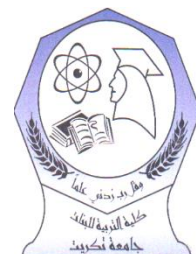




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Structured Story Reading and Story Retell Strategy and their Effects on University Students' Achievement in English Short Story

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Keywords: -Structured Story Reading -Story retell -Strategy -Effect -Achievement	Abstract: This research is concerned with importance of the role of using Structured Story Reading (SSR) and Story Retell (SR) strategy on the achievement of the second year university students in English short story. The participants of the study consists of the whole second year students of English Department at College of Education for Humanities at Tikrit University during the academic year 2018-2019. A sample consists of sixty students has been selected and distributed into two equal groups to be an experimental groups (A and B) and thirty students to be a control group. They have been taught the same English material for a period of twelve weeks. The experimental group(A) is taught by using Structured story reading strategy While the experimental group (B) is taught by using Story retell strategy and the control group is taught by traditional strategy. test It has been constructed an achievement and applied to three groups of students , at
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-Accepted : 20/6/2019	the end of the experiment. Results show the superiority of the experimental groups over the control group in their achievement in English short story. Finally the conclusions depending on the results of the research.
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استراتيجية قراءة القصة المنظمة وإعادة رواية القصة وتأثيرها على تحصيل طلاب الجامعة في القصة القصيرة الإنكليزية

د. دنيا ظاهر حميد

كلية التربية للعلوم الإنسانية ، جامعة تكريت

الكلمات المفتاحية : قراءة القصص المنظمة إعادة رواية القصص استراتيجية تأثير تحصيل معلومات البحث	الخلاصة: يهتم هذا البحث إلى أهميه دور استخدام استراتيجيه قراءة القصص المنظمة وأعادته رواية القصص على تحصيل طلاب المرحلة الثانية في ألامعه في ماده القصة القصيرة الانكليزية . يتضمن المشاركين في هذا البحث كل طلاب المرحلة الثانية في قسم اللغة الانكليزية في كلية التربية للعلوم الإنسانية جامعته تكريت خلال ألسنه الدراسي 2018-2019. العينة متكونة من 60 طالبا تم تقسيمهم إلى عينتين متساويتين مجموعتين تجريبيتين (B) و (A) و30 طالبا ليكون عينه ضابطة . وقد درسوا المادة الدراسية نفسها لمدة 12 أسبوع. ألامعوه التجريبية الأولى درست إستراتيجية قراءة القصص المنظمة بينما ألامعوه التجريبية الثانية درست إستراتيجيه أعاده رواية القصص والمجموعه الضابطة درست على ضوء استراتيجيه القديمة. تم بناء اختبار وتم تطبيقه على 3 مجموعات من الطلاب ، في نهاية التجربة . النتيجة تشر إلى الأفضلية إلى المجموعه التجريبية لان تحصيلها اعلي من المجموعه الضابطة في القصة القصيرة الانكليزية . في النهاية استنتاجات تعتمد على نتائج الدراسة
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1. Introduction

1.1 Statement of the Problem

Learning English as a foreign language needs very hard work. It also needs serious efforts to master its rules and linguistic skills and have certain linguistic competencies. Studying literature is essential for the learners in the process of learning the language. In fact, literature represents language itself .It is the written record of language use(Jassim,2017:1).

Language is the most important means which is used by people to communicate with each other orally or written. English language is one of the most required languages in the world because it is considered the language of knowledge, technology, business, trade...etc. (White, 1988:9). It also has become a mandatory subject in schools and universities around the world. To learn a new language means to learn " anew culture, a new way of thinking, feeling and acting"(Brown, 2000:1). Therefore, many different methods and techniques are used to teach it.

Jimerson and Kaufman (2003:79) point that learning to read and write is very important to academic progress. However many learners have hardness in learning to read for the lack of their vocabulary, skills for comprehension and knowledge of the structure of the target language. The general and an important tool that has been used to develop listening and reading comprehension is the retell of a passage of a story, either heard or read.

1.2 Aims of the Research

This study aims at

1. Identifying the SSR &SR strategy as an effective strategy for teaching English short story.
2. Finding out the effect of the identified on the achievement of EFL university students at the recognition level and that at the production level for the two groups.

1.3 The Hypothesis of the Research

The aims of the study are supposed to be achieved through verifying the following hypotheses:

1. There is no statistically significant difference between the mean scores of the experimental groups (A) and (B) achievement and that of the control group in the posttest.
2. There is no statistically significant difference between the mean scores of students' achievement at the recognition and the production level.

1.4 Limits of the Research

This study is limited to second year students at College of Education for Humanities University of Tikrit who are studying five short stories: (The Happy Prince / Cat in the

Rain /The Black Cat / The Doll's House /The Open Window) during the academic year 2018-2019.

1.5 Definitions of the Basic Terms

Below are the definitions of the basic terms employed in this study. **Structured story reading:** Lara-Alecio, Irby, & Mathes (2003:105) define structured story reading is "story reading that is systematically planned and scripted to utilize research-based learning strategies".

Story retell: Gibson, Gold and Sgouros(2003:64) state that "story retell is the process of retells the story by the learners' own words after they listened to our reads a story and summarizes them".

Strategy: Brown (2007:132) defines strategies which are " those specific attacks that we make on a given problem, and that vary within each individual. They are the moment by moment techniques that we employ to solve problems posed by second language input and output".

Effect means "something produced on action or cause which produced usually more or less immediately"(Patric,1971:55) .

Achievement refers to "the accomplishment or proficiency of performance in a given skill or body of knowledge"(Good, 1976:7).It refers to "the mastery of what has been learnt or the degree of acquisition achieved by an individual in any instructional material in a specific educational field" (Allam, 2001:305).

2. Theoretical Background

2.1 The history of short story_____

- Folklore or the oral tradition Stories are regarded as an important element of every culture . Short stories have their roots in folklore of storytelling. Stories were previously told to:

- 1- explain beliefs about the world (e.g. myths),
- 2- to remember the great works of past kings and heroes (e.g. legends)
- 3- to teach moral lessons (e.g. fables and parables) or for the sake of entertainment (e.g. folk tales and fairy tales).

-A myth: It is an ancient story that explains the beliefs of people about the natural and human world .

-A legend: It is also very ancient story about the events that happened in the past .

-A fable :It is a short story that aims to teach a moral lesson.

-A parable: It is a short story that used a metaphor to express the moral principles.

-A folktale: It is an anonymous story passed on through generations by word of mouth.

-A fairy tale: It is a folk tale that involves imaginary creatures such as fairies, wizards, elves.....

-A ghost story: It is a story about supernatural beings and ghosts.

-A tall tale: It is a story that involve unbelievable elements.

-A trickster tale: It is a story in which their character is animal who likes to play tricks on other character .

-An urban legend: It is a story that is thought to be true, but is usually not and also known as an urban myth.(Ana,2008:97)

2.2 The Early Literary Tradition

The first written stories were stories from the oral tradition , such as Aesop's Fables and the many other fables ,folk tales and fairy tales registered by story tellers and story collectors around the world. The short story developed in the 19th century to be as a literary form as magazines. Many writers in the 19th century contributed to the development of the short story as a literary form . By the 20th century , the short story was well instituted by the earlier writers like Edgar Allan Poe, Guy de Maupassant, and Anton Chekov. Writers used to use the literary form of the short story to search a variety of genres such as love stories , fantasy and terror stories , crime and mystery stories and science fiction. Today many writers both male and female from different countries all over the world writing their stories in English even when English is not their mother tongue (Ibid).

2.3 The Impact of Story Reading and story Retelling on the Development of Language

The most important studied fashion is a story book reading for increasing language learning. Research studies have shown that though shared story book experiences ,students make important gains in various areas of development.

(Rubin&Wilson,1995:89). There are two ways that the students get benefits from story reading by provided that them with acquisition of language and literacy skills because the experience vocabulary growth and knowledge . (Snow,1983).As the students discuss the text and illustrations, while they reads the story , they can enhance their communication opportunities, And when a story is read , the priority influence for the communication event is a text in a story telling event, the word are recorded through automatically active performance by audience participation and interaction and not memorized.(Ibid). One

important key of stories is the imaginative development .Storytelling have more visual imagination than story reading because there are no books illustration to look at when they tell a story (Ellis,1997:49).

According to Zeeco(1997:47) and (Mallo& Bullard, 2000:55) , state that the difference between storytelling and story reading is eye contact . If there is a book the focus is on the text and its illustration while if there is no book at the teller and the teller looks at the listeners. This interaction is through eye contact that makes the experience more personal and effective.

2.3.1 Language use

Brown and Camborne (1987 :97) argue that read and retell is an important strategy to use in order to allow students to transform any text into their own words and what they understood . In fact students not only are retelling information , they are learning to write in a particular genre. Language is important for people . They use it to communicate with each other . People use words, gestures, and sounds repetitively to share information (Widdowson,2007:57).The aim for communication is called genre and genre is defined as " goal oriented and purposeful activity". It has information that express emotion or messages to be transmit to listeners without misunderstanding (Martin,1984 :33). Story telling is a type of genre which give people opportunity to share their experiences. It involves information about the event and the response of the speaker towards the event. Storytelling texts are classified into four types of genres: anecdote- exemplum-recount and narrative.(Ibid).

2.3.2 Learning English through stories

Karen Saxby is the writer of the series of fun story . She recognize how stories can be used to make student's language learning meaningful and memorable through her stories. A good story support students to turn the next page and read more. The students want to know what is the event and what will happen in the future and what are the role of the main characters . They feel emotional , sad, afraid, angry or really happy. This is because the y 'feel' that they are part of the story, too. They fell love and hate in their real life situation because they have similar problem. The imagined situation not became alive to them .

In all cultures around the world used storytelling to pass knowledge from one generation to another. (Story fun for Movers, Cambridge University Press, 2011) .
(file:///F:/Learning%20English%20through%20stories%20_%20Cambridge%20English.html).

Irene (cited in Jassim,2017:1) suggests that literature in classroom provides a chance for the students to comment, suggest, communicate and use the foreign language. She demonstrates:"Literary texts are a rich source of classroom activities and can surely prove to be very motivating for learners. No wonder the use of literary pieces play a significant role in English Language Teaching. Literature opens a new world to the students. It seeds the critical abilities of the students. It includes every human dilemma, conflict and longing resolving the plot of a short story is more than an automatic exercise."

2.3.3 Activities to Prepare Students for Reading

1. Using illustrations

Using of pictures for helping students to imagine the events of the story. It can be used to know the story, work out vocabulary, introduce hard words, and continue the interest of the student .

2. Pre-teaching vocabulary

All the stories are related to a lexical theme. We find a connected exercises on thematic vocabulary .

3. Introduce the theme

Stories are related to a topic. It can be a good idea to familiarize students with the topic before reading, by trying activities related to the topic on the site, by setting a task to find out about the topic , or by discussion .

4. Input cultural background

Many stories undertake a knowledge of their culture and their daily routine. Students are interested in discovering the differences between their own culture and other societies cultures

2.3. 4 Activities during Reading

1. The use of many types of reading

There are many ways in reading a story. The students need to read, hear, or listen to the story many times. The teacher should use many types of reading inside the classroom and it could use a data projector for a class to listen to/read a story as a whole-class activity. The students can read by themselves either on-screen at university or as homework. Some stories can be read as texts with explanations and then students can watch the movie text.

2. Sustaining reading

The long story need the students to be motivated in reading any text . The role of the teacher is to ask the class some questions. This use of retelling the story makes the students want to read till the end of the story to see if it is their own idea is correct .

3. Total physical response

With active learners the story can be mimed while the teacher reads and the students listen.

4. Characters and voices

In stories which have a lot of characters you could ask learners to read the dialogue of the characters. The teacher could read the dialogue in different voices first, or even with funny voices and humbug words the class could rewrite the story as a play which could be performed - perhaps with costumes.

5. Vocabulary help

If students at home are reading singly ,they could also use a dictionary , if the learner is at a high enough level to use this independently.

2.3.5 Post-reading activities

1. Quick comprehension check

The teacher should know that the students have finished reading the story and comprehended it and ask some questions include oral and written forms such as why is this person not happy, which character did they like, etc.

2. Make a poster/illustrate the story

Through the use of vocabulary labels in English, we can achieve some creative drawing and illustration.

3. Stimulus for writing

One of the most essential part in many stories is to learn creative writing for students depending on their levels , learners with low-level could use one of the simpler stories as a model for a story of their own. While a higher level students could write more complicated stories. Other ideas such as writing a letter to a character, writing diary entries for a character, or writing more dialogues between the characters.

4. Role-play

The use of role-play in illustrating stories can be simple or difficult. It could start with miming basic movements , then speaking . In the classroom the teacher will need to be organized in advance with moving furniture, providing props etc and colored students faces .

5. Fairy tales

It is the most important and rich source for motivating learning content for students.

<file:///F:/Kids%20and%20stories%20-%20TeachingEnglish%20-%20British%20Council%20-%20BBC.html>

2.4 The Characteristics of Retelling a Story

2.4.1 -Retelling as a Comprehension Strategy

Retelling is "a procedure that enables a student to play a large and active role in reconstructing stories. Usually retelling involves interactive discussion with the teacher, peer or groups and this discussion helps learners to comprehend and recall the discourse they read or listened"(Morrow, 1996:76). Retelling provides the following points:

- a- Retelling gives the freedom for expressing information about learners' comprehension as a product more than common questions and answers do.
- b- b-Retellings go "beyond the literal and help children focus on a deeper understanding of the text" (Rhodes and Shanklin, 1993:73).
- c-"retelling encourages readers to attend to the meaning of the text; reinforces elements of story structure, such as character, setting, and plot; requires readers to distinguish between key ideas and supporting details; encourages communication and oral language development" (Rog, 2003:43) .

Retelling as an assessment tool While assessing a reader's comprehension, the question and answer style does not cover all the extent of the learner's understanding. Then in retelling, learners attempt to recall as much of the content as possible and the learners gained through retelling knowledge more thorough assessment of their passage (Searfoss et al., 1994:63).

2.4.2 Retelling as a Social Interaction Process

While the teacher-directed reading to the whole class, students' verbal expression about what they recall from text is limited to responding to questions, that are presented by teachers and require specific and text-based responses usually at the literal level. Different from the teacher-directed reading , if learners retell a story, they should change a text into their own words using listening, speaking, reading and writing and possibly drawing. (Durkin, 1978:61).

-Previous Studies

1- Isbell & Joseph & Liane & April (2004)

The aim of this study was to determine how storytelling and story reading influence the language development and story comprehension of young children from three to five years of age.

The sample of this study is 38 participants in this 12-week study attended a lab school located on the East Tennessee State University campus in Johnson City. Tennessee.

The procedures of this study was two groups of children heard the same 24 stories . Group A heard the stories told and group B heard the stories read from a book. The language pre-and post-sample were elicited from the participants by retelling a story they had heard and creating a story using a wordless picture book.

The results show that both storytelling and story reading were found to produce positive gains in oral language. Differences between the two groups indicated that young children who heard the stories told demonstrated improved story comprehension in their retelling , while children in the story reading group improved their language complexity.

2- Rohani & Behzad (2015)

The study aims at examined the impact of the retelling technique on English reading comprehension for 70 first grades of high school students from Iran.

The procedure of this study was 70 students from high school participated . The study was conducted on intermediate female students. To achieve the purpose of study , the researcher chose a sample of 85 subjects, which were reduced to 70 homogenous students. Then, the subjects were randomly assigned to one experimental and one control groups. Subjects in these groups were given a pre-test at the beginning of the semester.

The sample of this study is 70 female students taking first grade of high school at a public school in Gorgan took part in the study. The age of the students ranged from 15 to 17 years. though they had studies English for 3 years at school since they are still taught English mainly based on grammar-translation method . They Know ledge of English was not usually so high and they did not have any retelling experience at the beginning of the research. Subjects had English lesson two sessions in a week . Testing instruments were used in the pre-test study.

The results show that retelling significantly improved the participants texts comprehension at the level of overall meaning. It also helped them to learn general concepts during reading and to draw connections between pieces of information introduced at different parts of the text.

3. Methodology

3.1 Experimental design

Experimental design is "the schema of the procedures that enable the researcher to test hypotheses by reaching. Experimental design is "the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about the relationship between independent and dependent variables."(Best and Khan, 2006:77). The experimental design of this research is entitled "The Posttest-Only, Equivalent-Group Design" which includes the following points, as it is shown in table (3.1).

1. Selecting two groups of students randomly and assigning them to (experimental A, experimental B) and control groups.
2. Make equalization between the students of the two experimental groups (A and B),on one hand , and those of the control group, on the other hand , in some variables.
3. Administrating the independent variable to the two experimental groups.
4. Teaching the control group the same instructional material .
5. Post testing the two involved groups of students.
6. Utilize statistical tools in order to analyze the collected data and obtain the final results.

Table (1) The Experimental Design of this Research

Group	Independent variable	Posttest
Experimental A	story reading strategy	Posttest
Experimental B	Story retell strategy	Posttest
Control	Traditional strategy	Posttest

3.2 Participants

The whole participants of the present study includes(90) second year students of the Department of English at the College of Education for Humanities/ Tikrit University , during the academic year 2018-2019. The students are grouped into two experimental groups: (A , B) and one control group .Sections (A) and (B) have been randomly selected to be the experimental groups and consists of 60 students . Therefore, the total number of the involved 90 who represent 43.48 percent of its original participants, as shown in table (3.2).

Table (2) The Participants

Groups	No. of Population	No. of Repeaters	No. of Pilot Students	No. of Sample Students
Experimental A	42	1	11	30
Experimental B	47	2	15	30
Control	40	2	12	30
Total	129	5	38	90

3.3 Instructional Material

The material which has been taught to the three involved groups of students is (The Happy Prince / Cat in the Rain /The Black Cat / The Doll's House/ /The Open Window) It is related to different writers. It consists of two short stories during 12 week period. The experiment of this research has been done in the first semester of the academic year 2018-2019.The instruction of both groups of students began on the seventeenth of October, continued for about twelve weeks,

and ended on the eighteenth of January, 2019. The two experimental groups (A,B) are taught by using SSR&SR strategy while the control group is taught by traditional way.

3.4 Construction of the Test

In teaching any language construction there should be a test which follows the teaching process(Elian,2008:184). The researcher has constructed a written test according to the contents and the behavioral objectives of the instructional material. The test consists of eight questions with twenty four items scored out of hundred, as shown in table (3).

Table(3)Table of Specification

Level	No. of Questions	Contents	Behaviors	No. of items	Score
Recognition	1	Write True or False Complete the following.	Write True or False in front of each item Complete the following.	5	10
	2	A cloze test students are required to fill in with correct sentences.	Fill in the blanks with suitable sentences.	5	10
	3	Students should complete and give an explanation to certain questions.	Explain some points.	5	10
	4	Students should explain an important point	Explain and discuss an important points.	5	10
Production	5	Students are required to describe the main theme.	Write a summary	1	15
	6	Students are required to write a conclusion.	Write a summary	1	15
	7	Students are required to discuss the characters.	Discuss the role of the characters in the story.	1	15
	8	Students are required to	Evaluate the moral	1	15

		evaluate the moral lesson	lesson.		
Total				24	100

3.5 The Behavioral Objectives

Al-Mutawa and Kalian (1989:64) state that "the behavioral objectives are defined by the English syllabus of each stage of learning. They are classified in relation to the cognitive, affective and psychomotor domains". The English Short Story book for the second year aims at further developing of the students' communicative skills. The stories use authentic language and encourage students to read, comprehend, and then retell what they have comprehend.

3.6 Validity and Reliability of the test

Validity refers to "the truth of the test when it measures the components that the examinee intended to measure". (Bynom, 2001:13). Reliability is an important character of a good test. A test is said to be reliable if its degree of accuracy stays steady and consistent in each time is made with the same condition for the same sample of students (Veram and Beard, 1981:32).

To achieve this aim, test-retest method is considered. Thus, the same achievement test has been administrated to the sample of (90)students. The two administrations have been performed within a period of thirteen days, taking into consideration the time, place and quietness of administration of the test in the two occasions. After using Pearson Formula, results show that the correlation coefficient of reliability is 0.88 which is considered an acceptable degree.

3.7 Pilot Administration of the Test

It is an introductory research made with a sample out of the experiment sample in order to know the researcher with any obstructions that may face during the test (Good, 1976:143). The aim of the pilot study is to allow the researcher to obtain information about how the instrument works and to specify the respect time required to answer all the test questions or items. It also aims to find out the discrimination power and difficulty level of the test as well as to determine the visibility of the test instructions.

The test has been managed on(90) students randomly selected from the involved sections (Experimental A) and (Experimental B) and the control group. Results indicate that the time needed to answer all the test items ranges between 60-70 minutes and there is no mystery in

the instructions of the given test.

3.8 Item Analysis

It means "checking responses built by all students for each item included in the test "(Oliva,1988:76). The process of knowing the easiness and the difficulty of each item and to change the unsuitable one. After scoring the test papers of the pilot study, the testes' total scores have been ranked from the highest to the lowest in order to select the 27% of the highest scores to be put in one group (those represent the upper group) and 27% of the lowest scores to be put in the other group(those represent the lower group). It is important to obtain the difficulty level as well as the discrimination power of the items of the test .

3.9 Difficulty Level (DL)

The DL refers to the proportion of the examiners who passed the test. It is studied d by determining the proportion of students who answered the item correctly divided by the total number of students. The aim behind this procedure is to select the items whose difficulty is proper to students' level (Madsen,1983:43).

3.10 Discrimination Power

Ebel (1972:89) states that when the administrating power is 0.30 and above the item is acceptable ; less than 0.30 then the item is weak , the teacher should change them . All the test items have proved to have satisfactory discrimination power of acceptable difficulty level. There are only some items which are modified and changed to be satisfactory.

3.11 Final Administration of the Test.

Having ensured that the test is valid, reliable , administrative and has a suitable level of difficulty, the test is administrated to a sample (90) students in college of education at Tikrit University . It had been applied to students under the same conditions. The teacher were asked the students to write their responses on the test papers . After the test papers were distributed, the researchers read the instructions to the students , explained to them how to answer some items and told them the purpose behind the exam so that they took test more seriously and to interact with the test more effectively. The subjects were aloud enough time to answer the questions completely. The maximum time allowed for the test was one hour .

4. Results

After subjecting the involved sample of students to the achievement test , the data has been collected and statistically analyzed as follows:

1/ There is a statistically significant difference between the mean scores of the experimental groups achievement and that of the control group in the posttest.

2/ There is a statistically significant difference between the mean scores of students' achievement at the recognition level and that at production level.

-Comparison Between the Achievement of the Experimental Group (A) and that of the Experimental Group ((B) and the Control Group in the Posttest

In order to find out whether there is any significant difference between the mean scores of the experimental group(A), on one hand, and that of the experimental group (B), on the other hand, in the posttest, both mean scores are obtained and compared. Results show that the mean scores of the experimental group (B) is 77.47 and that of the experimental group(A) is 69.90. By using the t-test formula for two independents samples the computed t-value is found to be 4.31 while the tabulated t- value is found to be 2.00 at the degree of freedom (58) and the level of significant (0.05), as it is shown in table (4).

This indicates that there is a significant difference between the mean scores of the experimental group(A) and that of the Experimental group(B), and for the benefit of the group (B). This means that the achievement of the experimental group (B) which has been taught by SR strategy is better than the achievement of the experiment group (A) which has been taught by SSR strategy. Therefore, the first hypothesis is rejected.

Table (4) The Mean Scores, Standard Deviations and T-Values of the Three Groups in the Posttest

Group	No. of Students	Means Scores	SD	T-Value		DF	Level of Significance
				Computed	Tabulated		
EG(B)	30	77.47	6.02	4.31	2.00	58	0.05
EG(A)	30	69.90	7.50				
Control	30	50.80	7.90				

- Comparison between Students' Achievement at the Recognition Level and that at the Production Level (Experimental Group A)

The mean scores of the students' achievement at the recognition level and that at the production level of the experimental group (A) in the posttest are calculated and compared in order to find out whether there is any significant difference between them. The obtained results show that students' mean scores at the recognition level is found to be 15.27 and that at the production level is found to be 57.77. The t-test formula for two related samples is used and results show that the computed t- value is 65.04 and the tabulated t- value is 2.04 at the degree of freedom (29) and level of significant (0.05), as it is shown in table (5).

This means that there is a significant difference between students' achievement at the recognition level and that at production level and for the benefit of the production level. Therefore, the second hypothesis is rejected.

Table (5) Students' Mean cores and T-Values of the Experimental Group (A)Recognition Level and Production Level

Experimental Group (A)	No. of Students	Mean Scores	SD	DF	T-Value		Level of Significance
					Computed	Tabulated	
Recognition	30	15.27	1.98	29	65.04	2.04	0.05
Production		57.77	5.14				

- Comparison Between Students' Achievement at the Recognition Level and that at the Production Level (Experimental Group (B))

The mean scores of the students' achievement at the recognition level and that at the production level of the experimental group (B) in the posttest are calculated and compared in order to find out whether there is any significant difference between them. The obtained results show that students' mean scores at the recognition level is found to be 21.37 and that at the production level is found to be 18.70. The t-test formula for two related samples is used and results show that the computed t- value is 5.70 and the tabulated t- value is 2.04 at the degree of freedom (29) and level of significant (0.05), as shown in table.(6).

This means that there is a significant difference between students' achievement at the recognition level and that at production level and for the benefit of the recognition level. Therefore, the second hypothesis is rejected.

Table (6)

Students' Mean cores and T-Values of the Experimental Group (B)Recognition Level and Production Level

Experimental Group (B)	No. of Students	Mean Scores	SD	DF	T-Value		Level of Significance
					Computed	Tabulated	
Recognition	30	21.37	2.25	29	5.70	2.04	0.05
Production		18.70	1.62				

5. Discussion of the Obtained Results

The obtained results of the current research show that students' achievement of the experimental group (B) who has been taught by SR (story retell) strategy is better than those of the experimental group (A) who has been taught by SSR (structured story reading). This means that SR strategy proves to be more effective in teaching English short story. According to the results, it was determined that the group of storytelling is performed better on the retelling, when compared to the group of story reading and control group.

Moreover, the storytelling group is performed better in providing a formal ending, a setting, naming the moral, and remembering characters in the story. Results of this study indicate that storytelling and story reading are both beneficial to the development of oral language complexity and story comprehension in students. The inclusion of storytelling would assist students in expanding story comprehension, oral retelling, and recognizing the elements of a story. From the researcher's point of view, the improvement of the students' achievement in English short story by using SSR&SR strategy could be referred to the following factors:

- 1/ SSR&SR strategy is easy to apply by teachers and used by students.
- 2/ It is flexible and interesting in use. 3/ It engages imagination.
- 4/ It improves students' confidence in their learning ability.
- 5/ It encourages creativity, brainstorming and critical thinking.
- 6/ It helps students to understand, memorize and restore better.

As far as the difference between the students' achievement at the recognition level and at the production level, results illustrate that the achievement of the students at the production level is higher than at the recognition level. This difference could be referred to the following factors:

- SSR&SR strategy encourages students to create, organize and better connect relationships between ideas.
- SSR&SR strategy improves effectively the way students record information, enhance their creative problem solving and critical thinking

6-Conclusions

According to the results of the current study, the following points have been concluded:

1-The achievement of the students of the experimental group(B) is better than the students of the experimental group(A) which indicates that the storytelling group was more engaged, as demonstrated by facial expressions and anticipation displayed by students in that group also in the retelling procedure, students are more relaxed and their channels of communication are open. They can interact socially and collaboratively with their teacher, their peer, or with their partners and the degree of interaction is much higher than in reading a story.

2- Using SSR&SR strategy help students to understand, organize and analyze all elements of story in the best way and provides an active role for students (student-centered) while their teacher becomes a facilitator and coordinator.

In term of the obtained results and drawn conclusions, the following recommendations are put forward, College faculty are advised to use SSR &SR strategy in teaching English short story to improve their students' achievement and curriculum designers in the Ministry of Higher Education and Scientific Research are invited to adopt SSR &SR strategy in teaching English stories.

For further work, the following studies are suggested to investigate: The role of using SSR &SR strategy for teaching English grammar, essay, novel, poetry, etc and the effectiveness of using SSR &SR strategy for teaching EFL to preparatory school students.

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Appendix (1)

The Recognition Level

The Happy Price

Q1: Write T for true sentences and F for false ones.

- 1-The author who wrote this story was Shakespeare.
- 2-The prince body was covered in shiny gold leaf.
- 3-The Swallow took the ruby from the prince 's dagger to the poor writer.
- 4-As more and more people became happy , the prince's body grew more and more beautiful.
- 5-The Happy prince could not move ,because his feet were tide to the pedestal.

Q2: Complete the following sentences with suitable words.

- 1-The state of the Happy Prince stood upon a-----
- 2-The Swallow had fallen in love with the most beautiful -----
- 3-When the tear drop falls on the Swallow , he says-----
- 4-The Swallow says if you are so happy then only why are you weeping, you have quite-----
- 5-What did the happy Prince ask the Swallow to do with gold on his body-----.

Cat in the Rain

Q3:State the number of the item and the letter of the correct choice.

- 1- What is the American couple most likely doing in Italy?
 - a-They are visiting someone
 - b- They are there on holiday
 - c-They are there on business
 - d-They are on their honeymoon
- 2-Why does the woman like the hotel owner so much?
 - a-He reminds her of her father
 - b-He is always caring and respectful towered her
 - c-He makes her feel very small
 - d-He dresses in a dignified way
- 3-How do you see the rain in the story?
 - a- Refreshing
 - b-Cold, miserable
 - c-Harmful.....
- 4-What is it like staying at the story 's hotel?
 - a- Luxurious
 - b-oppresing
 - c-restricting
 - d-boring
- 5-Does the text imply that
 - a-the wife is pregnant?
 - b-that she wants to be pregnant?
 - c-she has had a miscarriage?

Q4:Dose the text imply that the wife is pregnant? Or that she wants to be pregnant? Or that she has had a miscarriage? Please choose and explain your answer.

The Production Level

The Happy Price

Q5 :Describe the first meeting between The Happy Prince and the Swallow (use no more than 100 words)

Q6:What is the conclusions of "The Happy Prince"?

Cat in the Rain

Q7: Who are the characters in the story ? List them as you listen.

Q8:What is the Moral lesson of the story ?