing

The researcher states some specific skills involved in narrative writing that student need to pay attention to they are:-

a- An entertaining beginning: The aim of a narrative story is to grab the reader's attention from the very beginning to draw them into the story.

b- Elaborate the detail: students need to learn how to elaborate on story elements, such as the characters and the setting and why it's important to elaborate.

c- Create suspense: suspense or story's tension is important to keep the reader reading the story. Students need to learn the technique for building suspense into their story plot.

d- A Full main event : The middle of the story is the main event , the part of the narrative writing that details what the story is really about ,. This section needs to be told through actions, dialogue, descriptions, thoughts and feelings.

e- Story Endings: The end of the story needs to bring a conclusion to the main event, where the character reflects on feelings, hopes and decisions they are making from the main events.

The researcher thinks that the writer can use a variety of verb tenses in narrative writing, both to describe the actions clearly and to add comments .Although writers may primarily stick to one tense in a narrative, they may shift tense to create particular effects .**Use the past form for most storytelling**

2.3.4.3 Narrative Writing Organization

According to website from (K 5 learning . com websites copyright 2015 K5 learning)

Narrative is a story. it has an introduction that engages the reader's interest , details about the main event or action in the story , and a conclusion that describe the outcome .

A- Introduction

- (i) The hook gets the reader's attention.
- (ii) The middle sentences Introduce an event (The action of The story) by providing background information about people , the place and the time .
- (iii) The thesis statement prepares the reader for the action that follows.

B- Body Paragraphs

- (i) The body paragraphs describe what the story is.
- (ii) They include details that bring the story to life.
- (iii) They often use time order to explain the event.

C- Conclusion

- (i) A conclusion describes the outcome of the event.
- (ii) Narrative essays often end with a comment about the events importance in the writers life.

2.3.4.4TheImportant Reasons for Students to Learn Narrative Writing

According to website from (K 5 learning. com websites copyright 2015 K5 learning).

- (a) Stimulating their imagination, and to foster their artistic expression, narrative writing allows students to express their stories creatively.
- (b) Clarifying their thinking and helping them how to teach students to express that in writing in an organized way.
- (c) Searching for identity narrative writing helps them to explore different characters and settings.
- (d) Enabling writers to deliver their message carefully also for transformation of subjectively or deepen. In many ways teaching students to write narrative involves teaching them to think like the authors that like to read well and effectively.

2.5 Previous Studies

This part of chapter two focuses on the previous relevant to the current research

2:5:1 Muhammad Rohmadi, (2017)" Improving Students Writing Short Story Skill through Time Token Learning and Video Media

"November 2017. Journal of Education and Learning (Edu-Learn). University of Sebelas Maret. (Indonesian Education Post-graduate Programme.)

This research is a class action research aiming to develop the short story writing skill score in grade VII C students of SMPN5 Kediri academic year 2016-2017. The result of this study showed that there was an increasing the mean score of students' short story writing skill through the Time Token learning model and video media. In the first cycle, the percentage of students' completion was 33.3% with an mean score of 73.4. Then in cycle II the percentage of students' completeness was 60.3% with an mean score of 76.6. Furthermore, it can be concluded that the use of Time Token Learning model and video media can increase the score of the learning achievement of short story writing skill of VII C grade SMPN 5 Kediri students in the academic year 2016-2017.

Researcher Comment: the above study was closely to the current study as both of them deal with writing skill. The findings were also similar to the findings to the current study.

2:5:2 Alkaaf, F. and AlBulushi, A.(2017) Tell and Write The Effect of Story- telling Strategy for Developing Story Writing Skills Among Grade Seven Learners . Open Journal Linguistics. Sultan Qaboos University— Muscat Oman.

This study investigates the effect of story-telling as strategy for developing story writing skills among grade seven pupils in a public Omani School.

The sample of the study consisted of 243 pupils randomly selected and assigned to experimental and control groups .The data used for the purpose of this study were collected over the course of one semester via pre& post-tests design for equivalent groups. The experimental group were taught by using the adapted story-telling strategy ,whereas the control groups were taught by using the conventional procedures as prescribed in the formal teacher's guide book .The researchers' assessed the effect of story-telling as a strategy for developing story writing skills . **The finding** indicated that:-

(the experimental group out, performed the control group in the story writing skills test).This was indicative of the fact that the story-telling strategy may have a significant positive effect on pupils story writing important implications of this study within the framework of a similar context are also outlined.

2:5:3 Ozguar Sen Bartan (2017) "The Effects of Reading short stories in Improving Foreign Language Writing Skills" Kirikkale University.

This study is an inquiry into the effects of reading short stories in improving foreign language writing skills through Read for Writing (Corbet,2013).it is a quasi-experimental 13 week, field study which was implemented in a primary school .the purpose of this study is to investigate if there is a significance difference both in the pre& post testes writing achievements of students' who were taught through the Read for Writing model, and between the experimental group and control group .Finally, the participants' views on the model were determined .Both qualitative and quantitative data collection and analysis techniques were designed such as tests for short stories ,story assessment , control Lists, reading and writing syllabuses, lesson plans, an analytic story assessment rubric, and students' view questionnaire .**The results** of the study indicate that the Read for Writing model has a positive effect on students 'short story writing skills in terms of language content ,organization ,and communicative achievement.

2.5:4 Salem Saleh Khalaf Ibnian(2010) The Effect of Using the Story-Mapping Technique on Developing Tenth Grade Students' Short Story Writing Skill in EFL .(Canadian Centre of Science and Education–Yale University) Journals :English Language Teaching Archives.

The current study aimed to investigating the effect of using the story-mapping technique on developing tenth grade students' short story writing skills in EFL, The study attempted to answer the following questions:-

[1]What are the short story writing skills needed for tenth grade students in EFL?

[2]What is the effect of the using of the short story –mapping technique on developing tenth grade students' short story writing skill in EFL?

Tools of the study included a checklist to identify the story writing skills needed for tenth grade students' EFL as well as a pre-and post, short story writing test and it is scoring scale.

Results:- revealed the positive effect of using the story mapping technique and developing tenth grade students' short story writing skills.

2:5:5 Amir, Hamid. EL-Fil(2007). The effect of introducing traditional story-telling technique in teaching English language for university students, A case study: Ahfaad university students for girls". A PhD dissertation in education

This study "promotion of Authentic Material Teaching English language through story-telling technique. University level" is carried out to improve the standard of English language because it is very obvious that English language at school is declining and this follows, of course is students who enter the universities.

The method used in this study is about implementing story telling in experimental group while the absence of this technique on the controlled group.

The researcher has arrived at the following findings

- Implementing "story telling" will improve English language standard in the four skills.
- Both groups did the pre-test and the post-test. The results were favoring the researcher's assumption. The experimental group result was 80% positive success against 37% positive success to the controlled group and as elaborated by statistical analysis.
- It was clear that in the experimental group the mean score increase from 24.9 to 57.17 which indicates significant improvement in performance for the experimental group.
- The shift in distribution shows the area that witness improvement performance is very small compared to the experimental.

The researcher recommends the following

- To implement story telling in teaching English language besides the test syllabus.
- To train teachers of English especially of basic level.
- To motivate the teachers. If teachers are motivated, best appear.
- Teachers should be given extra care and to be supported so that they can hold their responsibilities, obligation and fulfill their future hopes and lead an easy secured life.

2:5:6 Khaled Hassan Ali EL-Tayb (2016) the effect of teaching short stories on solving English language vocabulary difficulties encountered by Sudanese undergraduates.

A PhD dissertation in investigating vocabulary learning strategies form different perspectives, but few have surveyed the effects of teaching short stories strategy on vocabulary learning. The main concern of the present study is to probe the effects of teaching short stories on solving Sudanese university student vocabulary leaning difficulties.

The researcher used the descriptive, experimental and analytic methods for data analysis by designing questionnaire which addressed ELT teachers in Khartoum locality to this end, 50 participants were selected from Sudan university of science and technology the participants were randomly assigned to and using short stories strategy and a controlled group which received no treatment. In order to guarantee the participants' homogeneity, a pre-test (PET test) was administered to them after the treatment, a post-test was administered to participants to find out the effectiveness of instruction strategy. For analyzing the data, a t-test was employed. The result of this study has provided significant empirical evidence together with theoretical insights for the vocabulary research. The study has come out the following results:

- Vocabulary learning creates difficulties for the sample of this study.
- The study participants hardly understand the meaning of word from the context.

2.5.7 Ann, Elisabeth. (2014) "Short stories as a source of cultural insight when teaching English" MA thesis in applied linguistics.

This thesis, main concern has been to show short stories can provide a great source of social issues. Through an analysis of three different short stories and a discussion of theories about reading and story comprehension in relation to these stories, the researcher gave attempted to answer the questions posed in the introduction to this thesis: short stories as a source of cultural insight in English: what possibility and challenges can be encountered when working with short stories in a teaching context? The choice of the short stories was made on the basis of having to be accessible to students of 16-17 years of content. In addition they were chosen because and knowledge. Being quite different both in form and content, the short stories present a variety of challenges and possibilities for students. So the researcher employ what Mc. Cormick (1994(\)) terms a social-cultural

approach. But the reader is also situated in time and space, as a subject in his/her historical context. The researcher have found that the texts not only providing certain insights in and of themselves, but also that they can serve as good starting points for doing more research into contexts like historical events or discussing cultural and social issues such as prejudice and injustice. The main findings of this study are: Students will develop their awareness of language and meaning through a close reading and analysis of formal features of the short stories developing their skills in reading 'between the lines', understanding metaphors and he effect of choice of narrator and can help the students better understand both the text and the cultural issues the narrative describes.

This study is similar to the current study in using short stories as a tool of overcoming the missing link between language and culture which will promote the use of language in context however; the researcher highlighted its effect on developing receptive and live skills.

2.5.8 Dr. Parviz Ajiddeh, University of Taberiz(2004).

The effect of summarizing short stories on Iranian EFL learners' vocabulary learning.

The participants of this study were 4female Iranian learners of English. They were learning English as foreign language at a private English institute. They already dad passed some English courses successfully. None of them had any background of residence in an English speaking country.

Vocabulary items which were the main focus of this study consisted of all the new vocabulary items presented in lessons 1 to 14 published by Pearson education (2004). In this regard summarizing short stories strategy was taught to the experimental group while the control group was taught the reading part just by used reading.

*** The objectives of this study**

- 1- Examine the effect of summarizing short stories on Iranian EFL learners' vocabulary learning.
- 2- Investigating whether summarizing can enhance EFL learners' acquisition of new words.

*** The findings of the study as follows**

- 1- Summarizing is one of the Meta-cognitive strategies, leads to effective use of mental skills and increases, remembering and understanding.
- 2- Summarizing short story helps students to comprehend knowledge, transferring it to long-term memory significantly because it leads students to:
 - Reading to understand.
 - Distinguish important ideas.
 - Express the information by using their own words.

2.5.9 Yasmin AL-Bulushi, Oman 3, September 2011 the study investigated the effectiveness of using the reader response. Theory (RRT) on Omani secondary school students comprehension of short stories and their attitudes towards the method used in teaching short stories:

To serve this purpose, two instruments were used in this study: a reading comprehension test and a questionnaire.

The results showed that students who were taught a short story with the PRT did better on the comprehension test than those in the control group. There was also a significant difference between the control and experimental group in their attitudes towards the method used teaching and reading the short stories and learning English in general in favor of the experimental group

The researchers' comments

The above study is related to his study because there is agreement in both studies there is a significant difference between the control

&experimental group in their attitudes towards the method of teaching short stories in developing English skills and particular narrative writing.

2.5.10 The article is based on a paper

This was presented at the seminar on "Teaching Literature in Secondary Schools" hold on 21-22 March 1980 at the Institute of Education in Singapore

The study showed the importance of the selection of suitable stories and the setting of priorities in teaching that might be worth trying in Singaporean classrooms. The short story is therefore an appropriate and stimulating introduction to the world of literature. It is only a beginning but perhaps it will lead to more exchanges of ideas among teachers and eventually to the development of better readers in secondary schools.

2.5.11 Salma Musleh Alqahtan(Jumada 1 – 1430 – May 2009). In her study the role of using reading stories technique in the learning of vocabulary for Saudi EFL students.

The study examined the role of using reading stories technique in the learning of vocabulary for Saudi EFL students. The study examined the influence of reading stories to improve students' vocabulary, motivation and comprehension. Twenty female sixth-grade Saudi students participated in this study.

They were divided into an experimental group and a control group. The experimental was taught by using supplemental stories, while the control group was taught by using regular vocabulary. Instruction pre-text, post-text quizzes, classroom observation and questionnaire were used to collect the data. The experimental group showed a greater vocabulary gain than the control group. This proves the positive role of using stories in vocabulary learning. Moreover, the results reveal that in co-operating stories increases students' motivation for developing their reading skills and learning English vocabulary.

Comments

According to the studies which is mentioned above, I can say, that studies are related to the current study as they deal with using of short stories in improving English Language Teaching writing skill and sub-skill of it .The findings were also similar to findings of the current study in the sense that these students are of low level English Language proficiency.

2.6 Summary of the chapter

This chapter attempts to set up a literature review and theoretical framework for secondary school students who study short stories in order to improve their narrative writing skill.

Firstly, this chapter deals with the background ,definition, types of literature and the importance of literature .secondly, it concerns with short stories then followed by it is elements .thirdly, it deals with writing in general and narrative writing in particular with wide explanations, finally the researcher concludes with related previous studies with his research topic.

CHAPTER THREE
METHODOLOGY OF THE STUDY

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction

In this chapter the researcher attempts to review the preliminary procedures before data analysis (data cleaning), the response rate of the sample members, in addition to analyzing the basic data in the study sample, descriptive analysis, and reliability analysis to find the internal consistency of the data, calculate the averages, standard deviation and correlation of variables, and to reveal the nature of the relationship between the study variables and testing the hypotheses that were developed in the previous stages of the research before using the comparison analysis in the hypothesis testing process. It also describes the population subject, pre & post- test and the procedures which are implemented beside the questionnaire for teachers of English Language.

3.1 Research Design and Methods

This chapter includes a detailed description of the research methodology that was applied in the study. The chapter is organized into several sections that provide a framework within which to describe the research procedures, the researcher used the descriptive analytical method and (SPSS) for the analysis. This kind of research is defined by Kothari (2004:3.4) as "descriptive research includes survey and fact finding enquiries of different kinds. The major purpose of descriptive research is description of affairs as it exists at present "In addition, that *the* researcher has no control over the variable, he can only report what has happened or what is happening", the researcher thinks this method suitable for this study.

3.2 Study Area

The population used in this study is chosen from different English language teachers and students at secondary schools.

3.3 Study Population

The population of the study consisted of a certain number of students (60) from Karrari Model governmental secondary school for Boys at Athwra (13) at Karrari Locality in Omdurman City.

The researcher divided the students into two groups experimental and control group

3.4. Sample Size

The experimental sample amount to "60" students from third-class at secondary school who are randomly chosen to do pre & post- test measuring their narrative writing skill competence. The researcher chooses (30) students in experimental group and (30) in controlled group beside " (20)" teachers to do questionnaire.

3.5 Tools of Data Collection

3.5.1 Primary Data

A Questionnaire that filled by teachers at secondary schools who teach English as foreign language (EFL) in Karrari locality.

A questionnaire design is a plan, structure and strategy of investigation considered to obtain answers to research questions. The questionnaire was designed by the researcher to identify the way that teachers teach short stories ,the teachers questionnaire design consists of "14" statements each one involves five choices The whole questionnaire was answered by targeted sample and later analyzed by "SPSS" program.

The questionnaire items have been checked by experts in English Language for deciding whether the questionnaire are valid and reliable.

The pre and post tests will be taken by students at Karrari governmental secondary school in Karrari locality.

The test contains one question "Narrative Composition"

The researcher chooses two groups .The controlled group(A) and experimental group(B).

The above test is prepared to be given to the two groups before application of the researcher's technique, and it called pre-test which checks the proficiency in narrative writing with it is criteria which the researcher mentioned later, to evaluate both groups level the results are kept, this test was given on second of January 2021.

Then the researcher applied his new technique by using model of selected five short stories on the experimental group for a period (45) day, the same test is to be given to the two groups again which known as the post –test and the results recorded to be compared, the differences in the standard and what improvements really achieved after using short stories technique in improving narrative writing the post –test was given on 17th February 2021.

3.5.2 Secondary Data

This data was collected from books, articles, previous studies and internet websites.

3.6 Data Analysis

The data was analyzed by Statistical Package for Social Sciences (SPSS) version 25, the simple test (chi-square), mean, and standard variation.

3.7 Time Frame

This study was carried out during the period of January, 2020 until March, 2021.

3.8 Piloting Study

Piloting study is very essential for the success of any research. Bell (1993) states that “*all data gathering instruments should have to be piloted to test*

how long it takes recipients to complete them, check that all questions and instructions are clear and enable them to remove any item which does not produce usable data”. Before conducting this study all the questions in the instruments were piloted with small sample of the subject (10) teachers for questionnaire and (10) students for the test, the test is judged valid because it is clear and the students find it easy to understand the questions and respond accurately .The test and questionnaire was shown to four experts English Language teachers at different universities as the researcher mentioned them above who assure it is contents, structure and face validity. This pilot study was done so as to make sure that the selected questions yield the required information and to revise and drop any question which may be confusing and ambiguous.

3.9 Cleaning Data

As far as validating the data used in the analysis is concerned, before evaluating the psychometric properties of the various data, it is therefore necessary to describe and understand the descriptive statistics of the data. Whereas, the primary goal of using descriptive statistics for data is to ensure the accuracy of the data entry process; It measures the standard deviation of the respondents' responses and reveals the extent of data dispersion or lack. In general, data cleaning that deals with discovering and removing errors and inconsistencies that occur during data entry in order to improve data quality. For example, dealing with lost data as data loss is a common and expected thing in the process of collecting and entering data due to lack of focus or misunderstanding of the respondents of the questions, or the lack of an answer to those questions. Failure to deal with this lost data can cause several problems. That is, the loss of a lot of data, i.e. leaving it unanswered by the respondent, generates many problems, meaning that it sometimes represents the bias of the respondent towards the specific question or forgetting the respondent to that question. The general rule in dealing with

lost data is that it does not exceed 10% of the size of the questions. In addition, the questionnaire must be completely disposed of as unfit for analysis. Therefore, the average method is used to deal with it. If it falls below the acceptable limit, it will be deleted. And to make sure the missing data does not affect the results of the analysis.

3.10 Unengaged Responses

Giving the respondent one answer for all paragraphs of the questionnaire may mean that the respondent does not pay attention to those questions, especially if there are backward questions in the questionnaire if it is impossible to give them the same answer, so there must be a dispersion in the response of the respondents, meaning that there is no complete homogeneity of those answers and this is recognized by calculating the standard deviation of the answers, if there is a high standard deviation, it means that there is a dispersion in the answers and vice versa, and therefore any questionnaire whose standard deviation is less than 0.5 is deleted.

Table No. (3-1) Cleaning the data and the response rate

Data	Number	Ratio%
Number of questionnaires distributed to respondents	25	100%
Number of questionnaires returned	24	92.6%
Number of questionnaires are invalid due to their missing data	2	1.9 %
The number of invalid questionnaires due to similar answers	1	4.61%
Number of questionnaires not recovered	1	0.89 %
Number of valid questionnaires for analysis	100	92.6%
Response rate		92.6%

Source: Prepared by the researcher from field study data 2020

3.11 Study Scale

3.11.1 Questionnaire

The degree of possible responses to the paragraphs was measured to a five-point gradient according to the Likert scale, in the distribution of the weights of the answers of the sample members, which is distributed from the highest weight for which he was given (5) scores and which represents in the answer field (strongly agree) to the lowest weight For him who was given a score of (1), which was represented in the answer field (strongly disagree), and there are three weights in between them. The purpose of this was to allow the sample members to choose the exact answer according to the discretion of the sample members. As shown in Table (3-2)

Table No. (3-2) approval rating scale

Degree of approval	Relative weight	Percentage	Statistical significance
Strongly agree	5	5 out of 80% or more	Very high approval rating
Agree	4	From 70% to less than 80%	high degree of agreement
Neutral	3	from 50% to less than 70%	Medium approval score
Disagree	2	20% to less than 50%	Low agreement
Strongly disagree	1	Less than 20%	Very low approval rating

Source: Prepared by the researcher from field study data 2020

Accordingly, the hypothetical mean of the study (3), and accordingly, if the mean of the statement is greater than the hypothesis mean, this indicates that the sample members agree to the statement.

3.11.2 Tests

A number of (60) students were divided in two groups the experimental group was target one which the researcher focused on .Firstly ,the students was subjected to a unified pre-test on narrative writing composition for both groups ,which was described in some criteria such as(each short story has three main parts (introduction –middle and the end), using past time and the adverbs words such as (once upon time-last year ,month ,week ,in the past, in1987, there was and there were.....etc.,).sequences of the actions and scenes for each paragraph .create a problem and resolution of it. Using the language of the suspense beside the characters ,the main characters and others .Finally, the setting of the story (time and place)when and where the actions took place.to measure if there is significant differences between experimental group and controlled one .The experimental group (B) was taught through a technique that selected five short stories as model to improve their narrative writing skill for a fixed period of time (45) day after did the pre –test .While the controlled group(A) were used the traditional approach .the same test is to be given to the two groups again which known as the "post-test" and the results recorded to be discussed and compared, the purpose of this was to allow the sample members to choose the exact answer according to the discretion of the sample members. As shown in Table (3-3).

The five short stories was selected by the researcher were:

- 1-The Hidden Treasure written by Pomela Allen.
- 2-Bad Temper written by Robert Starling.
- 3-The Thirsty Crow written by Dimple Kothari.
- 4-The King Bruce and The Spider in the Cave written by Toppers Bulletin
- 5-The Wise Son written by Mohummad Umair Almontazir.

Table No. (3-3) approval rating scale

Degree approval	Relative weight	Percentage	Statistical significance
Greater than or equal 45	6	6 out of 90% or more	Very high approval rating
Greater than or equal 40	5	5 out of 80% to less 90	Very high approval rating
Greater than or equal 35	4	From 70% to less than 80%	high degree of agreement
Greater than or equal 30	3	from 60% to less than 70%	Medium approval score
Greater than or equal 25	2	from 50% to less than 60%	Low agreement
less than 25	1	Less than 50%	Very low approval rating

Source: Prepared by the researcher from field study data 2021

Accordingly, the hypothetical mean of the study (3), and accordingly, if the mean of the statement is greater than the hypothesis mean, this indicates that the sample members agree to the statement.

3.12 Reliability

It means that the questionnaire and the test should give the same result if it is applied in similar circumstances. It is one of the criteria through which a test can be evaluated. Brown (1988) identifies reliability as "*the extent to which results can be considered consistent and stable*".

The researcher considers reliability is a way of assessing the all types of data collection in a research study .The results is valid ,only if the measurement produce must previously prove to be reliable.

Reliability is the overall consistency of measure. A measure is said to have a high reliability if it produces similar results under consistent conditions.

Fraenkel and Wallen believed that the reliability relates to the consistency of the data collected .Therefore, Cronbachs co-efficient alpha was used to determine the internal reliability of the instruments. Reliability of any test means obtaining the same results if the same measurements used more than time under the same conditions .Further, reliability means that when a certain test was applied on a number of individuals and the marks of every one were counted, then the same test applied another time on the same group the same marks were obtained .Then, the test can be described as a reliable .In addition reliability is defined as the degree of accuracy of the data that the test measures.

3.13 Validity

To achieve the validity of the questionnaire and the test, the researcher adopted the following steps:

- 1-The revised and evaluated final versions of the test and the questionnaire were distributed to the both students and the teachers.
- 2-The test and the questionnaire were distributed personally and directly to the subjects of the study.
- 3-The total number of the test and the questionnaire that the researcher has received from the respondents were (60) from students (control and experimental groups) and (20) from the teachers.

Validity refers to whether the study investigated the problem that it is supposed to be investigated, or it measures what was supposed to measure .The validity of a measurement tool is considered to be the degree to which the tool measures what it claims to measure, so the validity is an equivalent to accuracy.

3.14 Reliability and the Validity of the students test

The test is judged valid ,because it is clear and the students find it easy to understand the questions and respond accurately .The test was shown to four experts English Language teachers at different universities as the researcher mentioned them below who assure it is contents, structure and face validity
The test items have been checked by the following experts for deciding the test is valid and reliable:

Prof. Amna Abdalkareem Badri (University of Ahfaad).

Prof.Alkaarib (University of Ahfaad).

Prof. Mahmoud Ali Ahmed (University of Sudan for Science and Technology).

Prof. Nada Seed Ahmed Aljak (University of Sudan for Science and Technology)

3.15 Reliability and the Validity of the Questionnaire

The questionnaire is designed to collect data from (EFL) teachers in Karrari locality about their opinions on effect of short stories in improving narrative writing.

Table (3.4) Shows the correlation coefficient of items on the scale as applied to the population of the current study.

Section (A)	Item	Cornbrash's Alpha	Correlation	Section (B)	Item	Cornbrash's Alpha	Correlation
Teachers have negative attitudes towards using short stories to teach narrative writing.	1	0.699	0.179	Short stories are not used to teach narrative writing at secondary school level due to different reasons.	1	0.922	0.567
	2	0.693	0.195		2	0.892	0.758
	3	0.820	0.102		3	0.989	0.678
	4	0.696	0.404		4	0.709	0.765
	5	0.649	0.252		5	0.958	0.322
	6	0.629	0.190		6	0.997	0.534
	7	0.870	0.213		7	0.909	0.246

Source: Prepared by the researcher by SPSS, 2020

From the above table, it can be seen that the correlation coefficients of all the items are statistically significant at the level of (0.05). Identify the validity for the dimension's scores and the overall score of the scale of Identify the level of The Exploring the Role of Using Short Stories in Improving Narrative Writing at Secondary Schools. The researcher applied Cronbach's alpha and the Spearman-Brown formula to the data of the primary sample. This procedure yielded the results shown in the following table.

Table (3-5) The validity co-efficient

Scale	Validity		
	N-Item	Alpha	R-value
Teachers have negative attitudes towards using short stories to teach narrative writing.	7	0.659	0.812**
Short stories are not used to teach narrative writing at secondary school level due to different reasons.	7	0.729	0.854**
Total Adjustment	14	0.783	0.885**
** sig (0.01)			

Source: Prepared by the researcher by SPSS, 2020

From the above table, it can be seen that the validity co-efficient on the scale of "The Exploring the Role of Using Short Stories in Improving Narrative Writing at Secondary Schools" individuals is more than (0.40), which Emphasizes the suitability of this scale in its final draft to measure the adjustment in the Identify the level Exploring the Role of Using Short Stories in Improving Narrative Writing at Secondary Schools in the present. The questionnaire items have been checked by the following experts for deciding whether the questionnaire is valid and reliable:

Prof. Amna Abdalkareem Badri (University of Ahfaad).

Prof. Alkaarib (University of Ahfaad).

Prof. Mahmoud Ali Ahmed (University of Sudan for Science and Technology).

Prof. Nada Seed Ahmed AL jack (University of Sudan for Science and Technology).

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND
DISCUSSION

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

The chapter deals with the analysis of the data obtained from experimental of the narrative writing composition test for students and the ELT teachers' questionnaire .The data were processed by the computer using the Statistical Package for Social Studies (SPSS).The chapter consists of two sections, the first section shows and analyzes the data obtained from English Language narrative writing test which addressed for students whereas, the second section provides analysis the data of the ELT teachers' questionnaire.

4.1 (Section one) Data Analysis of the Students' test

Before the researchers' application of his technique, a pre-test was given to the two groups on the 2nd of January 2021 to the students so as to certain their identity and determine their understanding ability in narrative writing competence .The test consists of one question writing narrative composition which was administrated to both groups experimental group and the control group, the students individual scores on the this topic, the researcher deals with a precise description of the method and procedures that follow in carrying out this study, and this includes a description of the study community, the method of preparing the tool represented in the pre-test and post-test, the procedures that were taken to ensure its effectiveness and impact, the method followed to apply it, and the statistical treatments by which the data were analyzed. And extract the results.

Table (4.1) The Raw Scores of the Experimental Group on the pre& post-test

No	Pre -Test	post – Test
1	26	45
2	27	44
3	27	42
4	38	41
5	36	40
6	27	40
7	35	40
8	34	39
9	27	39
10	25	39
11	23	36
12	20	35
13	28	35
14	20	34
15	30	34
16	29	34
17	28	34
18	27	33
19	25	32
20	18	31
21	21	30
22	25	29
23	19	27
24	11	25
25	17	28
26	12	20
27	19	23
28	20	22
29	20	23
30	7	15

Resource: the researcher

	Pre – test	Post –test
Average	24.2	32.9
Percentage	%56.7	%83.3

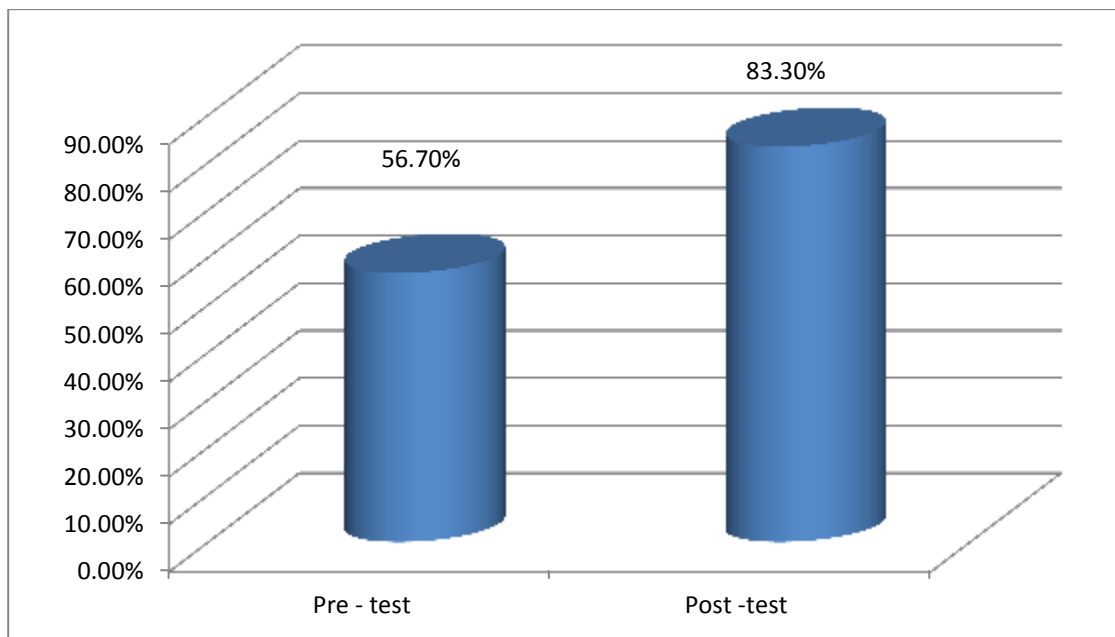


Figure (4.1) The Raw Scores of the Experimental Group on the pre& post-test

Analysis of students pre and post-test in experimental group the figure (4.1) above which has been resulted from 'SPSS' Statistical Package of Social Science explain that respondents were sample study and pointed high percentage in post-test(83.3%) while the low percentage in pre-test (56.3%) so the highest percentage in going to the positive direction of the improvement in the post-test. Also after comparing and analyzing the significant differences between the pre-test and post –test the results with main hypothesis is very clear which indicates the positive progress therefore this indicates that the hypothesis short stories improve narrative writing skill at secondary schools is successfully achieved.

Table (4.2) The Raw Scores of the Control Group on the pre &post-test

No	Pre -Test	post – Test
1	36	37
2	33	32
3	32	30
4	31	31
5	30	29
6	30	33
7	29	29
8	29	27
9	27	29
10	27	27
11	18	26
12	26	26
13	25	25
14	25	25
15	16	16
16	15	15
17	13	13
18	10	10
19	9	7
20	8	5
21	6	5
22	9	9
23	4	4
24	3	3
25	0	0
26	14	12
27	18	18
28	5	4
29	0	3
30	4	4

	Pre - test	Post -test
Average	17.2	17.8
Percentage	45.3%	46.3%

Resource: the researcher

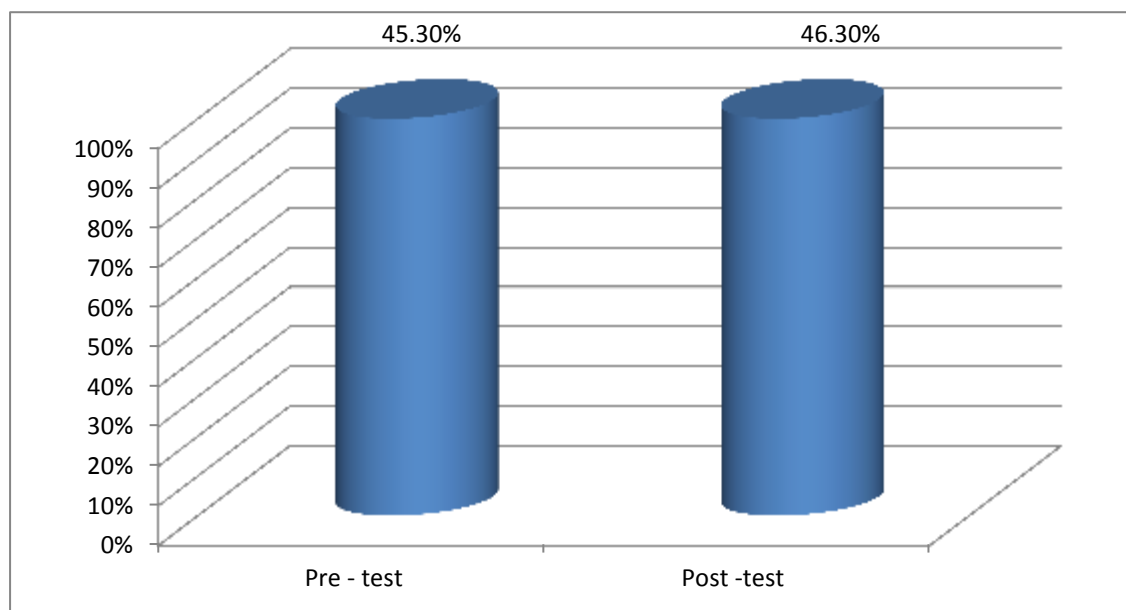


Figure (4.2) The Raw Scores of the Control Group on the pre & post-test

Analysis of students pre- and post -test in control. The figure (4.2) above which has been resulted from the 'SPSS' Statistical Package of Social Science shows that the correlation is significant at (0.00) level after comparing and analyzing the results with the main hypothesis the significant differences between the pre and post- test indicates that there is low or no difference between the degrees and also we note that there is least differences between the percentage of the pretest(45%) and post- test.

Table (4.3) comparison between the means of the (pre-test) and the (post-test). In experimental and control group

Group	Pre-test		Post-test		Different mean	Result
	Mean	SD	Mean	SD		
Experimental group	1.71	0.757	2.45	1.119	0.74	Medium
Control group	2.59	0.797	3.43	0.856	0.84	Medium

Source: Prepared by the researcher by SPSS, 2021

Looking at the table(4.3), we note that results of the(pre- test& post-test) in the Experimental group and the mean (1.71) and SD (0.757), while in post-test mean (2.45) and SD (1.119) There is a difference between the means of an intermediate level.

Looking at the table again, we also note that results of the (pre- & post-test) in Control group, pre-test the mean (2.59) and SD (0.797), while in post-test mean (3.43) and SD (0.856) There is a difference between the means of an intermediate level.

Table (4.4) Comparison between the means of Experimental group and Control group according to questions.

Group	Question	Experimental group		Control Group		Different mean	Result
		Mean	SD	Mean	SD		
Pre-test	Each story has three main parts (an introduction, middle and conclusion).	1.83	0.791	2.50	1.106	0.667	Medium
	Using past tense (past simple, continuous past Perfect)and	1.87	0.776	2.67	0.959	0.800	Medium
	Adverbial of past tense once upon time. last month	1.57	0.728	2.83	0.874	1.267	Very high
	Sequences of actions and events for Paragraphs.	1.70	0.702	2.70	0.837	1.000	High
	Create a problem and solution of the problem	1.63	0.718	2.40	0.814	0.767	Medium
	Using the language of suspense	1.60	0.770	2.43	0.679	0.833	Medium
	Characters – main and others characters	1.83	0.791	2.63	0.669	0.800	Medium
	Setting – place &time of the story which took place	1.97	0.890	2.60	0.675	0.633	Medium
	Vocabulary & structure and clarity	1.63	0.669	2.60	0.675	0.967	High
	Punctuation marks. spelling and grammatical mistakes	1.50	0.731	2.50	0.682	1.000	High
Post-test	Each story has three main parts (an introduction – middle and conclusion).	2.27	1.112	4.00	0.743	1.73	Very high
	Using past tense (past simple continuous –past Perfect)	2.33	1.124	3.93	0.785	1.60	Very high
	Adverbial of past tense once upon time.(last month ,,year,, yesterday	2.30	1.149	3.83	0.834	1.53	Very high
	Sequences of actions and events (Paragraphs)	2.47	1.137	3.77	0.858	1.30	Very high
	Create a problem – solution of the problem	2.70	1.055	3.73	0.828	1.03	Very high

Using the language of suspense	2.60	1.102	3.57	0.679	0.97	High
Characters – main and others characters	2.43	1.073	3.33	0.661	0.90	High
Setting – place & time of the story which took place	2.53	1.224	3.07	0.907	0.53	Weak
Vocabulary & structure and clarity	2.47	1.074	2.90	0.960	0.43	Weak
Punctuation marks. spellings and grammatical	2.43	1.135	3.17	1.315	0.73	Medium

Source: Prepared by the researcher by SPSS, 2021

Looking at the table (4.4) above, we note that the results of the means of experimental group in question one (each story has three main parts, introduction, middle and conclusion). Is(1.83) and SD (0.791), while the mean of the control group in the same question is (2.50) and SD (1.106).according to this ,there is a great difference between the means of an intermediate level of the two groups and so on, also there is difference in the rest of the other questions from q2 to q10.

Table (4.5) Experimental group Pre- Test

Pre-Test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	12	40.0	40.0	40.0
	50% to less than 60%	11	36.7	36.7	76.7
	60% to less than 70%	4	13.3	13.3	90.0
	70% to less than 80%	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

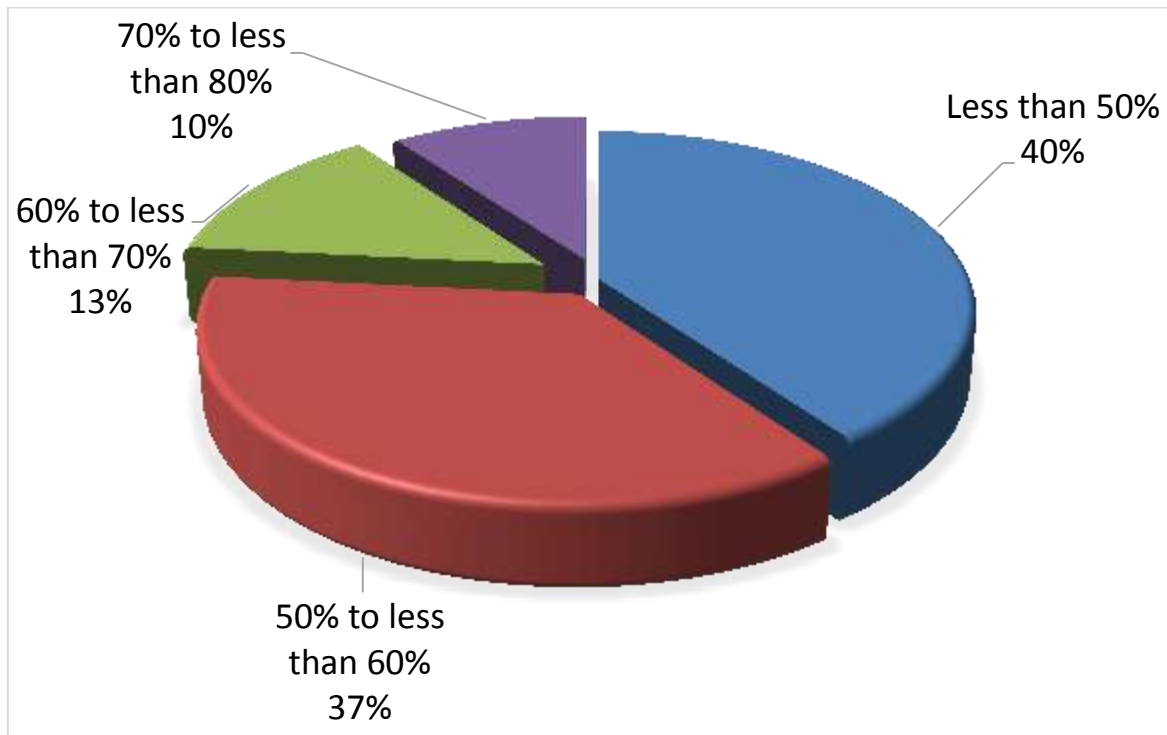


Figure (4.3) Experimental group Pre- Test

Table (4.6) Each story has three main parts (an introduction – middle Conclusion (Pre-Test Experimental group)

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 50%	7	23.3	23.3	23.3
50% to less than 60%	8	26.7	26.7	50.0
60% to less than 70%	8	26.7	26.7	76.7
70% to less than 80%	7	23.3	23.3	100.0
Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure above, we note that the results of the Each story has three main parts (an introduction – middle Conclusions) .(Pre-Test Experimental group)than 50% or more (7) a ratio 23.3% , and 50% to less than 60% (8) a ratio 26.7% , 60%to Less than70% (8) a ratio 26.7% , 70%to Less than80%(7) a ratio 23%

With the reference to the table and the figure above they show us that the performance of the experimental group in the pre-test before the researcher applies his technique of teaching short stories is weak and not good.

Table (4.7) Using past tense (past simple, continuous and past Perfect).

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 50%	4	13.3	13.3	13.3
50% to less than 60%	8	26.7	26.7	40.0
60% to less than 70%	12	40.0	40.0	80.0
70% to less than 80%	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test Using past tense (past simple, continuous and past Perfect).

Than 50% or more (4) a ratio 13% , and 50% to less than 60% (8) a ratio 26.7% , 60%to Less than70% (12) a ratio 40.0% , 70%to Less than80%(6) a ratio 20%

With the reference to the table and the figure above they show that the performance of the experimental group in the pre-test before the researcher applies his technique of teaching short stories is weak and not good.

Table (4.8) Adverbial of past tense (once upon time, last month ,year ...1980..yesterday)

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 50%	3	10.0	10.0	10.0
50% to less than 60%	5	16.7	16.7	26.7
60% to less than 70%	16	53.3	53.3	80.0
70% to less than 80%	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Adverbial of past tense (once upon time. last month, year ...1980...yesterday)**

Than 50% or more (3) a ratio 10%, and 50% to less than 60% (5) a ratio 16.7%, 60%to Less than70% (5) a ratio 53.3% , 70%to Less than80%(6) a ratio 20%.

With the reference to the table and the figure above they show that the performance of the experimental group in the pre-test before the researcher applies his technique of teaching short stories is weak and not good.

Table (4.9) Sequences of actions and events for each Paragraph.

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 50%	3	10.0	10.0	10.0
50% to less than 60%	7	23.3	23.3	33.3
60% to less than 70%	16	53.3	53.3	86.7
70% to less than 80%	4	13.3	13.3	100.0
Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Sequences of actions and events for each Paragraph.**

Than 50% or more (3) a ratio 10% , and 50% to less than 60% (7) a ratio 23.3% , 60%to Less than70% (16) a ratio 53.3% , 70%to Less than80%(4) a ratio 13.3%

With the reference to the table and the figure above they show that the performance of the experimental group in the pre-test before the researcher applies his technique of teaching short stories is weak and not good.

Table (4.10) Create a problem and solution of the problem.

Less than 50%	2	6.7	6.7	6.7
50% to less than 60%	18	60.0	60.0	66.7
60% to less than 70%	6	20.0	20.0	86.7
70% to less than 80%	4	13.3	13.3	100.0
Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Crate a problem and solution of the problem.**

Than 50% or more (2) a ratio 6.7%, and 50% to less than 60% (18) a ratio 60.0%, 60%to Less than70% (6) a ratio 20.0%, 70%to Less than80 %(4) a ratio 13.3%

With the reference to the table and the figure above they show that the performance of the experimental group in the pre-test before the researcher applies his technique of teaching short stories is weak and not good..

Table (4.11) Using the language of suspense.

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 50%	1	3.3	3.3	3.3
50% to less than 60%	17	56.7	56.7	60.0
60% to less than 70%	10	33.3	33.3	93.3
70% to less than 80%	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Using the language of suspense.**

Than 50% or more (1) a ratio 3.3%, and 50% to less than 60% (17) a ratio 56.7%, 60%to Less than70% (10) a ratio 33.3%, 70%to Less than80 %(2) a ratio 6.7%

With the reference to the table and the figure above they show that the performance of the experimental group in the pre-test before the researcher applies his technique of teaching short stories is weak and not good.

Table (4.12) Characters – main and others characters .

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 50%	2	6.7	6.7	6.7
50% to less than 60%	8	26.7	26.7	33.3
60% to less than 70%	19	63.3	63.3	96.7
70% to less than 80%	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre -test **Characters – main and others characters.**

Than 50% or more (2) a ratio 6.7%, and 50% to less than 60% (8) a ratio 26.7%, 60%to Less than70% (19) a ratio 63.3%, 70%to Less than80 %(1) a ratio 3.3%

With the reference to the table and the figure above they show that the performance of the experimental group in the pre-test before the researcher applies his technique of teaching short stories is weak and not good

Table (4.13) Setting – place &time where and when the actions of the story which took place

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 50%	2	6.7	6.7	6.7
50% to less than 60%	9	30.0	30.0	36.7
60% to less than 70%	18	60.0	60.0	96.7-
70% to less than 80%	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Setting – place &time where and when the actions of the story which took place.**

Less than 50% or more (2) a ratio 6.7%, and 50% to less than 60% (9) a ratio 30.0%, 60%to Less than70% (18) a ratio 60.0%, 70%to Less than80 %(1) a ratio 3.3% With the reference to the table and the figure above they show that the performance of the experimental group in the pre-test before the researcher applies his technique of teaching short stories is weak and not good

Table (4.14) Vocabulary &structure and clarity.

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 50%	2	6.7	6.7	6.7
50% to less than 60%	9	30.0	30.0	36.7
60% to less than 70%	18	60.0	60.0	96.7
70% to less than 80%	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Vocabulary &structure and clarity.**

Than 50% or more (2) a ratio 6.7%, and 50% to less than 60% (9) a ratio 30.0%, 60%to Less than70% (18) a ratio 60.0%, 70%to Less than80 %(1) a ratio 3.3%

With the reference to the table and the figure above they show that the performance of the experimental group in the pre-test before the researcher applies his technique of teaching short stories is weak and not good.

Table (4.15) Punctuation marks. Spelling and grammatical mistakes..

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	3	10.0	10.0	10.0
	50% to less than 60%	9	30.0	30.0	40.0
	60% to less than 70%	18	60.0	60.0	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pretest **Punctuation marks. Spelling and grammatical mistakes.**

Than 50% or more (3) a ratio 10.0% , and 50% to less than 60% (9) a ratio 30.0% , 60%to Less than70% (18) a ratio 60.0%

With the reference to the table and the figure above they show that the performance of the experimental group in the pre-test before the researcher applies his technique of teaching short stories is weak and not good.

Table (4.16) Experimental group Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	1	3.3	3.3	3.3
	50% to less than 60%	7	23.3	23.3	26.7
	60% to less than 70%	9	30.0	30.0	56.7
	70% to less than 80%	5	16.7	16.7	73.3
	80% to less 90%	6	20.0	20.0	93.3
	90% or more	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

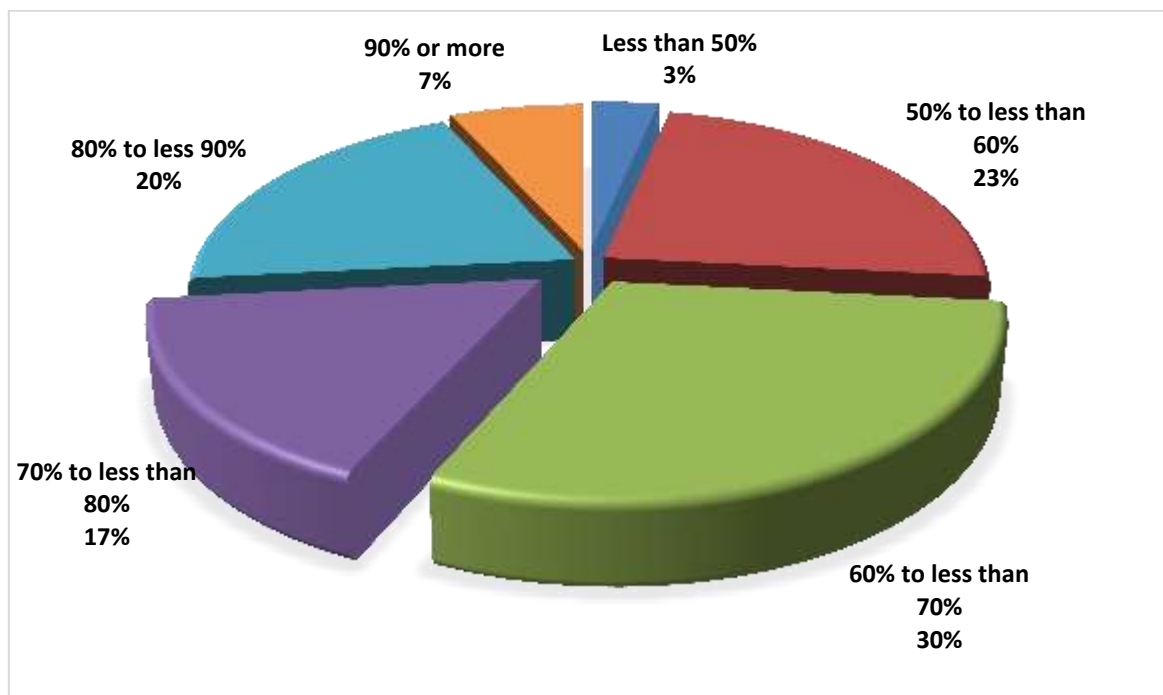


Figure (4.4) Experimental group Post-Test

Table (4-17) Each story has three main parts (an introduction, middle and Conclusion.

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 50%	1	3.3	3.3	3.3
60% to less than 70%	2	6.7	6.7	10.0
70% to less than 80%	22	73.3	73.3	83.3
80% to less 90%	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Each story has three main parts (an introduction – middle Conclusion(Post-Test Experimental group)** than 50% or more (1) a ratio 3.3% , and 60% to less than 70% (2) a ratio 6.7% , 80%to Less than90% (5) a ratio16.7%

With the reference to the table and the figure above they show that the performance of the experimental group in the post-test after the researcher applied of his technique of teaching short stories is very good and better and it's improved compared with their performance in the pre –test. The researcher concluded that his strategy has been helpful and our students' knowledge has been improved. ..

Table (4-18) Using past tense (past simple, continuous and past Perfect.

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 50%	1	3.3	3.3	3.3
60% to less than 70%	4	13.3	13.3	16.7
70% to less than 80%	20	66.7	66.7	83.3
80% to less 90%	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre –test.

Using past tense (past simple, continuous and past Perfect.

than 50% or more (1) a ratio 3.3% , and 50% to less than 60% (2) a ratio 13.3% , 60%to Less than70% (20) a ratio 66.7% , 70%to Less than80%(5) a ratio 16.7%,80% to Less than90% (5) a ratio 16.7%

With the reference to the table and the figure above they show that the performance of the experimental group in the post-test after the researcher applied of his technique of teaching short stories is very good and better and it's improved compared with their performance in the pre –test. The researcher concluded that his strategy has been helpful and our students' knowledge has been improved.

Table (4-19) Adverbial of past tense once upon time, last month, year ...1980...yesterday.

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 50%	1	3.3	3.3	3.3
60% to less than 70%	7	23.3	23.3	26.7
70% to less than 80%	17	56.7	56.7	83.3
80% to less 90%	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pretest

Adverbial of past tense once upon time. Last month, year...1980...yesterday.

Than 50% or more (1) a ratio 3.3%, 60%to Less than70% (7) a ratio 23.3%, 70%to Less than80%(17) a ratio 56.7%,80% to Less than90% (5) a ratio 16.7%

With the reference to the table and the figure above they show that the performance of the experimental group in the post-test after the researcher applied of his technique of teaching short stories is very good and better and it's improved compared with their performance in the pre –test. The researcher concluded that his strategy has been helpful and our students' knowledge has been improved.

Table (4-20) Sequences of actions and events for each Paragraph

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 50%	1	3.3	3.3	3.3
60% to less than 70%	9	30.0	30.0	33.3
70% to less than 80%	15	50.0	50.0	83.3
80% to less 90%	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Sequences of actions and events for each Paragraph.**

than 50% or more (1) a ratio 3.3% , , 60%to Less than70% (9) a ratio 30.0%, 70%to Less than80%(15) a ratio 50.0%,80% to Less than90% (5) a ratio 16.7%.

With the reference to the table and the figure above they show that the performance of the experimental group in the post-test after the researcher applied of his technique of teaching short stories is very good and better and it's improved compared with their performance in the pre –test. The researcher concluded that his strategy has been helpful and our students' knowledge has been improved.

Table (4-21) Create a problem and solution of the problem

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 50%	1	3.3	3.3	3.3
60% to less than 70%	9	30.0	30.0	33.3
70% to less than 80%	16	53.3	53.3	86.7
80% to less 90%	4	13.3	13.3	100.0
Total	30	100.0	100.0	

.3%,80% to Less than90% (4) a3.3%.

With the reference to the table and the figure above they show that the performance of the experimental group in the post-test after the researcher applied of his technique of teaching short stories is very good and better and it's improved compared with their performance in the pre –test. The researcher concluded that his strategy has been helpful and our students' knowledge has been improved.

Table (4.22) Using the language of suspense

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 50%	1	3.3	3.3	3.3
60% to less than 70%	10	33.3	33.3	36.7
70% to less than 80%	19	63.3	63.3	100.0
Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test

Using the language of suspense.

Than 50% or more (1) a ratio 3.3%, 60%to Less than70% (10) a ratio 33.3%, 70%to Less than80 %(19) a ratio 63.3%,80% to Less than90% (19) a ratio 63.3%.

With the reference to the table and the figure above they show that the performance of the experimental group in the post-test after the researcher applied of his technique of teaching short stories is very good and better and its improved compared with their performance in the pre–test. The researcher concluded that his strategy has been helpful and our students' knowledge has been improved.

Table. (4.23)Characters, main and others characters

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 50%	1	3.3	3.3	3.3
60% to less than 70%	17	56.7	56.7	60.0
70% to less than 80%	12	40.0	40.0	100.0
Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pretest

Characters – main and others characters

Than 50% or more (1) a ratio 3.3% , , 60%to Less than70% (17) a ratio 56.7% , 70%to Less than80%(12) a ratio 40.0%,

With the reference to the table and the figure above they show that the performance of the experimental group in the post-test after the researcher applied of his technique of teaching short stories is very good and better and it's improved compared with their performance in the pre –test. The researcher concluded that his strategy has been helpful and our students' knowledge has been improved.

Table (4.24) Setting (place &time where and when the actions of the story which took place)

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 50%	1	3.3	3.3	3.3
50% to less than 60%	7	23.3	23.3	26.7
60% to less than 70%	12	40.0	40.0	66.7
70% to less than 80%	9	30.0	30.0	96.7
80% to less 90%	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pretest **Setting – place &time where and when the actions of the story which took place.**

.than 50% or more (1) a ratio 3.3% , and 50% to less than 60% (7) a ratio 23.3% ,and Less than 60%to Less than70% (12) a ratio 40.0% , 70%to Less than80% or more (9) a ratio 30.0%80%to Less than90% or more (1) a ratio 3.3%.

With the reference to the table and the figure above they show that the performance of the experimental group in the post-test after the researcher applied of his technique of teaching short stories is very good and better and it's improved compared with their performance in the pre –test. The researcher concluded that his strategy has been helpful and our students' knowledge has been improved.

Table (4.25) Vocabulary &structure and clarity.

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 50%	2	6.7	6.7	6.7
50% to less than 60%	9	30.0	30.0	36.7
60% to less than 70%	9	30.0	30.0	66.7
70% to less than 80%	10	33.3	33.3	100.0
Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Vocabulary &structure and clarity**

.than 50% or more (2) a ratio 6.7% , , 50%to Less than60% (9) a ratio 30.0% , 60%to Less than70%(9) a ratio 30.0%,70% to Less than80% (10) a ratio 33.3%

With the reference to the table and the figure above they show that the performance of the experimental group in the post-test after the researcher applied of his technique of teaching short stories is very good and better and it's improved compared with their performance in the pre –test. The researcher concluded that his strategy has been helpful and our students' knowledge has been improved.

Table (4.26) Punctuation marks. Spelling and grammatical mistakes

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 50%	15	50.0	50.0	50.0
50% to less than 60%	2	6.7	6.7	56.7
60% to less than 70%	7	23.3	23.3	80.0
70% to less than 80%	5	16.7	16.7	96.7
80% to less 90%	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Punctuation marks. spelling and grammatical mistakes..**

than 50% or more (15) a ratio 50.0% , and 50% to less than 60% (2) a ratio 6.7% ,and Less than 60%to Less than70% (7) a ratio 23.3% , 70%to Less than80% or more (5) a ratio 16.7%80%to Less than90% or more (1) a ratio 3.3%

With the reference to the table and the figure above they show that the performance of the experimental group in the post-test after the researcher applied of his technique of teaching short stories is very good and better and it's improved compared with their performance in the pre –test. The researcher concluded that his strategy has been helpful and our students' knowledge has been improved.

Table (4.27) Control group :Pre-Test

Pre-Test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	17	56.7	56.7	56.7
	50% to less than 60%	11	36.7	36.7	93.3
	60% to less than 70%	1	3.3	3.3	96.7
	70% to less than 80%	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

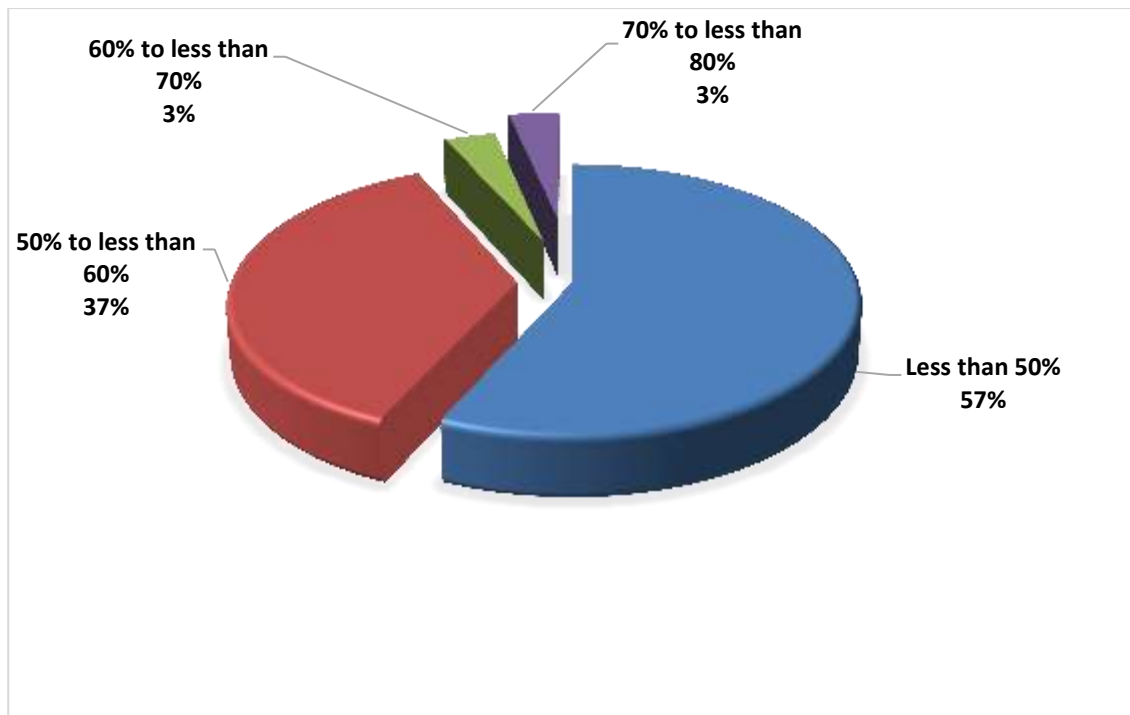


Figure (4.5) Control group :Pre-Test

Table. (4.28)Each story has three main parts (an introduction, middle and Conclusion.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	12	40.0	40.0	40.0
	50% to less than 60%	11	36.7	36.7	76.7
	60% to less than 70%	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Each story has three main parts (an introduction, middle and Conclusion.**

Than 50% or more (12) a ratio 40.0%, and 50% to less than 60% (11) a ratio 36.7% ,and Less than 60%to Less than70% (7) a ratio 23.3% With the reference to the table and the figure above they show that the performance of the control group in the pre-test s is weak and not good..

Table (4.29) Using past tense (past simple, continuous and past Perfect).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	11	36.7	36.7	36.7
	50% to less than 60%	12	40.0	40.0	76.7
	60% to less than 70%	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Using past tense (past simple, continuous sand past Perfect..**

than 50% or more (11) a ratio 36.7% , and 50% to less than 60% (12) a ratio 40.0% ,and Less than 60%to Less than70% (7) a ratio 23.3%

With the reference to the table and the figure above they show that the performance of the control group in the pre-test s is weak and not good..

Table (4.30) Adverbial of past tense (once upon time. last month, year ...1980...yesterday. Ago).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	17	56.7	56.7	56.7
	50% to less than 60%	9	30.0	30.0	86.7
	60% to less than 70%	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Adverbial of past tense (once upon time. last month, year .1980...yesterday. Ago.**

Than 50% or more (17) a ratio 56.7%, and 50% to less than 60% (9) a ratio 30.0%, and Less than 60%to Less than70% (4) a ratio 13.3%

With the reference to the table and the figure above they show that the performance of the control group in the pre-test s is weak and not good.

Table (4.31) Sequences of actions and events for each Paragraph.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	13	43.3	43.3	43.3
	50% to less than 60%	13	43.3	43.3	86.7
	60% to less than 70%	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Sequences of actions and events for each Paragraph.**

Than 50% or more (13) a ratio 43.3%, and 50% to less than 60% (13) a ratio 43.3%, and Less than 60%to Less than70% (4) a ratio 13.3%

With the reference to the table and the figure above they show that the performance of the control group in the pre-test s is weak and not good

Table (4.32) Create a problem and solution of the problem

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	15	50.0	50.0	50.0
	50% to less than 60%	11	36.7	36.7	86.7
	60% to less than 70%	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test

Create a problem and solution of the problem

Than 50% or more (15) a ratio 50.0%, and 50% to less than 60% (11) a ratio 36.7% ,and Less than 60%to Less than70% (4) a ratio 13.3%

With the reference to the table and the figure above they show that the performance of the control group in the pre-test s is weak and not good.

Table.(4.33) Using the language of suspense

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	17	56.7	56.7	56.7
	50% to less than 60%	8	26.7	26.7	83.3
	60% to less than 70%	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test

Using the language of suspense

Than 50% or more (17) a ratio 56.7%, and 50% to less than 60% (8) a ratio 26.7%, and Less than 60%to Less than70% (5) a ratio 16.7%

With the reference to the table and the figure above they show that the performance of the control group in the pre-test s is weak and not good.

Table (4.34) Characters, main and others characters

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	12	40.0	40.0	40.0
	50% to less than 60%	11	36.7	36.7	76.7
	60% to less than 70%	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test

Characters – main and others characters

Than 50% or more (12) a ratio 40.0%, and 50% to less than 60% (11) a ratio 36.7%, and Less than 60% to Less than 70% (7) a ratio 23.3%

With the reference to the table and the figure above they show that the performance of the control group in the pre-test s is weak and not good.

Table (4.35) Setting – place &time where when the actions of the story which took place

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	12	40.0	40.0	40.0
	50% to less than 60%	7	23.3	23.3	63.3
	60% to less than 70%	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test
Setting – place &time where when the actions of the story which took place.

Than 50% or more (12) a ratio 40.0% , and 50% to less than 60% (7) a ratio 23.7% ,and Less than 60% to Less than 70% (11) a ratio 36.7%

With the reference to the table and the figure above they show that the performance of the control group in the pre-test s is weak and not good.

Table (4.36) Vocabulary & structure and clarity.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	14	46.7	46.7	46.7
	50% to less than 60%	13	43.3	43.3	90.0
	60% to less than 70%	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Vocabulary & structure and clarity.**

Than 50% or more (14) a ratio 46.7%, and 50% to less than 60% (13) a ratio 43.3%, and Less than 60%to Less than70% (3) a ratio 10.0%

With the reference to the table and the figure above they show that the performance of the control group in the pre-test s is weak and not good.

Table (4.37) Punctuation marks: spelling and grammatical mistakes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	19	63.3	63.3	63.3
	50% to less than 60%	7	23.3	23.3	86.7
	60% to less than 70%	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Punctuation marks. Spelling and grammatical mistakes**

Than 50% or more (19) a ratio 63.3%, and 50% to less than 60% (7) a ratio 23.3%, and Less than 60%to Less than70% (4) a ratio 13.3%

With the reference to the table and the figure above they show that the performance of the control group in the pre-test s is weak and not good.

Table(4.38)Control group Post-Test

Post-Test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	18	60.0	60.0	60.0
	50% to less than 60%	8	26.7	26.7	86.7
	60% to less than 70%	3	10.0	10.0	96.7
	70% to less than 80%	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

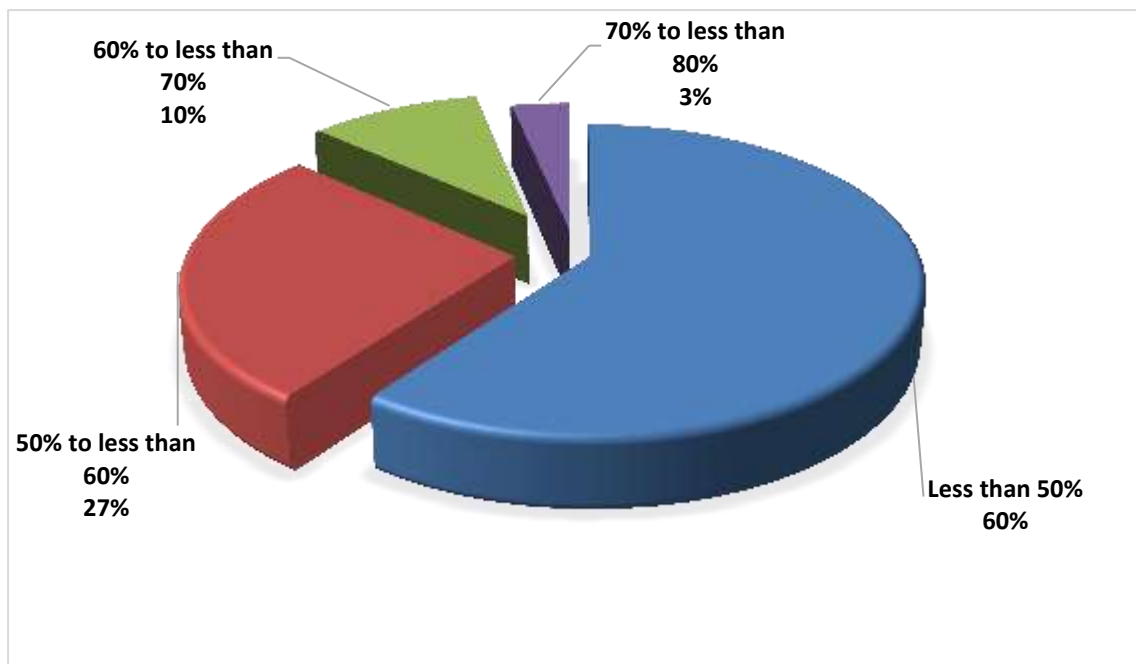


Figure (4.6) Control group Post-Test

Table (4.39) Each story has three main parts (an introduction, middle and Conclusion.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	11	36.7	36.7	36.7
	50% to less than 60%	4	13.3	13.3	50.0
	60% to less than 70%	11	36.7	36.7	86.7
	70% to less than 80%	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Each story has three main parts (an introduction, middle and Conclusion.**

Than 50% or more (11) a ratio 36.7%, and 50% to less than 60% (4) a ratio 13.3% ,and Less than 60%to Less than70% (11) a ratio 36.7% , and Less than 70%to Less than80% (4) a ratio 13.3% ,With the reference to the table and the figure above they show that the performance of the control group in the post-test does not changed from their performance in the pre-test because the researcher did not apply his treatment with control group they neglect them and he used traditional approach with them.

Table (4.40) Using past tense (past simple, continuous and past Perfect.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	10	33.3	33.3	33.3
	50% to less than 60%	5	16.7	16.7	50.0
	60% to less than 70%	10	33.3	33.3	83.3
	70% to less than 80%	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Using past tense (past simple, continuous and past Perfect.**

than 50% or more (10) a ratio 33.3% , and 50% to less than 60% (5) a ratio 16.7% ,and Less than 60%to Less than70% (10) a ratio 33.3% , and Less than 70%to Less than80% (5) a ratio 16.7% , With the reference to the table and the figure above they show that the performance of the control group in the post-test does not changed from their performance in the pre-test because the researcher did not apply his treatment with control group they neglect them and he used traditional approach with them.

Table (4.41) Adverbial of past tense (once upon time. last month, year, 1980, yesterday, ago.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	11	36.7	36.7	36.7
	50% to less than 60%	4	13.3	13.3	50.0
	60% to less than 70%	10	33.3	33.3	83.3
	70% to less than 80%	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Adverbial of past tense (once upon time. last month, year, 1980. yesterday... ago.**

Than 50% or more (11) a ratio 36.7%, and 50% to less than 60% (4) a ratio 13.3%, and Less than 60%to Less than70% (10) a ratio 33.3%, and Less than 70%to Less than80% (5) a ratio 16.7%,With the reference to the table and the figure above they show that the performance of the control group in the post-test does not changed from their performance in the pre-test because the researcher did not apply his treatment with control group they neglect them and he used traditional approach with them.

Table (4.42) Sequences of actions and events for each Paragraph.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	9	30.0	30.0	30.0
	50% to less than 60%	4	13.3	13.3	43.3
	60% to less than 70%	11	36.7	36.7	80.0
	70% to less than 80%	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Sequences of actions and events for each Paragraph.**

Than 50% or more (9) a ratio 30.0%, and 50% to less than 60% (4) a ratio 13.3% ,and Less than 60%to Less than70% (11) a ratio 36.7% , and Less than 70%to Less than80% (6) a ratio 20.0% ,

With the reference to the table and the figure above they show that the performance of the control group in the post-test does not changed from their performance in the pre-test because the researcher did not apply his treatment with control group they neglect them and he used traditional approach with them

Table (4.43) Create a problem and solution of the problem.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	6	20.0	20.0	20.0
	50% to less than 60%	4	13.3	13.3	33.3
	60% to less than 70%	13	43.3	43.3	76.7
	70% to less than 80%	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pretest **Crate a problem and solution of the problem.**

Than 50% or more (6) a ratio 20.0% , and 50% to less than 60% (4) a ratio 13.3% ,and Less than 60%to Less than70% (13) a ratio 43.3% , and Less than 70%to Less than80% (7) a ratio 23.3% ,

With the reference to the table and the figure above they show that the performance of the control group in the post-test does not change from their performance in the pre-test because the researcher did not apply his treatment with control group they neglect them and he used traditional approach with them.

Table (4.44) Using the language of suspense.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	6	20.0	20.0	20.0
	50% to less than 60%	8	26.7	26.7	46.7
	60% to less than 70%	8	26.7	26.7	73.3
	70% to less than 80%	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Using the language of suspense.**

than50% or more (6) a ratio 20.0%, and 50% to less than 60% (8) a ratio 26.7%, and Less than 60%to Less than70% (8) a ratio 26.7% , and Less than 70%to Less than80% (8) a ratio 23.7% ,With the reference to the table and the figure above they show that the performance of the control group in the post-test does not change from their performance in the pre-test because the researcher did not apply his treatment with control group they neglect them and he used traditional approach with them

Table (4.45) Characters – main and others characters.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	7	23.3	23.3	23.3
	50% to less than 60%	9	30.0	30.0	53.3
	60% to less than 70%	8	26.7	26.7	80.0
	70% to less than 80%	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test

Characters – main and others characters.

.than50% or more (6) a ratio 20.0% , and 50% to less than 60% (8) a ratio 26.7% ,and Less than 60%to Less than70% (8) a ratio 26.7% , and Less than 70%to Less than80% (8) a ratio 23.7% , With the reference to the table and the figure above they show that the performance of the control group in the post-test does not change from their performance in the pre-test because the researcher did not apply his treatment with control group they neglect them and he used traditional method.

Table (4.46) Setting: place &time where and when the actions of the story which took place.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	9	30.0	30.0	30.0
	50% to less than 60%	5	16.7	16.7	46.7
	60% to less than 70%	7	23.3	23.3	70.0
	70% to less than 80%	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test Setting – place &time where and when the actions of the story which took place.

Than 50% or more (9) a ratio 30.0% , and 50% to less than 60% (5) a ratio 16.7% ,and Less than 60%to Less than70% (7) a ratio 23.7% , and Less than 70%to Less than80% (9) a ratio 30.7% ,

With the reference to the table and the figure above they show that the performance of the control group in the post-test does not change from their performance in the pre-test because the researcher did not apply his treatment with control group they neglect them and used traditional method.

Table (4.47) Vocabulary & structure and clarity.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	7	23.3	23.3	23.3
	50% to less than 60%	8	26.7	26.7	50.0
	60% to less than 70%	9	30.0	30.0	80.0
	70% to less than 80%	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Vocabulary & structure and clarity.**

than 50% or more (7) a ratio 23.3% , and 50% to less than 60% (8) a ratio 26.7% ,and Less than 60%to Less than70% (9) a ratio 30.0% , and Less than 70%to Less than80% (6) a ratio 20.0% ,With the reference to the table and the figure above they show that the performance of the control group in the post-test does not change from their performance in the pre-test because the researcher did not apply his treatment with control group they neglect them and he used traditional method. With group

Table (4.48) Punctuation marks. Spelling and grammatical mistakes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	8	26.7	26.7	26.7
	50% to less than 60%	8	26.7	26.7	53.3
	60% to less than 70%	7	23.3	23.3	76.7
	70% to less than 80%	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Source: Prepared by the researcher by SPSS, 2021

Looking at the table and the figure, we note that the results of the pre-test **Punctuation marks. spelling and grammatical mistakes.**

than 50% or more (8) a ratio 26.7% , and 50% to less than 60% (8) a ratio 26.7% ,and Less than 60%to Less than70% (7) a ratio23.3% , and Less than 70%to Less than80% (7) a ratio 23.3% .

With the reference to the table and the figure above they show that the performance of the control group in the post-test does not change from their performance in the pre-test because the researcher did not apply his treatment with control group they neglect them and used traditional method.

4.1.7 Hypotheses No (1) Short stories develop narrative writing skills at secondary school

Table (4.-49) Hypotheses No (1) Short stories develop narrative writing skills at secondary school

Item	Mean	Std. Deviation	Chi-Square	Df	Sig.
Each story has three main parts (an introduction, middle and conclusion.	2.65	1.106	.133 ^a	3	0.009
Using past tense (past simple, continuous and past Perfect)	2.70	0.959	4.667 ^a	3	0.002
Adverbial of past tense once upon time,, last ,month	2.63	0.874	13.467 ^a	3	0.004
Sequences of actions and events for each Paragraph.	2.66	0.837	14.000 ^a	2	0.003
Create a problem, solution of the problem.	2.62	0.814	20.667 ^a	3	0.000
Using the language of suspense	2.55	0.679	22.533 ^a	3	0.000
Characters – main and others characters	2.56	0.669	27.333 ^a	3	0.000
Setting – place &time of the story which took place	2.54	0.675	24.667 ^a	3	0.000
Vocabulary& structure and clarity.	2.40	0.675	24.667 ^a	3	0.000
Punctuation marks. Spelling and grammatical mistakes.	2.40	0.682	11.400 ^b	2	0.003

Source: Prepared by the researcher by SPSS, 2020

Null hypothesis: Short stories develop narrative writing skills at secondary school

Alternative hypothesis: Short stories do not develop narrative writing skill at secondary school

It is clear from the above table(7-1) that the values of chi-square test, all values probability, are smaller than 0.05, so we accept the null hypothesis "Short stories develop narrative writing skill at secondary school" and reject the alternative hypothesis, ". Short stories do not develop narrative writing skill at secondary school"

4.2 Description of the questionnaire

The questionnaire contains two main sections:

Section I: It includes the personal data of the study sample individuals, as it contains: gender, age, current work, academic qualification, years of teaching experience.

Section II: This section contains (14) phrases, which are analyzed according to the Fifth Likert Scale which consists of five levels (strongly agree, agree, not sure, disagree, strongly disagree) and these phrases were distributed on the two study axes as follows :

1. The first hypothesis includes (7) phrases.
2. The second hypothesis includes (7) phrases.

Table (4.50) Fifth Likert Scale

Strongly agree	Agree	Not sure	Strongly disagree	Disagree
1	2	3	4	5

4.2.1 Study community of questionnaire:

Table (4.51) The study community consists of a number of university teachers.

No.	Statement	Response
1	Total questionnaires distributed to respondents	20
2	Total returned questionnaires	20
3	Questionnaires not retrieved	0
4	Total questionnaires used	20
5	Response rate	100%

Source :Prepared by the researcher from the field study data, 2020

The researcher was keen on the diversity of the viewing units and this diversity in the characteristics of the respondents related to their opinions.

The researcher was keen on the diversity of the viewing units, and this diversity in the characteristics of the respondents related to their opinions.

4.2.2 Stability and validity of the study tool

A- Statistical stability and validity

The stability of the test is intended to give the scale the same results if it is used more than once under similar circumstances, and the stability also means that if a test is applied to a group of individuals and the scores of each of them are monitored then the same test is applied again to the same group and the same degrees are obtained The test is completely consistent.

Stability is also defined as the degree of accuracy and consistency of the measurements obtained, which the test measures. Among the most used methods for estimating the stability of the measurement are:

- 1- Halftone division method using the Spearman-Brown equation.
- 2- The Alpha-Cronbach equation.
- 3- How to re-apply the test.
- 4- Equivalent method.

4- Gutman's equation.

As for validity, it is a measure that is used to find out the degree of validity of the respondents through their answers on a specific scale, and validity is calculated in many ways that are easier, as it represents the square islands of the coefficient of stability.

The value of both honesty and consistency ranges between zero and the correct one, and measuring the honesty knows the validity of the tool to measure what was set for it.

The researcher used the alpha coefficient method to test the stability of the answers to the questionnaire paragraphs, as this parameter measures the internal stability of the questionnaire paragraphs and its ability to give consistent results to the respondents 'responses to the questionnaire paragraphs. The value of the alpha coefficient ranges between (0 - 100%) and is statistically acceptable if it exceeds 60 % Then the tool is stable and we can generalize the results.

The researcher has chosen a random sample from the total sample size in order to test the stability and reliability scale, and the following table shows the reliability test for the study hypotheses:

4. 2.3 Validity and Reliability Co-efficient of Samples

Table (4.52) Alfa Kornbach co-efficient for stability of all questionnaire expressions

	Number	Percent
Samples	20	100%
Total	20	100%

Source :Prepared by the researcher from the field study data, 2020

Table (4.53) Alpha Kornbach coefficient

Number of questions	Alfa Kornbach
14	.803

Source :Prepared by the researcher from the field study data, 2020

The researcher notes through the above table that the validity of the questionnaire (803.), that is, at a rate of 80%, and this means that the questionnaire has a high stability factor, and this is what achieves the purposes of the research and makes the statistical analysis acceptable.

4.2.4 The statistical methods used in questionnaire

The SPSS program (Statistical Package for Social Sciences) was used to statistically process the data, and the statistical methods used in analyzing the data are:

A - Alpha Cranach factor for the validity and reliability test of the questionnaire questions used in data collection.

B - Repetitions and percentages to describe the study members and determine the proportions of their answers to the questionnaire phrases.

C - The mean is used to describe the data, i.e. to describe the direction of the respondents towards the phrase, is it negative or positive for the phrase? If the actual mean is greater than the hypothetical mean (3), this means that the direction of the respondents' answers is positive for the phrase, meaning the approval of the phrase.

D - The standard deviation to indicate the efficiency of the arithmetic mean in the representation of the data center.

E- Degrees of freedom, which are the options that were answered by the respondents minus one and are used in reading the tabular values of the specified test.

F- Chi square test to measure the extent to which the observed frequencies are approaching or away from the expected frequencies, i.e. the difference between the obtained frequencies and the expected frequencies.

We get a square test like any according to the following equation:

$$x^2 = \sum_{i=1}^n \frac{(O_i - E)^2}{E_i}$$

O_i // Obtained viewing iterations

E_i // Expected frequencies from the study

$\sum_{i=1}^n$ // Sum x^2 : represents the Chi square and is called x squared.

n // Number of individuals in the sample

i // 1,2,3,4,5

The probabilistic value determines whether there are statistically significant differences between the expected frequencies and the observed frequencies, by comparing the probability value with a significant level (5%), and if it is less than (5%), this indicates that there are differences between the observed frequencies and the expected frequencies.

$$\text{Hypothetical mean} = \frac{\text{sum of weights}}{n} = \frac{5 + 4 + 3 + 2 + 1}{5} = 3$$

The purpose of calculating the hypothetical mean is to compare it with the actual mathematical mean of the phrase, since if the actual mathematical mean of the phrase is less than the hypothetical mean, this indicates that the respondents do not agree with the phrase, but if the actual mathematical mean exceeds the hypothetical mean, this indicates the consent of the respondents to the phrase.

4.2.5 Data Analysis of Questionnaire

(A) Viewing and analyzing personal data

1 / Distribution of respondents according to Gender

Table (4-54) shows the distribution of the respondents by Gender, and the respondents' answers were as shown in the table below

	Frequency	Percentage%
Male	10	20%
Female	10	20%
Total	20	100%

Source : Prepared by the researcher from the field study data, 2020

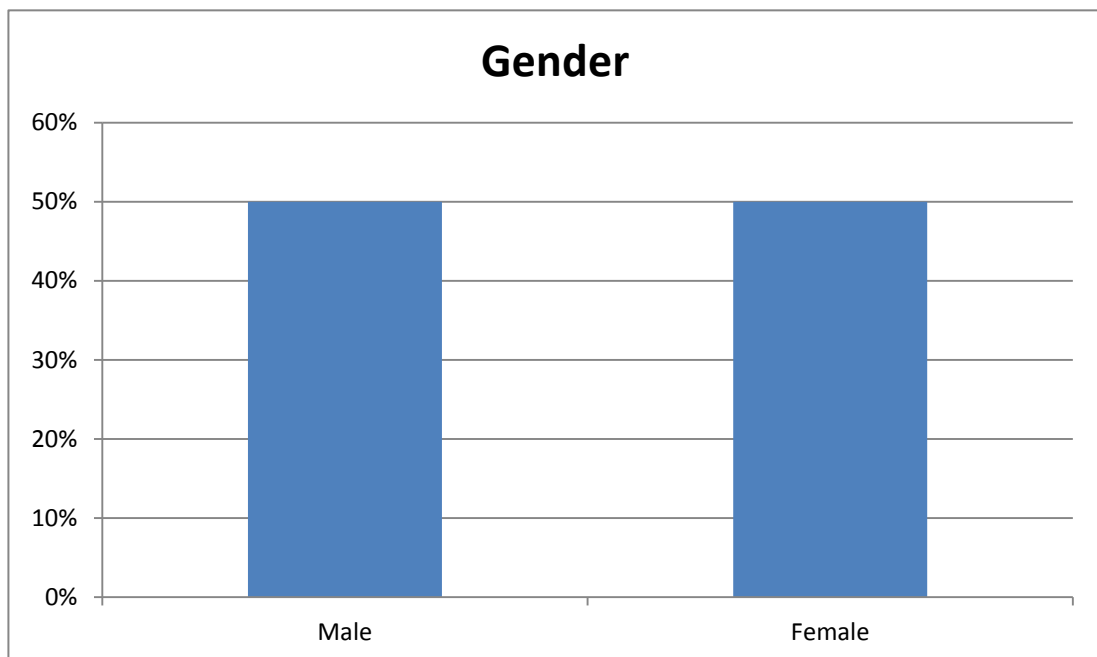


Figure (4.7) Gender

From Table(4-54) and the graph the researcher notes that 50% of the respondents were (male) and 50%also of them were (female).

2 / Distribution of respondents according to Age

Table (4-55) shows the distribution of the respondents by Age, and the respondents' answers were as shown in the table below

	Frequency	Percentage%
22-25	1	5.0
26-35	6	30.0
36-45	3	15.0
46-55	8	40.0
More than 55	2	10.0
Total	20	100%

Source: Prepared by the researcher from the field study data, 2020

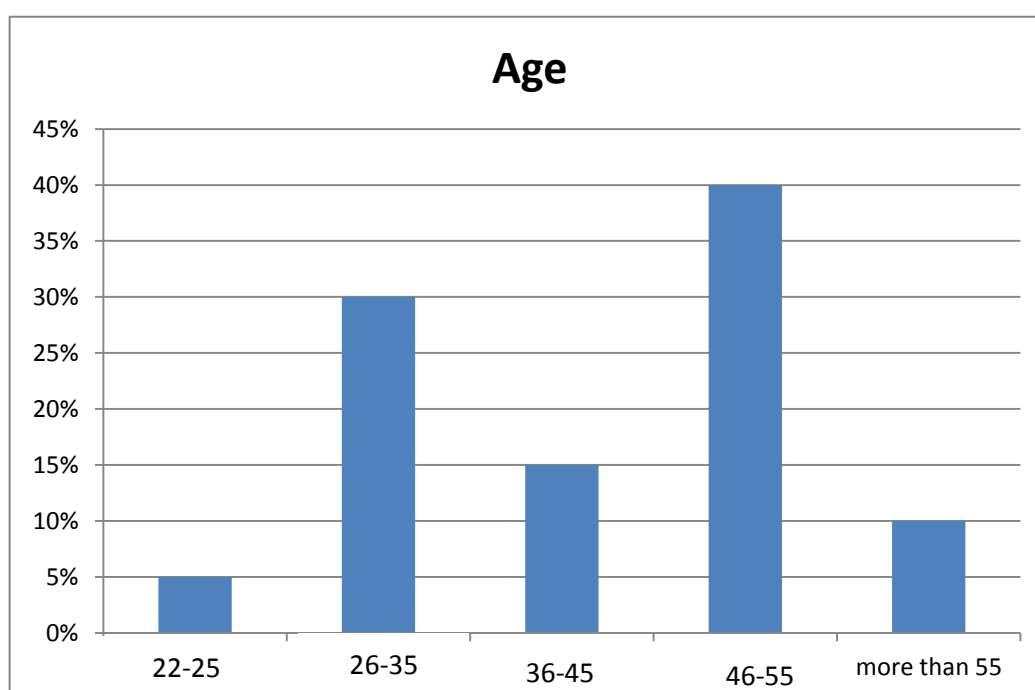


Figure (4.8) Age

From Table (4-55) and the graph, the researcher notes that 5% of the respondents are aged 22-25, 30% their ages (26-35), and 15% (36-45), while 40% their ages (46-55), and 10% are older than 55 years.

3 / Distribution of respondents according to Present job

Table (4-56) shows the distribution of the respondents by Present job, and the respondents' answers were as shown in the table below

	Frequency	Percentage %
Teacher	16	80.0
Headmaster	2	10.0
Supervisor	1	5.0
Other	1	5.0
Total	20	100%

Source : Prepared by the researcher from the field study data, 2020

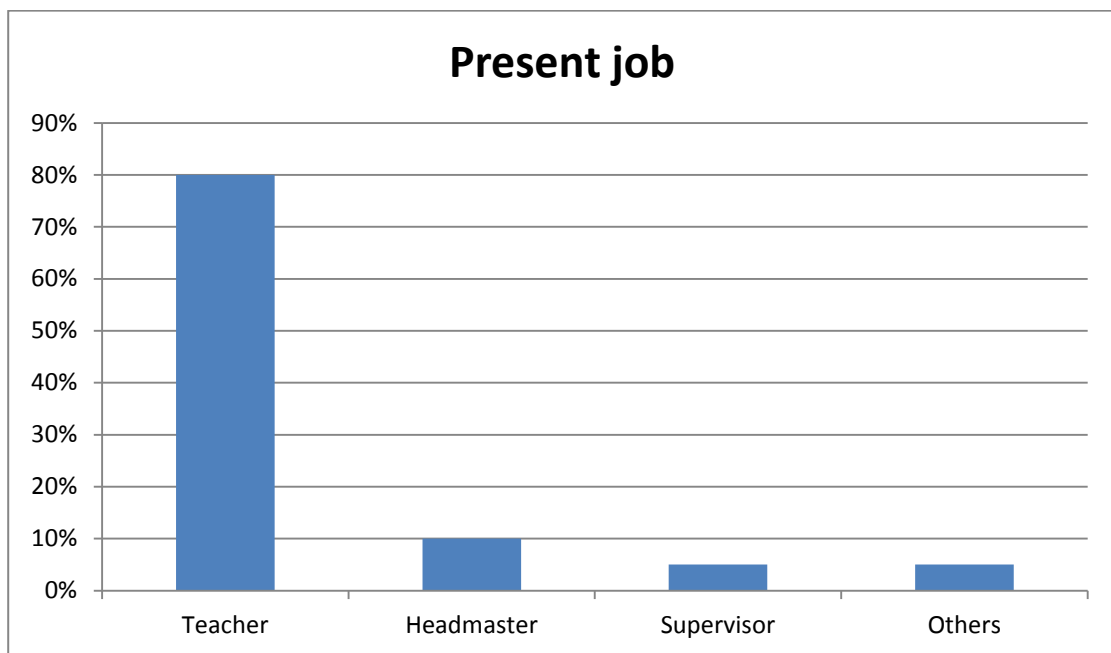


Figure (4.9) Present job

From table (4-56) and the graph, the researcher notes that 80% of the respondents their present job (teacher), 10% (manager), and 5% (headmaster), while 5% have (other) present job.

3 / Distribution of respondents according to academic qualifications

Table (4-57) shows the distribution of the respondents by academic qualifications, and the respondents' answers were as shown in the table below

	Frequency	Percentage %
Bachelor	8	40.0
Diploma	3	15.0
Master	7	35.0
Ph.D.	2	10.0
Others	-	-
Total	20	100%

Source: Prepared by the researcher from the field study data, 2020

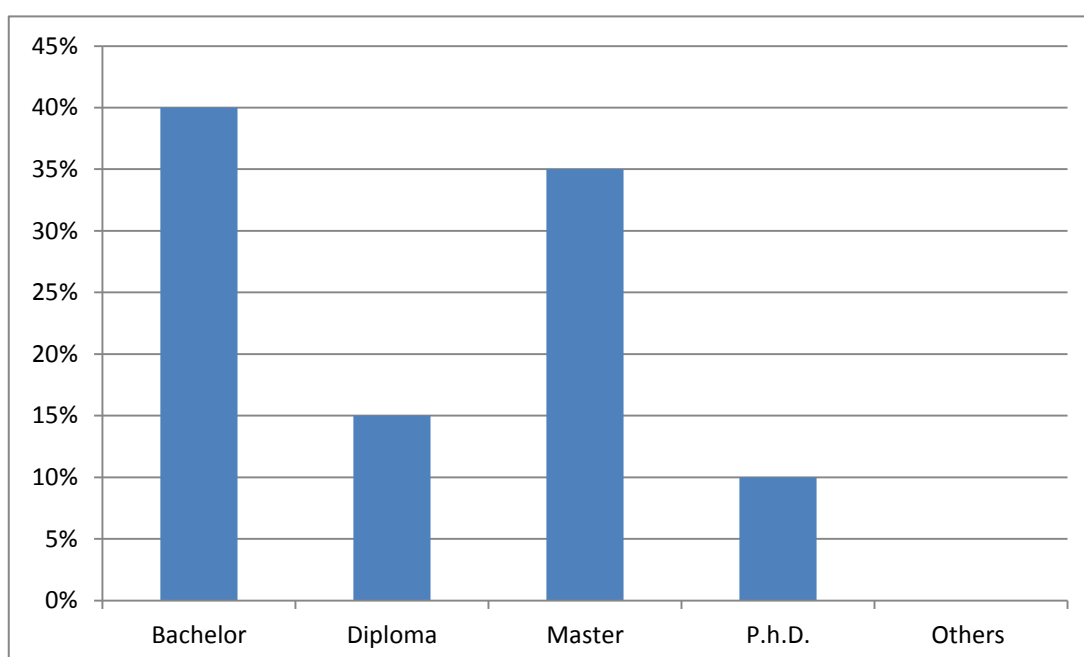


Figure (4.10) Academic qualification

From the table (4-56) and the graph: the researcher notes that 40% of the samples have academic qualification (Bachelor), 15% (diploma) and 35% their academic qualification(Master),while 10% of them their academic qualification (PhD).

3 / Distribution of respondents according to Teaching experience

Table (4-58) shows the distribution of the respondents by Teaching experience, and the respondents' answers were as shown in the table below

	Frequency	Percentage %
1-3 years	1	5.0
4-6 years	3	15.0
7-10 years	3	15.0
More than 10 years	13	65.0
Total	20	100%

Source: Prepared by the researcher from the field study data, 2020

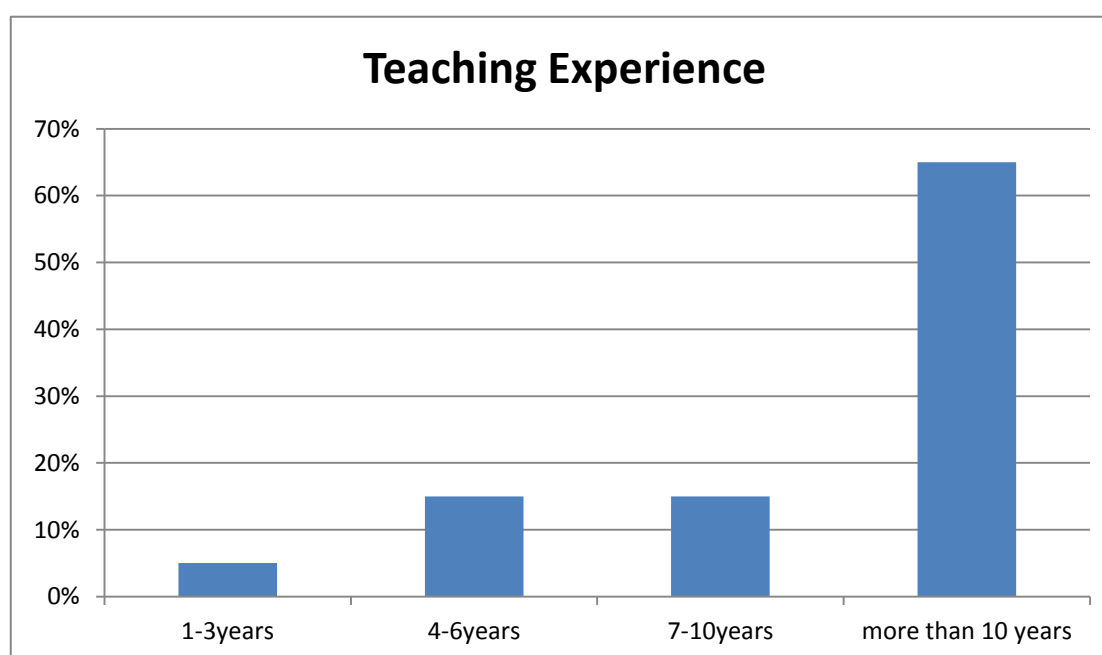


Figure (4-11) Teaching experience

From the table (5-7) and the graph, the researcher notes that 5% of the respondents their teaching experience (1-3 years), 15% (4-6 years), and 15% also their experience (7-10 years), while 65% their teaching experience is (more than 10 years).

B) View and analyze of the questionnaire's hypothesis data

First Hypothesis: Teachers have negative attitude towards using short stories to teach narrative writing.

The main goal of this section is to test the hypothesis of the research: **(Teachers have negative attitude towards using short stories to teach narrative writing)**. To achieve this goal, questions were gathered from the respondents about their perceptions, and the answers were limited to (strongly agree - agree –not sure- strongly disagree –disagree)

Statement (1) Many of the secondary school teachers are not interested in teaching narrative writing.

Table (4-59) the frequency and distribution for the respondents' answers of the statement No. (1)

Answers	Frequency	Percentage
Strongly agree	4	20.0%
Agree	8	40.0%
Not sure	2	10.0%
Disagree	2	10.0%
Strongly disagree	4	20.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

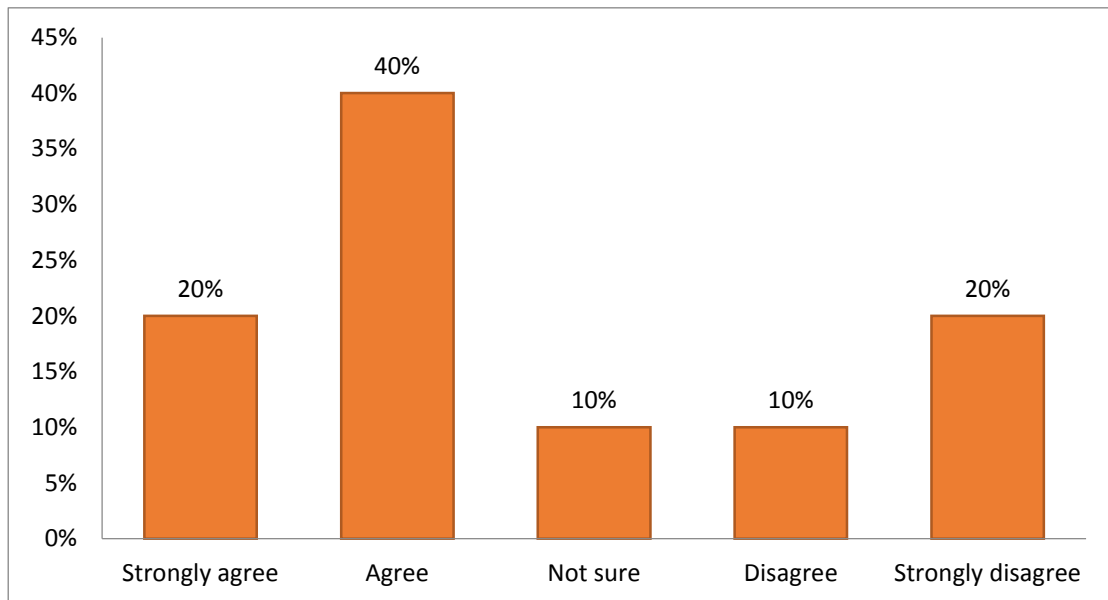


Figure (4.12) The frequency and distribution for the respondents' answers of the statement No. (1)

Source: Prepared by the researcher from applied study, 2021

Table (5-8) shows that the percentage of those who strongly agree with those who agree with the first statement is 60%, while the percentage of neutrals is 10%, and the percentage of those who disagree and strongly disagree is 30%. This result indicates that the majority of respondents **agree** that (**Many of the secondary school teachers are not interested in teaching narrative writing**).

Statement (2) Teachers have negative impression towards using short stories to teach narrative writing.

Table (4.60) The frequency and distribution for the respondents' answers of the 2nd statement

Answers	Frequency	Percentage
Strongly agree	1	5.0%
Agree	9	45.0%
Not sure	2	10.0%
Disagree	3	15.0%
Strongly disagree	5	25.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

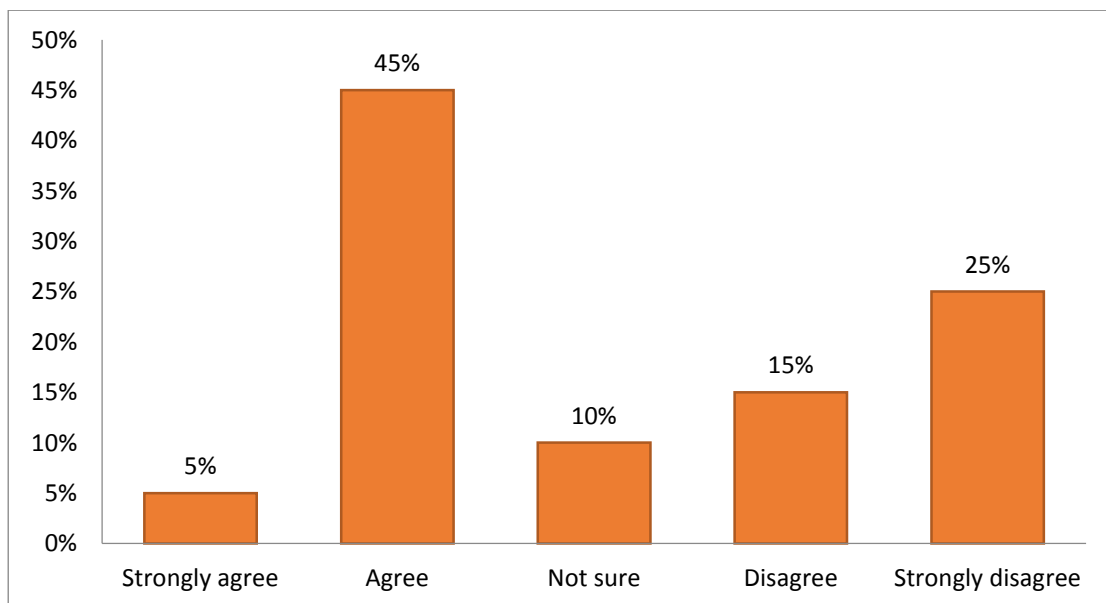


Figure (4.13) The frequency and distribution for the respondents' answers of the 2nd statement

Source: Prepared by the researcher from applied study, 2021

Table (4-64) shows that the percentage of those who strongly agree with those who agree with the second statement is (50%), while the percentage of neutrals is (10%), and the percentage of those who agree and disagree strongly is (40%). This result indicates that the majority of respondents agree that **(Teachers have negative impression towards using short stories to teach narrative writing).**

Statement (3) Teachers feel that using short stories has no effective role in teaching narrative writing.

Table (4.61) The frequency and distribution for the respondents' answers of the 3rd statement

Answers	Frequency	Percentage
Strongly agree	0	0%
Agree	4	20.0%
Not sure	2	10.0%
Disagree	4	20.0%
Strongly disagree	10	50.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

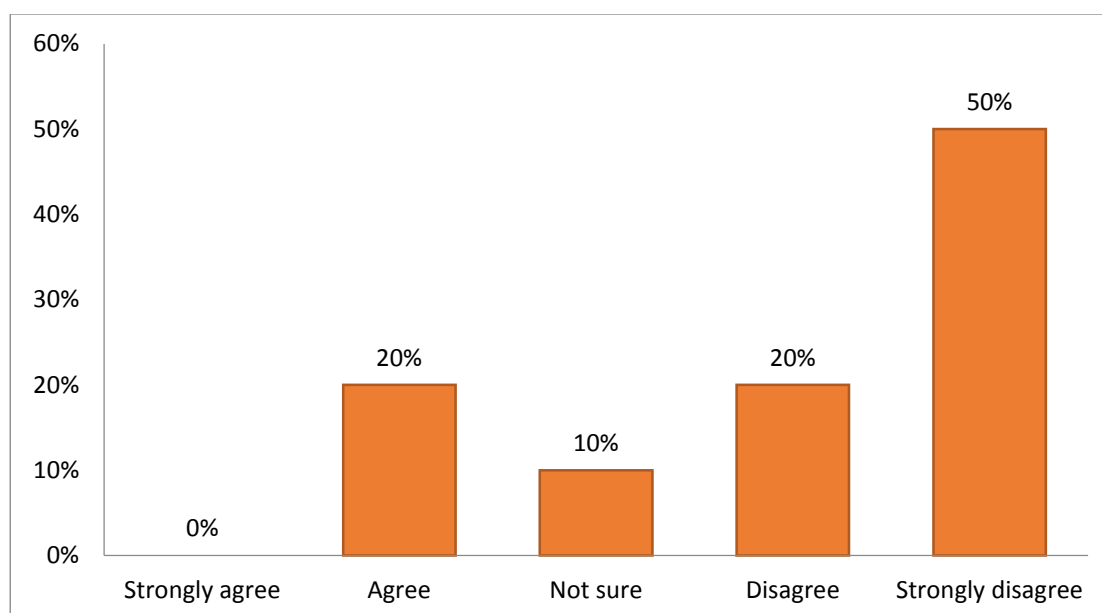


Figure (4.14) The frequency and distribution for the respondents' answers of the 3rd statement

Source: Prepared by the researcher from applied study, 2021

Table (4-65) shows that the percentage of those who strongly disagree and disagree with the third statement was (70%), while the ratio of neutrals was (10%), and the percentage of those who strongly agree and those who strongly agree (20%). This result indicates that the majority of respondents **do not agree that (Teachers feel that using short stories has no effective role in teaching narrative writing).**

Statement (4) Teachers think that teaching narrative writing through using short stories is very difficult.

Table (4.62) The frequency and distribution for the respondents' answers of the 4th statement

Answers	Frequency	Percentage%
Strongly agree	5	25.0%
Agree	4	20.0%
Not sure	0	0%
Disagree	5	25.0%
Strongly disagree	6	30.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

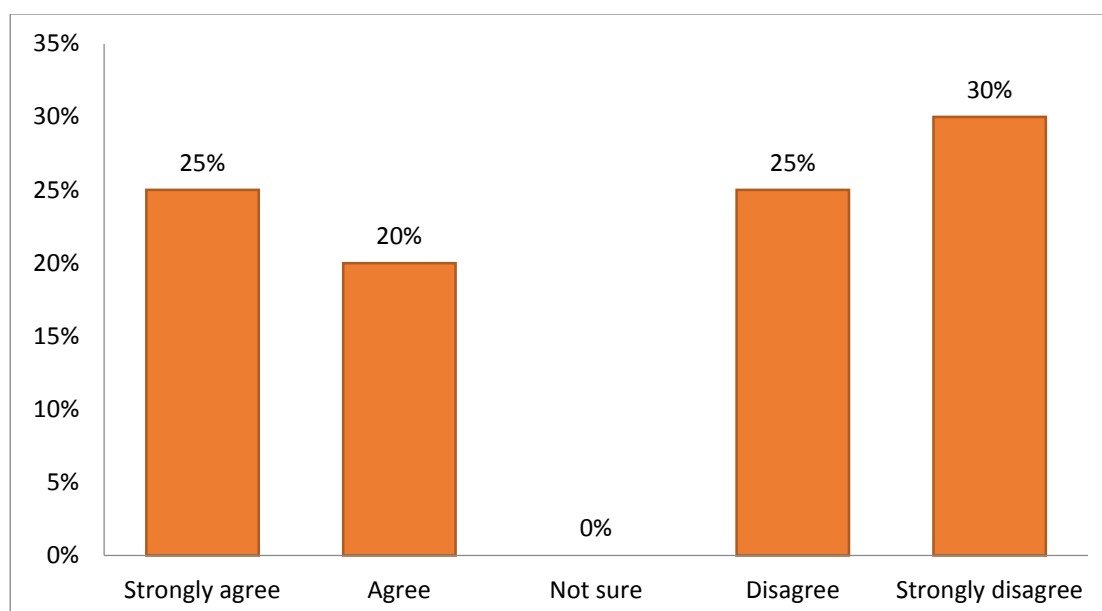


Figure (4.15) The frequency and distribution for the respondents' answers of the 4th statement

Source: Prepared by the researcher from applied study, 2021

Table (5-11) shows that the percentage of those who strongly disagree and disagree with the fourth statement was 55%, while the percentage of neutrals was 0%, and the percentage of those who strongly agreed and those who agreed (45%). This result indicates that the majority of respondents **do not agree** that (Teachers think that teaching narrative writing through using short stories is very difficult).

Statement (5) Teachers feel that using short stories does not improve students' narrative writing.

Table (4-63) The frequency and distribution for the respondents' answers of the 5th statement

Answers	Frequency	Percentage
Strongly agree	1	5.0%
Agree	3	15.0%
Not sure	3	15.0%
Disagree	5	25.0%
Strongly disagree	8	40.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

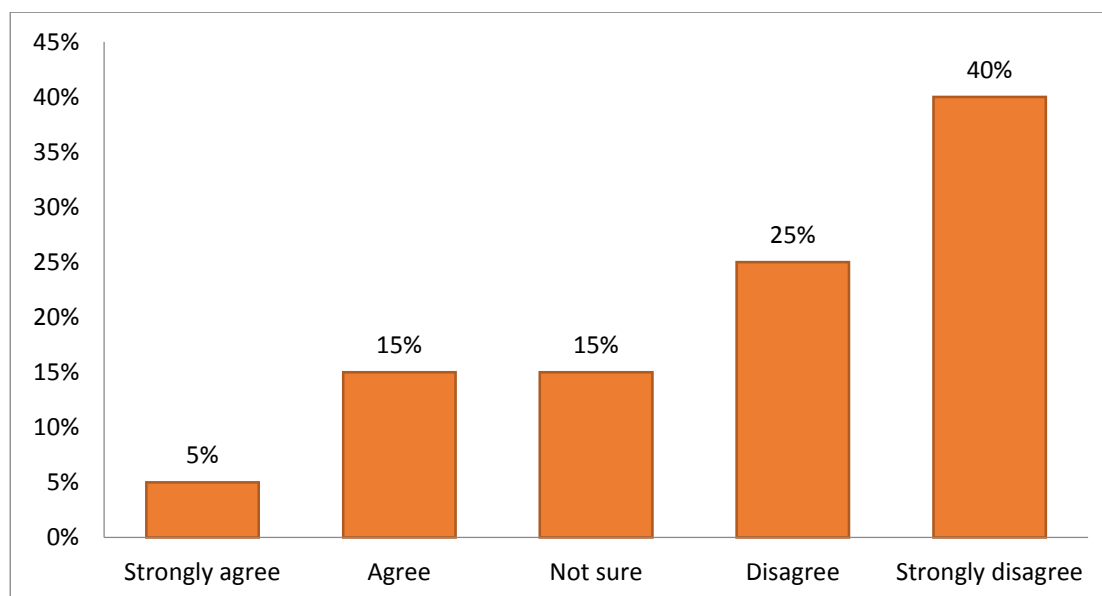


Figure (4.16) The frequency and distribution for the respondents' answers of the 5th statement

Source: Prepared by the researcher from applied study, 2021

Table (5-12) shows that the percentage of those who strongly disagree and disagree with the fourth statement was 65%, while the percentage of neutrals 15%, and the percentage of those who strongly agree and agree (20%). This result indicates that the majority of respondents **do not agree that (Teachers feel that using short stories does not improve students' narrative writing).**

Statement (6) Teachers think that using short stories does not reduce students' anxiety toward narrative writing.

Table (4.64) The frequency and distribution for the respondents' answers of the 6th statement

Answers	Frequency	Percentage%
Strongly agree	1	5.0%
Agree	2	10.0%
Not sure	8	40.0%
Disagree	3	15.0%
Strongly disagree	6	30.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

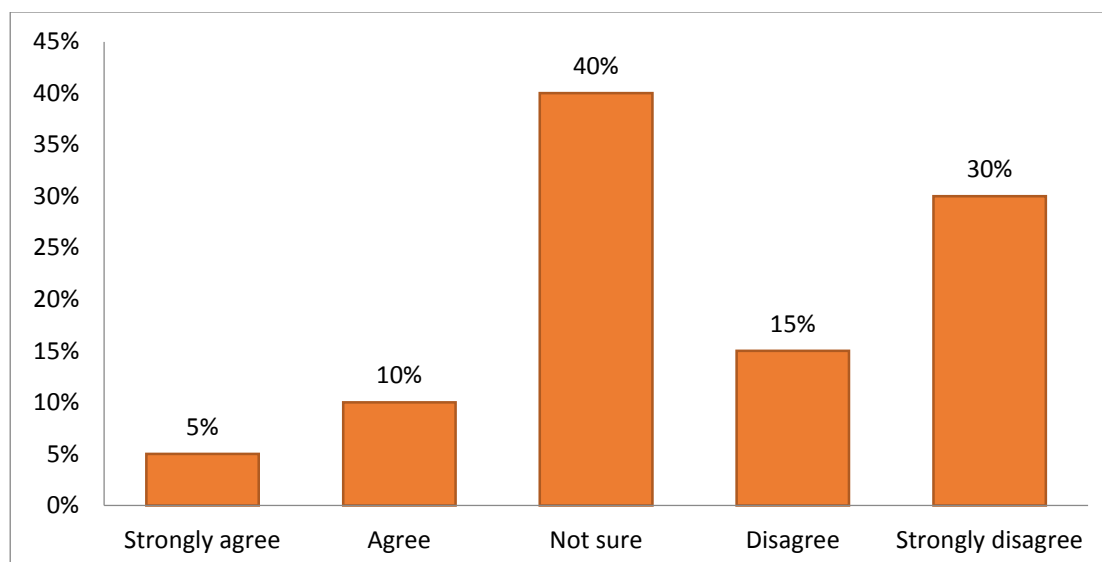


Figure (4.17) The frequency and distribution for the respondents' answers of the 6th statement

Source: Prepared by the researcher from applied study, 2021

Table (4-68) shows that the percentage of those who strongly disagree and disagree with the sixth statement was (45%), while the percentage of neutrals (40%), and the percentage of those who strongly agreed and agreed 15%. This finding indicates that the majority of respondents **do not agree** that **(Teachers think that using short stories does not reduce students' anxiety towards narrative writing)**.

Statement (7) Teachers think that using short stories does not motivate them to teach narrative writing.

Table (4.65) The frequency and distribution for the respondents' answers of the 7th statement

Answers	Frequency	Percentage%
Strongly agree	0	0%
Agree	4	20.0%
Not sure	2	10.0%
Disagree	4	20.0%
Strongly disagree	10	50.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

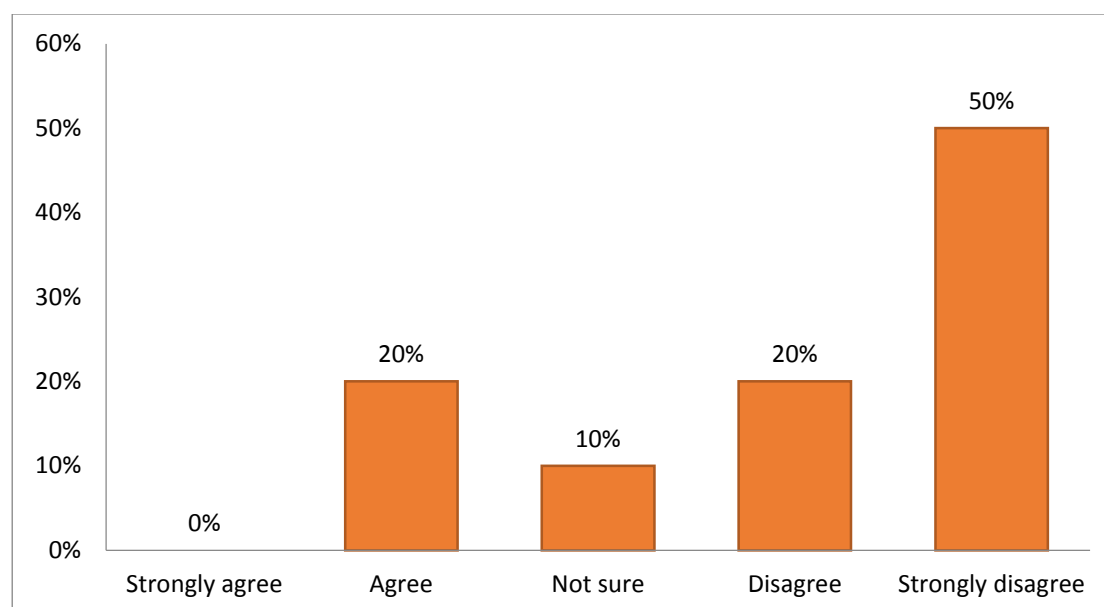


Figure (4.18) The frequency and distribution for the respondents' answers of the 7th statement

Source: Prepared by the researcher from applied study, 2021

Table (5-13) shows that the percentage of those who strongly disagree and disagree with the seventh statement was (70%), while the percentage of neutrals (10%), and the percentage of those who agree and those who strongly agree (20%). This result indicates that the majority of the respondents **does not agree that (Teachers think that using short stories does not motivate them to teach narrative writing)**

Second Hypothesis: Short stories are not used to teach narrative writing at secondary school level due to different reasons.

Statement (1) Short stories are not included in students' curriculum

Table (4.66) The frequency and distribution for the respondents' answers of the 1st statement

Answers	Frequency	Percentage
Strongly agree	4	20.0%
Agree	7	35.0%
Not sure	0	0%
Disagree	3	15.0%
Strongly disagree	6	30.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

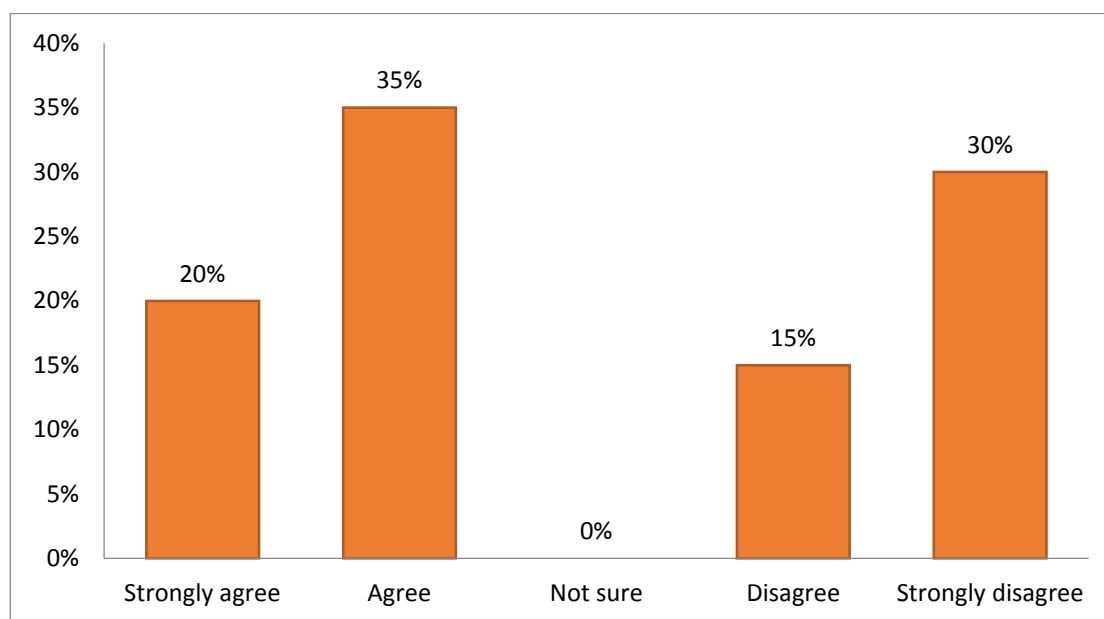


Figure (4.19) The frequency and distribution for the respondents' answers of the 1st statement

Source: Prepared by the researcher from applied study, 2021

Table (4-70) shows that the percentage of those who strongly agree and who agree with the first statement was (55%), while the percentage of neutrals was (0%), and the percentage of those who disagreed and strongly disagreed (45%). This result indicates that the majority of respondents **agree that (Short stories are not included in students' curriculum).**

Statement (2) Secondary school teachers are not capable to teach narrative writing through using short stories.

Table (4.67) The frequency and distribution for the respondents' answers of the 2nd statement

Answers	Frequency	Percentage
Strongly agree	1	5.0%
Agree	7	35.0%
Not sure	5	25.0%
Disagree	1	5.0%
Strongly disagree	6	30.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

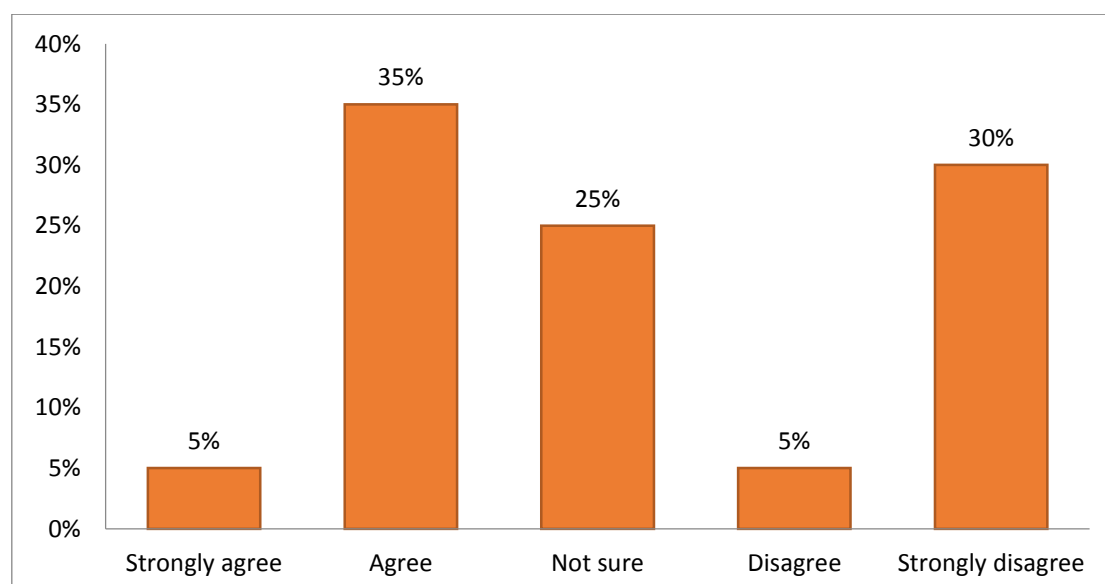


Figure (4.20) The frequency and distribution for the respondents' answers of the 2nd statement

Source: Prepared by the researcher from applied study, 2021

Table (4-71) shows that the percentage of those who strongly agree and those who agree with the second statement is 40%, while the percentage of neutrals is 25%, and the percentage of those who disagree and who strongly disagree is 35%. This result indicates that the majority of respondents **agree that (Secondary school teachers are not capable to teach narrative writing through using short stories).**

Statement (3) Secondary school teachers do not prefer teaching narrative writing through using short stories.

Table (4.68) The frequency and distribution for the respondents' answers of the 3rd statement

Answers	Frequency	Percentage%
Strongly agree	1	5.0%
Agree	10	50.0%
Not sure	2	10.0%
Disagree	1	5.0%
Strongly disagree	6	30.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

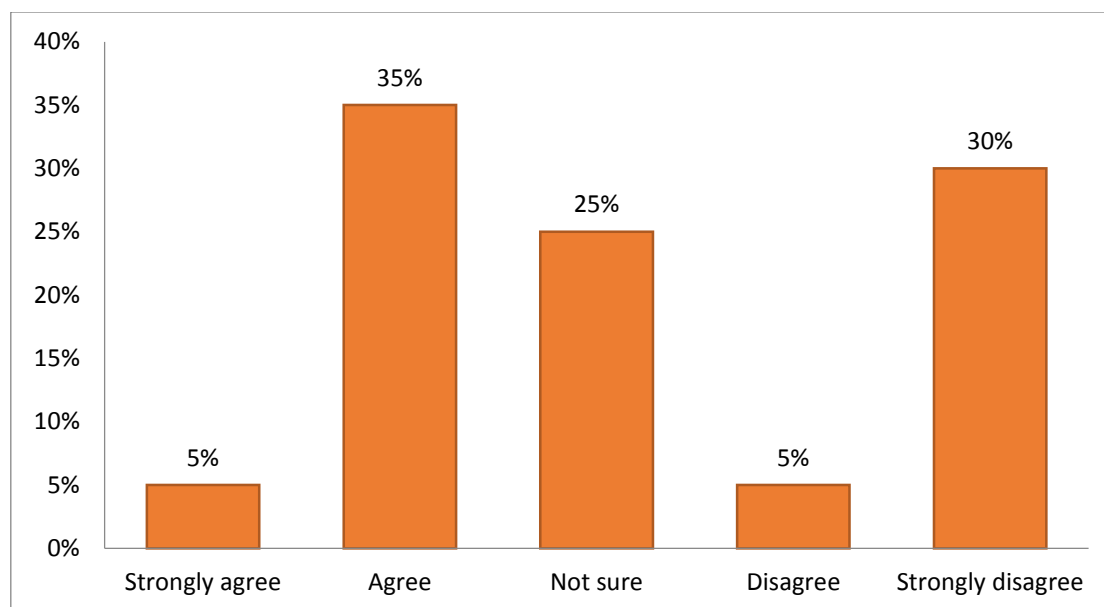


Figure (4.21) The frequency and distribution for the respondents' answers of the 3rd statement

Source: Prepared by the researcher from applied study, 2021

Table (4-72) shows that the percentage of those who strongly agree with and who agree with the third statement is 55%, while the percentage of neutrals is 10%, and the percentage of those who disagree and who strongly disagree (35%). This result indicates that the majority of respondents **agree that (Secondary school teachers do not prefer teaching narrative writing through using short stories).**

Statement (4) Most of the present strategies of teaching short stories focus on reading rather than narrative writing.

Table (4.69) The frequency and distribution for the respondents' answers of the 4th statement

Answers	Frequency	Percentage
Strongly agree	7	35.0%
Agree	9	45.0%
Not sure	0	0%
Disagree	2	10.0%
Strongly disagree	2	10.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

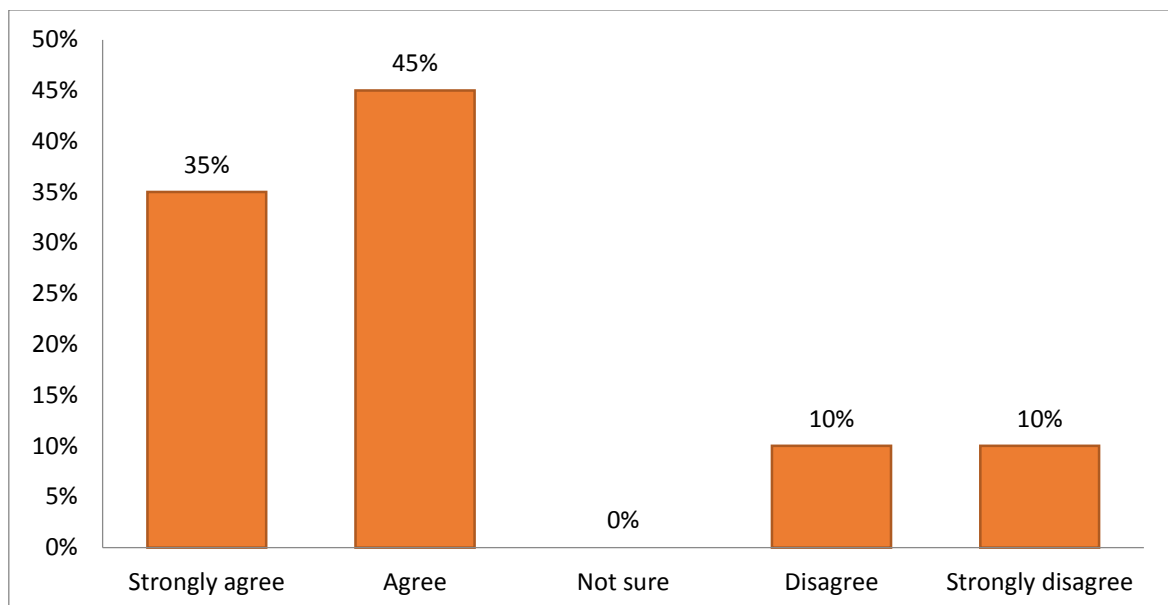


Figure (4.22) The frequency and distribution for the respondents' answers of the 4th statement

Source: Prepared by the researcher from applied study, 2021

Table (5-17) shows that the percentage of those who strongly agree with and who agree with the fourth statement was (80%), while the percentage of neutrals (0%) and the percentage of those who disagree and those who strongly disagree (20%). This result indicates that the majority of respondents **agree that (Most of the present strategies of teaching short stories focus on reading rather than narrative writing).**

Statement (5) Teachers are not given enough time to practice narrative writing with their students when using short stories..

Table (4-70) The frequency and distribution for the respondents' answers of the 5th statement

Answers	Frequency	Percentage
Strongly agree	7	35.0%
Agree	10	50.0%
Not sure	1	5.0%
Disagree	0	0
Strongly disagree	2	10.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

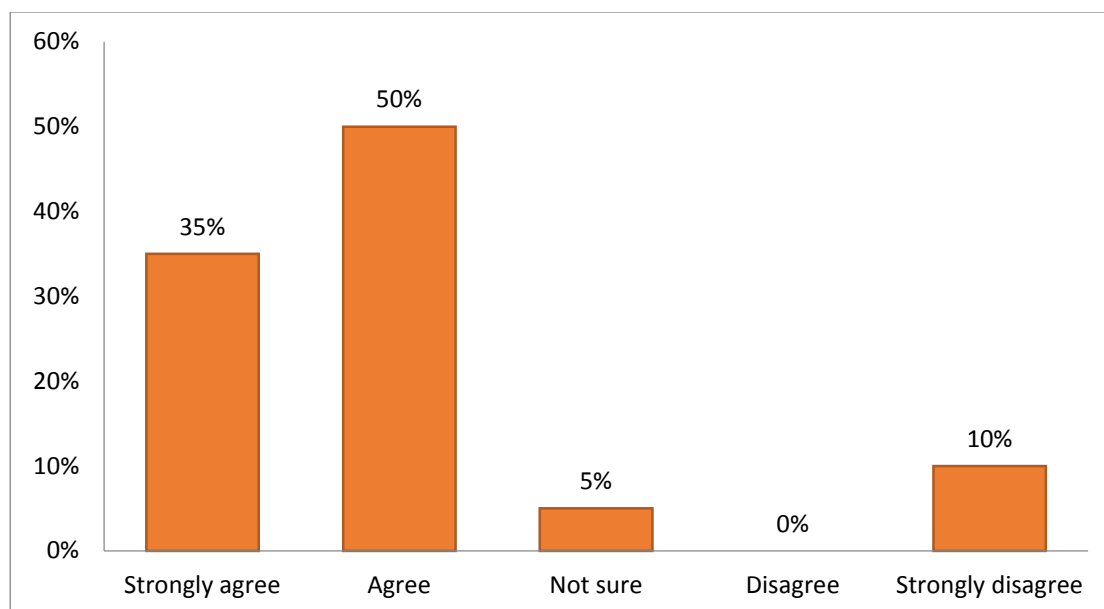


Figure (4-23) The frequency and distribution for the respondents' answers of the 5th statement

Source: Prepared by the researcher from applied study, 2021

Table (5-18) shows that the percentage of those who strongly agree with and who agree with the fifth statement is (85%), while the percentage of neutrals (5%), and the percentage of those who disagree and those who strongly disagree (10%). This result indicates that the majority of respondents **agree that (Teachers are not given enough time to practice narrative writing with their students when using short stories).**

Statement (6) Short stories are not usually introduced and tested in secondary school examinations..

Table (4.71) The frequency and distribution for the respondents' answers of the 6th statement

Answers	Frequency	Percentage
Strongly agree	7	35.0%
Agree	8	40.0%
Not sure	1	5.0%
Disagree	2	10.0%
Strongly disagree	2	10.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

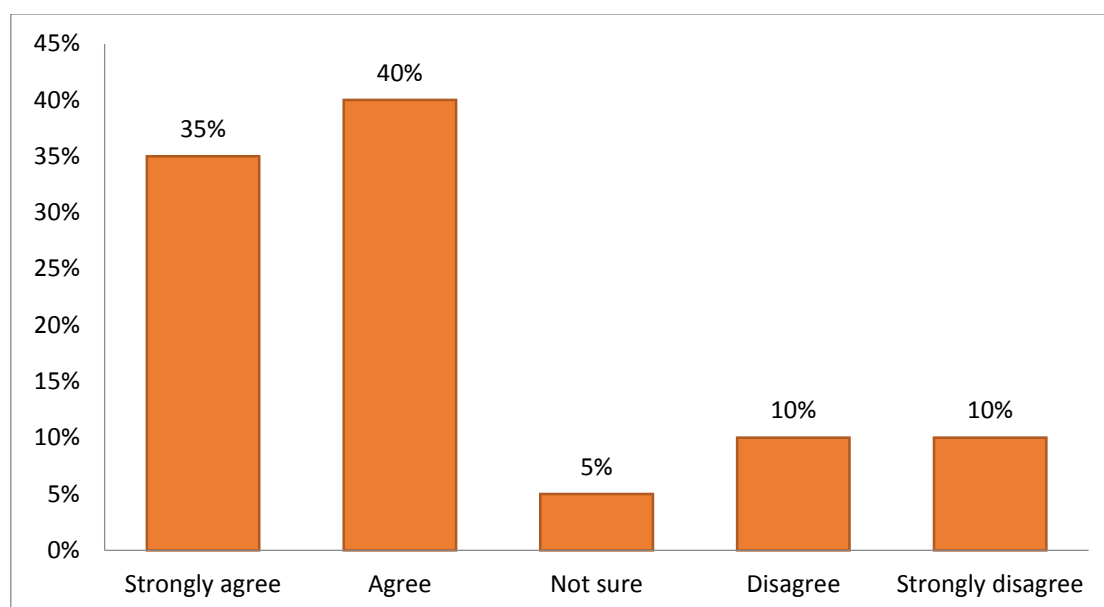


Figure (4.24) The frequency and distribution for the respondents' answers of the 6th statement

Source: Prepared by the researcher from applied study, 2021

Table (5-19) shows that the percentage of those who strongly agree with and who agree with the sixth statement is 75%, while the percentage of neutrals is 5%, and the percentage of those who disagree and strongly disagree is 20%. This result indicates that the majority of respondents **agree that (Short stories are not usually introduced and tested in secondary school examinations).**

Statement (7) Teachers are not well trained to use short stories in teaching narrative writing at secondary schools.

Table (4.72) The frequency and distribution for the respondents' answers of the 7th statement

Answers	Frequency	Percentage
Strongly agree	8	40.0%
Agree	9	45.0%
Not sure	1	5.0%
Disagree	1	5.0%
Strongly disagree	1	5.0%
Total	20	100.0%

Source: Prepared by the researcher from applied study, 2021

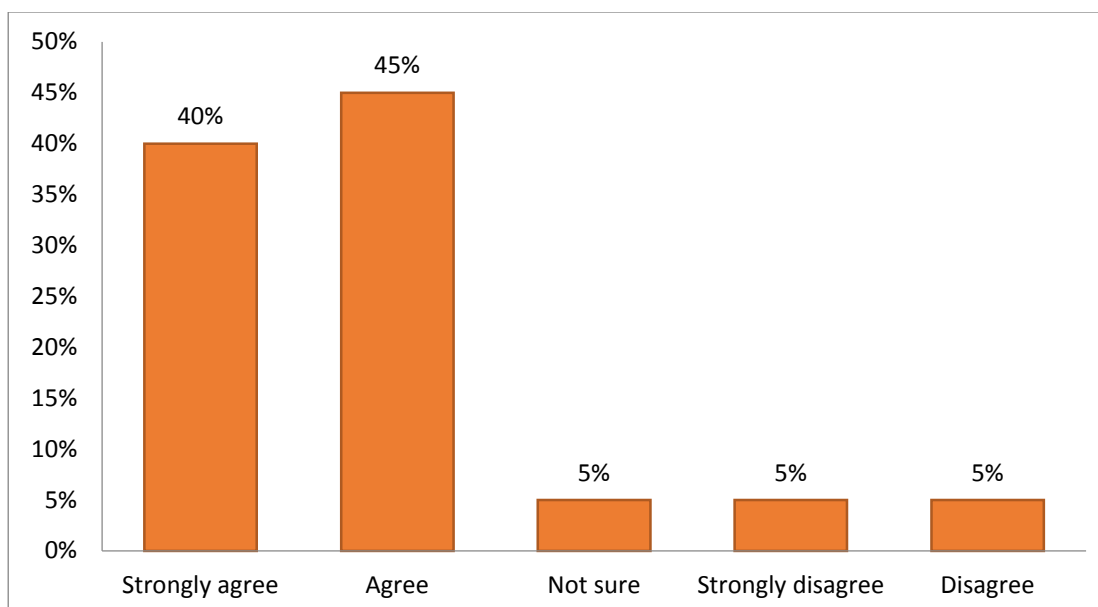


Figure (4.25) The frequency and distribution for the respondents' answers of the 7th statement

Source: Prepared by the researcher from applied study, 2021

Table (5-20) shows that the percentage of those who strongly agree with and who agree with the seventh statement is 85%, while the percentage of neutrals is 5%, and the percentage of those who disagree and who strongly disagree (10%). This result indicates that the majority of the respondents agree that (Teachers are not well trained to use short stories in teaching narrative writing at secondary school.)

4.2.6 Hypothesis Test of the questionnaire

The answers of the viewing units were coded at the expense of the Fifth Likert Scale, so that it can be easily entered into the computer for statistical analysis according to the following weights:

Table(4-73)Fifth Likert Scale

Strongly agree	Agree	Not sure	Strongly disagree	Disagree
5	4	3	2	1

Source : Prepared by the researcher from the field study data, 2020

After that the following tests were done:

A / weighted mean

The purpose of calculating the hypothetical mean is to compare it with the actual mathematical mean of the statement, so if the actual mathematical mean of the statement is less than the hypothetical mean, this indicates the lack of consent of the respondents to the statement, but if the actual calculation mean exceeds the hypothetical mean, this indicates the consent of the respondents to the statement.

$$\text{Hypothetical mean} = \frac{\text{sum of weights}}{n} = \frac{1 + 2 + 3 + 4 + 5}{5} = 3$$

B / Standard deviation

To know the extent of the deviation of the responses of the study members to each of the statement of the study variables, and for each of the main axes of its mean. It is noted that the standard deviation shows the dispersion in the responses of the study sample individuals for each of the phrases of the study variables, in addition to the main axes. The closer its value approaches zero, the responses are concentrated and the dispersion decreases between the scale.

C / Chi Square Test

Chi Square Test, such as to measure the extent to which the observed frequencies are approaching or moving away from the expected frequencies, i.e. the difference between the obtained frequencies and the expected frequencies.

The probabilistic value is that which determines whether there are statistically significant differences between the expected frequencies and the observed frequencies by comparing the probability value with a significant level (0.05) and if it is less than (0.05) this indicates that there are differences between the observed frequencies and the expected repetitions.

Descriptive statistics for the first study hypothesis

Both the arithmetic mean and the standard deviation for all terms of the study hypothesis are calculated, the arithmetic mean of the term is compared to the hypothetical mean of the study (3), where the agreement to the paragraphs is achieved if the arithmetic mean of the phrase is greater than the hypothetical mean (3), and the lack of consent is achieved if the mean is less From the hypothetical medium. Below is a table that shows the mean, the standard deviation, and the relative importance of the terms that are measured and arranged according to the responses of the respondents.

Table (4-74) descriptive statistics for the first study hypothesis

Statements	Mean	Chi-square	d.f	Sig.
1.Many of the secondary school teachers are not interested in teaching narrative writing .	2.700	6.000	4	0.199
2.Teachers have negative impression towards using short stories to teach narrative writing.	3.100	11.500	4	.040
3.Teachers feel that using short stories has no effective role in teaching narrative writing	4.000	12.500	4	.066
4.Teachers think that teaching narrative writing through using short stories is very difficult	3.150	5.500	4	.940
5.Teachers feel that using short stories does not improve students' narrative writing	3.800	7.500	4	.136
6.Teachers think that using short stories does not reduce students' anxiety towards narrative writing	3.550	6.500	4	.075
7.Teachers think that using short stories doesn't motivate them to teach narrative writing	4.000	7.200	4	.066

Source : Prepared by the researcher from the field study data, 2020

From Table (5-9) by looking at the value of the significance level for the Chi square test for all statements of the first hypothesis, the researcher notes that the value of the significance level is higher than the value of the significance level (0.05) for all statements of the initial hypothesis and this proves that the hypothesis "**Teachers have negative attitudes towards using short stories to teach narrative writing.**" does not achieved.

Table (4.75) Descriptive statistics for the second study hypothesis

Statements	Mean	Chi-square	d.f	Sig.
1.Short stories are not included in students' curriculum	2.85	2.000	4	.423
2.Secondary school teachers are not capable to teach narrative writing through using short stories	3.05	8.000	4	.061
3.Secondary school teachers do not prefer teaching narrative writing through using short stories	3.05	15.500	4	0.004
4.Most of the present strategies of teaching short stories focus on reading rather than narrative writing	2.15	7.600	4	0.050
5.Teachers are not given enough time to practice narrative writing with their students when using short stories.	2.05	10.800	4	0.010
6.Short stories are not usually introduced and tested in secondary school examinations.	2.20	10.500	4	0.030
7.Teachers are not well trained to use short stories in teaching narrative writing at secondary school.	1.90	17.000	4	0.002

Source : Prepared by the researcher from the field study data, 2020

From table (3-9) By looking at the value of the significance level to test the Chi square test for all statements of the second hypothesis, the researcher notes that the value of the significance level is lower than the value of the significance level (0.05) for all phrases except the statements (1) (2), and this proves that the hypothesis "**Short stories are not used to teach narrative writing at secondary school level due to different reasons**" achieved.

4.3 Results in the terms of Hypotheses

The purpose of this section is to discuss the statistical results as they relate to the hypotheses.

In the chapter one the three hypotheses were addressed and in the chapter three they were stated with the expected outcome of each one and in the this chapter, the three hypotheses are listed below with a description of the outcomes of each in a form of summary.

4.3.1 Hypothesis No (1)

"Short stories develop narrative writing skill at secondary school students"

The figure (4.1) above which has resulted from the (SPSS) Statistical Package of Social Science shows that the co –relation level.

In addition to that, after comparing and analyzing the results with main hypothesis. The significant differences between the pre- and the post-tests indicate that there is highly difference between the degrees and pointed high percentage in post-test(83.3%) while the low percentage in pre-test (56.3%) so the highest percentage in going to the positive direction of the improvement in the post-test. Therefore, this indicates that using of short stories develop students narrative writing skill at secondary school In addition to that , when the researcher compares the final results of both groups, after application of his "short stories technique" .He has noticed that ,positive progress for experiment group achieved ,this of course a justified result which confirms the researchers' assumptions which is using short stories in teaching English ,will improve the narrative writing skill at secondary school, while the controlled group obtained the same results because the controlled group did not involve in the researchers' technique .In addition to that the controlled group has just applied the traditional approach .Moreover ,the researcher sees that using "short story technique" in teaching

English Language was very effective and successful because it gave very good results which confirm the researchers' hypothesis in the study.

4.3.2 Hypothesis No(2)

"Teachers' have negative attitudes towards using short stories to teach narrative writing skill "

According to the highest and lowest disagreement through this hypothesis the statement No (7) gave the highest disagreement with percentage of (50%).it disagrees with the statement(Teachers' think that using short stories does not motivate them to teach narrative writing skill).Also, the statement No(3) gave the same percentage of (50%) it disagrees with the statement (Teachers feel that using short stories has no effective role in teaching narrative writing skill).Whereas, the lowest percentage (10%) was given by the statement No(1) which claims that (Many of the secondary school teachers are not interested in teaching narrative writing skill).Also, the lowest percentage was given by the statement No(2) which claims (Teachers have negative impression towards using short stories to teach narrative writing skill)

The researcher has noticed that, the majority of the statements disagree with null hypothesis which claims that (Teachers have negative attitudes towards using short stories to teach narrative writing skill) so it rejected and accepted the alternative hypothesis which claims that (Teachers have positive attitudes towards using short stories to teach narrative writing skill at secondary school.

4.3.3 Hypothesis No (3)

"short stories are not used to teach narrative writing skill at secondary school due to different reasons"

As seen from the table (5.11) that the statement No(5) obtained the highest means of agreement given by teachers responses ,in other words ,this statement scored a percentage of (55%) ,the statement claims that (Teachers

are not given enough time to practice narrative writing skill with their students when using short stories this gives clear evidence that the teachers of English were in total agreement with the researchers' hypothesis "short stories are not used to teach narrative writing skill at secondary school due to different reasons .This confirmed by the majority of the respondents .In other words, that means of the teachers do not reject .As seen from the table (5.11)that the statement No(7) obtained the highest means of agreement given by the teachers' responses

In other words, this statement scored a percentage of (45%) agreement among the teachers .this gives evidence that the teachers of English Language were in total agreement with the statement that "Teachers are not well trained to use short stories in teaching narrative writing skill at secondary school),this confirmed by the majority of the respondents ,in other words that means the teachers accepted the researchers' hypothesis which claims that "short stories are not used to teach narrative writing skill at secondary school due to different reasons".

To sum up, the researcher has noticed that ,the majority of the respondents agree with the statements which shows a clear evidence that the null hypothesis which claims that "short stories are not used to teach narrative writing skill at secondary school due to different reasons " is accepted and the alternative hypothesis rejected which claims that "short stories are used to teach narrative writing skill at secondary school due to different reasons "

4.4 Summary of the Chapter

The study investigate "Exploring the Role of Using Short Stories to Improve Narrative Writing Skill at Secondary School" . The researcher aimed to discover the teachers' attitudes towards using short stories to enhance narrative writing at secondary schools. also, to find out to what extent short stories are used to develop narrative writing skill at secondary schools . and

to investigate to what extent short stories are used to teach narrative writing at secondary school.

Firstly, when the students' responses were compared between an experimental group and control group highly statistical significant differences were perceivable which stated that students have positive progress in experimental group after implemented the researchers 'technique of using short stories as result of that, the researcher confirmed that short stories should be one of main factor of improving students' performance in narrative writing skill.

The researcher compares participants' narrative writing skill over one month and half period (45 day) .As mentioned before .As we know that students need to practice more in narrative writing skill in order to write effectively to master this skill.

As a result, the null hypothesis "short stories develop narrative writing skill at secondary schools was not rejected and the alternative hypothesis are accepted stating that "Narrative Writing skill cause difficulties to secondary school students was accepted. What was revealed in this study about the positive effect of using short stories to improve narrative writing skill at secondary school .to sum up ,the above results presented offer convincing evidence that teaching short stories has positive effect for the most students in experimental group. Moreover, most of them they say that , they have got really progress in their narrative writing and this progress was clear and obvious to the researcher in the final test (post-test) results .

The researcher also observes that about the experimental group these 80% positive success covers the whole writing skill in English Language. General but, the narrative writing skill gave the most successful results than others. To researcher this result is justified because narrative writing took more time and practice more than others skills during the study ,for every lesson concerning a skill would always end up with some kind of a narrative

writing skill piece of applying this technique ,because from previous experience of the researcher it was noticeable that narrative writing skill was neglected and it needs more care this was the main reason which stimulates the researcher to do this study. When each individual lesson ends with a narrative writing activity ,this will reinforce the new items taught, the new rules of grammar, new vocabulary, structure, organization and how to sequence the action orderly, plus improving the others skills such as the handwriting ,dictation and the layout of the work.

Secondly, the responses to all statements in the hypothesis "Teachers have negative attitudes towards using short stories to improve narrative writing at secondary school" were negative in this section because the majority of responses were either strongly disagree to only disagree. this indicated that the null hypothesis was rejected and accepted the alternative hypothesis which claimed that "Teachers have positive attitudes towards using short stories to enhance narrative writing at secondary school"

Thirdly, all the responses agreed to the most statements of the hypothesis "Short stories are not used to teach narrative writing at secondary school due to different reasons " the majority of the responses were in favor of the needs to insert teaching short stories in their curriculum to improve narrative writing skill at secondary school, a very large majority of the responses agreed on the importance of using short stories to teach narrative writing skill at secondary schools.

CHAPTER FIVE
CONCLUSION, FINDINGS,
RECOMMENDATIONS AND SUGGESTI
ONS FOR FURTHER STUDIES

CHAPTER FIVE

CONCLUSION, FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

In this chapter the study subject concerns with the conclusion, findings, recommendations and suggestions for further studies.

5.1 Conclusion

The aim of this study is to find out the role of using short stories in improving narrative writing skill at secondary school students.

The researcher considers that teaching short stories help students to understand conventions of target community as well as improving language –learning process. This study investigates the area where short story can play an essential role as well as model of teaching language generally and improving of narrative writing skill in particular ,that short story has an educational value and the view of literature as planner for understanding the all world.

The results and recommendations are extracted here in the light of the hypothesis and questions of the research ,review of literature and the study sample .what is worth mentioning is that all the findings are in favor of the research hypothesis.

This chapter deals with the conclusions of the study which the researcher has come out and the recommendations which reflect the researcher's opinion in order to find serious solutions for the problem and the researchers, suggestions for further studies.

5.2 Findings

The results of this study explore the role of using short stories in promoting narrative writing skill at secondary school .The researcher has summarized following findings.

- 1- Students' narrative writing skill is developed when they are taught short stories in classroom.
- 2- Students' obtain more experience and knowledge in how to write narrative skill effectively when they are taught short stories inside classroom.
- 3- Shorts stories play an effective role in improving the narrative writing skill at secondary school students.
- 4- Teaching short stories help in enrich secondary school students English language vocabulary.
- 5- Understanding short stories help secondary school students to write accurately with a good organization, spelling and punctuation marks.
- 6- Short stories motivate teachers to teach narrative writing skill effectively.
- 7- Teaching short stories as authentic material reduce students' anxiety toward narrative writing skill.
- 8- Ample time should be given for teachers to practice narrative writing with their students when using short stories.
- 9- Teaching short stories require teachers to be trained –well to teach narrative writing skill at secondary school.
- 10- Students should be encouraged by their teachers to write many short stories to develop narrative writing skill.

5.3 Recommendations

Finally, in the light of the findings the researcher may recommend the following

1-Short stories should be taught to improve students' narrative writing skill at secondary school.

2-Short stories should be taught to increase students' experiences and their knowledge to write narrative writing effectively.

3- Short stories should be inserted in secondary school because it has an effective role in improving narrative writing skill.

4-Short stories should be taught to enrich students' vocabulary.

5-Short stories should be taught to help students' to write accurately with a good organization ,spelling and punctuation marks.

6-Short stories should be taught to motivate teachers to teach narrative writing skill effectively.

7- Teachers at secondary school should teach short stories as authentic material to reduce students' anxiety toward learning narrative writing skill

8-Teachers should be given enough time to practice narrative writing with their students when using short stories.

9-Teachers should be well- trained to use short stories in teaching narrative writing skill at secondary school.

10-Teachers at secondary school should encourage their students to write many short stories to develop narrative writing skill.

5.4 Suggestions for Further Studies

As the researcher confirmed in his study the using of "short stories technique" had a significance role in effecting and improving of teaching English Language skills, and especially the "Narrative Writing Skill" at secondary school students and writing skills in general.

The researchers' suggestions for further studies include the following:

1-Using short stories to develop dictation and handwriting for secondary school students.

2-Impact of using short stories on improving language learning acquisition.

3-The role of short stories in enhancing secondary school students imagination thinking.

4-Exploring ways to teach short stories to solve an affixations(suffixes and prefixes) difficulties at secondary school students.

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APPENDICES

Appendix (1)

Sudan University for Science and Technology

College of Graduate Studies

Exploring the Role of Using Short Stories in Improving Narrative

Writing at Secondary Schools

Teachers' Questionnaire

Dear Colleagues,

Thank you in advance for taking part and contribute in this questionnaire, which is a part of my “PhD” research in “ELT” English Language Teaching. I’m now at the University of Sudan for Science and Technology. Could you please participate in this study by putting a tick (✓) against each statement that represent your opinion. Your responses will be confidential and only for scientific purpose.

General information about the respondents:

Please put (✓) in the brackets of your choice.

1. Name (optional):
2. Place of work:
3. Gender: a. Male () b. Female ()
4. Age: a. 22-25 () b. 26-35 () c. 36-45 ()
 d. 46-55 () e. more than 55 ()
5. Present job: a. Teacher () b. Headmaster () c. Supervisor () d. Others ()
6. Academic qualification: a. Bachelor () b. Diploma ()
 C. Master () d. Ph.D. () e. Others ()
7. Teaching Experience:
a. 1-3 years () b. 4-6 years ()
c. 7-10 yeas () d. more than 10 years ()

This questionnaire has been planned and designed to collect data about the teachers’ opinions on “Exploring the Role of Using Short Stories in Improving Narrative Writing at Secondary Schools”.

The questionnaire covers two main hypotheses

1. Teachers have negative attitudes towards using short stories to teach narrative writing.
2. Short stories are not used to teach narrative writing at secondary school level due to different reasons.

(1) Teachers have negative attitudes towards using short stories to teach narrative writing.

No	Statement	Strongly agree	Agree	Not sure	Strongly disagree	Disagree
1	Many of the secondary school teachers are not interested in teaching narrative writing.					
2	Teachers have negative impression towards using short stories to teach narrative writing.					
3	Teachers feel that using short stories has no effective role in teaching narrative writing.					
4	Teachers think that teaching narrative writing through using short stories is very difficult.					
5	Teachers feel that using short stories does not improve students' narrative writing.					
6	Teachers think that using short stories does not reduce students' anxiety towards narrative writing.					
7	Teachers think that using short stories doesn't motivate them to teach narrative writing.					

(2) Short stories are not used to teach narrative writing at secondary school level due to different reasons.

No	Statement	Strongly agree	Agree	Not sure	Strongly disagree	Disagree
1	Short stories are not included in students' curriculum.					
2	Secondary school teachers are not capable to teach narrative writing through using short stories.					
3	Secondary school teachers do not prefer teaching narrative writing through using short stories.					
4	Most of the present strategies of teaching short stories focus on reading rather than narrative writing.					
5	Teachers are not given enough time to practice narrative writing with their students when using short stories.					
6	Short stories are not usually introduced and tested in secondary school examinations.					
7	Teachers are not well trained to use short stories in teaching narrative writing at secondary school.					

Appendix (2)

The Pre-Test

Ministry of Education

Karrari Secondary School For Boys

3rd class-writing Narrative Composition Test

Name..... Time (1:30)

Describing your last “Journey” in not more than three paragraphs use the following questions

1. Where and when did you go last journey?
2. How did you prepare for your last journey?
3. What did you take with you?
4. Who did go with you? Family – friends ... etc.
5. What did you see on the road?
6. How did you spend your time?
7. When did you come back?
8. Was it an interesting journey?

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The Thirsty Crow

By Dimple Kothari

One hot day, a thirsty crow flew all over the fields looking for water. For a long time, she could not find any. She felt very weak, almost giving up hope. Suddenly, she saw a water jug below her. She flew straight down to see if there was any water inside. Yes, she could see some water inside the jug! The crow tried to push her head into the jug

Sadly, she found that the neck of the jug was too narrow. Then she tried to push the jug down for the water to flow out. She found that the jug was too heavy.

The crow thought hard for a while. Then looking around her, she saw some pebbles. She suddenly had a good idea. She started picking up the pebbles one by one, dropping each into the jug. As more and more pebbles filled the jug, the water level kept rising. Soon it was high enough for the crow to drink. Her plan had worked. If you try hard enough, you may soon find an answer to your problem.

Information Text Structures

Structure	Meaning	Example
1-Description	describe the events and the parts that describe the people and events	We drove through a flat valley with hills on either side—a large soft plant
2-Order and Sequence	To show events in time order	firstly, then secondly finally....etc.
3-Comparing thing	To show how two or more things are like or same	like- both-same-similar-also in common-as well as....etc.
4-Contrast thing	to show how two or more things are different	differ-unlike-on the other hand-however-not like-although-but...etc.
5-Cause and Effect	To show how why something happened and what happened	because.....so as....as result as...so.....etc.
6-Problem and Solution	To tell about the problem and show a solution for it to give a satisfying end for your problem.	to give a general comment about the events

King Bruce and the Spider

By Toppers Bulletin

Retold By James Baldwin

There was a king in Scotland. His name was Robert Bruce. He fought many battles and won them. But once he was badly defeated. He ran away from the battle field to save his life .He took shelter in a cave where he hid himself. He was immersed in deep sorrow and out of disappointment he gave up all hope and struggle.

But once day he saw a spider in that cave. It was trying to reach the roof of the cave where it had a cobweb. It made six attempts to reach its web but every time it slipped down. Now the king got interested and watched the spider carefully .He was astonished to see that spider did not lose heart but continued its efforts to reach up at the top .At seventh attempt the spider was successful in its attempt of reaching its web.

This incident boosted up the spirit of King Bruce .He gained new strength and fresh courage. He gathered his forces and fought another battle. This time he fought with new vigour and enthusiasm and was ultimately successful in making his country free.

Moral lesson: TRY ,TRY, TRY again and did not GIVE UP

Failure is the pillar of success

Understanding Narrative Structure

Reading a short story is different from reading a newspaper article or a textbook. Knowing what to expect will make you a more effective reader. An essay or article is built around a main idea ,but fiction built around a plot. The plot is the series of events in the story ,in a good plot ,all the elements are necessary and connected in some way. If you can understand the sequence and connection ,you will understand the story.

Plot generally follow the pattern:

Exposition- introducing the characters ,setting of the story.

Initial action-the first event or discovery that sets the plot in motion.

Complication(s) –one or more actions that arise from the initial action .it puts some of the characters in difficult, dangerous or comic situations.

-Climax- the point of maximum tension ,interest or horror when the characters have to face the complications. -

Resolution -The end of the plot ,when the climax is solved or ends .

Grammar: Tense Shift Narratives:

Writers use a variety of verbs in narrative ,both to describe the action clearly and to add comments .Although writers may primarily stick to one tense in a narrative ,they may shift tense to create particular efforts.

Use the past for most story telling:

** Use the simple past for all events that happen in sequence:*

{so the edge man just passed it sideways, and someone else, a little guy, kicked the ball into an empty goal.}

*Use the PAST CONTINUOUS to describe actions that were happening at the same time as the main action .

{What happened was that he was watching a game of football on TV, and the TV suddenly started flickering and then smoke came out of it and the screen went black.}

Use the PAST PERFECT for events or states before the main time of the narrative.

I felt guilty I had never made the effort.)(.....

Shift from the past tense to the present tense:

To add an explanation or comment.*

("But what about saluting soldiers "I asked her. You have to remember that I was very young).

for a fact ,general statement ,or regular event

And we went on like that for a little while until understand that Champina is not really a country in the same way that Italy is a country, or France ,or America) (

Shift from the simple past to FUTURE FORMS to look beyond the story

And then my teammates did something I will never forget.)(

The Hidden Treasure

By Pomela Allen

Once, there was an old man who had four sons. All four of them were very lazy. One day, the old man fell sick and was counting his last days in bed. He worried a lot about his sons' future as the young men hesitated a lot to work. The sons believed that luck would favor them. The old man's health deteriorated every day and he decided to talk to his sons about their future. However, his sons did not listen to him. Finally, the old man decided to play a trick to let his sons realize the importance of work. He called all his sons and let them sit near him on his bed. He said that he had a treasure box with gold coins and expensive gems for them and wanted to share the treasure equally among the four of them. The young men were very happy and asked where his father had placed the treasure. The old man replied, "I cannot exactly remember the place where I have hidden the treasure. However, the treasure box is buried in our land. I'm really not sure about the place where I have hidden the treasure box." Even though the lazy young sons were happy, they were sad that the old man had forgotten the place where the treasure was hidden. After a few days, the old man died. The sons decided to dig the land to find the treasure box.

They worked very hard and dug their land. They could not find any treasure box in the land. Finally, they decided to dig a spot in their land that was a bit different from the rest of the area. The sons believed that the treasure was buried in that spot. They dug the specific spot deeply, but got nothing but water. A passerby who noticed the land and the water flowing from the spot talked to the sons about farming. Upon his advice, the four sons sowed vegetable seeds, and planted greens and flowering plants in their land. Since the land was very fertile with abundant water, within a few weeks, it became a fertile garden with nutritious vegetables and greens. The four sons sold the vegetables at a good price and earned a good amount of

money. Then they realized that it was hard work that was referred to as 'Treasure Box' by their father. Gradually, the four sons overcame their laziness, worked hard, earned more money and lived happily.

Hard Work Always Pays.

*** Joining Sentences "using Relative Pronouns"

(who—where—which—whose-and whom)

1-Who:- (people& subject)

e.g. A: Once there was an old man. An old man had four sons.

B: Once there was an old man who had four sons.

2- Where (place)

A: This is the village .The village I was born.

B: is This the village where I was born.

3: Whose (possessive)

A: Ali read about a couple .Their engagement lasted 37 years old

B: Ali read about a couple whose engagement lasted 37 years old.

4: Which (animals &things)

A: Ahmed saw a cat. The cat had five tails.

B: He saw a cat which had five tails.

5: Whom (people- object)

A: I met a friend .I had helped him to pass his exam.

B: I met a friend whom had helped to pass his exam.

(who ,where ,whose, which and whom) can be replaced by "that"

1-Once there was an old man that had four sons.

2-This is the village that I was born.

Bad Temper

By Robert Starling

There once was a little boy who had a bad temper. His father gave him a bag of nails and told him that every time he lost his temper, he must hammer a nail into the back of the fence. The first day, the boy had driven 37 nails into the fence. Over the next few weeks, as he learned to control his anger, the number of nails hammered daily gradually dwindled down. He discovered it was easier to hold his temper than to drive those nails into the fence.

Finally the day came when the boy didn't lose his temper at all. He told his father about it and the father suggested that the boy now pull out one nail for each day that he was able to hold his temper. The days passed and the boy was finally able to tell his father that all the nails were gone.

The father took his son by the hand and led him to the fence. He said, "You have done well, my son, but look at the holes in the fence. The fence will never be the same. When you say things in anger, they leave a scar just like this one. You can put a knife in a man and draw it out. It won't matter how many times you say I'm sorry. The wound is still there."

Criteria of short stories

- (1) Each story has three main parts (an introduction-main body and conclusion)
- (2) Create a setting (time& place) when and where the actions took place in the story.
- (3) Characters-main character and others.
- (4) Create a problem –conflict.
- (5) Solve the problem
- (6) Sequences of actions and scenes for each paragraph .
- (7) Using the language of suspense.
- (8) Using the past tense (past simple-continuous and perfect) beside the adverbial words such as yesterday, ago, once upon time ..in the past1987 ,last day ,week year...)
- (9) Using the punctuation ,spelling, structure, clarity and neat
- (10) Using a satisfying ending..

The Wise Son

By Mohummad Umair Almontazir

Once there was a wise King. He had two sons. He appointed eminent scholars to teach them all arts. After a few years, The King fell ill badly. So he wanted to select the next king for his kingdom. He wanted to test his sons' abilities. He called both of them and gave them a room to each one. He said, "You must fill your room completely with anything you wish. It can be anything! But there should not be any space left behind and you should not seek advice from other!"

The next day, the king visited the elder son's room. The room was completely filled with hay. The king sighed on the foolishness of the elder son. Then he went to the room given to the younger son. But it was kept closed. The King knocked at the door. The younger son asked his father to get in and closed the door again. There was darkness everywhere and the king shouted at his son angrily.

But the younger son lighted a candle and said, "I have filled this room with light!" Now the king felt very happy and hugged his son proudly. He understood that the younger son would be the right person to rule the kingdom.

Criteria of writing short story

1-Each story has three main parts (an introduction .main body and conclusion)

2-Create a setting (time &place) where and when the actions took place.

3-Characters- main and others characters.

4-Create a problem –conflict.

5-Solve the problem or resolution of it.

6-Sequences of the actions and scenes for each paragraph.

7-Using past time (past simple-continuous and past perfect) and the adverbial words such as (yesterday- ago- once upon time-1987-last(day-week year....))

8-Using the language of suspense.

9-Using a satisfying ending

10-using punctuation marks ,vocabulary, spelling ,structure ,clarity and neat presentation.

