

**IMPROVING STUDENTS' READING SKILL THROUGH SHORT STORY
AT THE ELEVENTH YEAR OF SMA PMDS PUTRA PALOPO**



IAIN PALOPO

A THESIS

*Submitted to the English Study Program of S1 Tarbiyah and Teacher Training Faculty
of State Institute for Islamic Studies of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree in English Education*

Composed By,

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**ENGLISH STUDY PROGRAM
OF TARBIYAH AND TEACHER TRAINING FACULTY
OF THE STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO
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ABSTRACT

Yuliana 2016, " *Improving Students' Reading Skill through Short Story at the Eleventh Year of SMA PMDS Putra Palopo*"

"Thesis, English Study Program of Educational Department in Institute College for Islamic Studies (IAIN) Palopo. Under supervisors":

(1) Dr. Hilal Mahmud, M.M. (2) Madehang, S.Ag., M.Pd

Key words: Reading Skill, Short Story

This thesis focuses on Improving Students' Reading Skill through Short Story at the Eleventh Year of SMA PMDS Putra Palopo . The problem statement of this thesis : is the short story effective in Improving Students' Reading Skill at the Eleventh Year of SMA PMDS Putra Palopo?. This research aim: to find out the effectiveness of short story in improving reading skill at the Eleventh Year Student of SMA PMDS Putra Palopo.

The population of this research is the students at the Eleventh Year of SMA PMDS Putra Palopo. The sample was taken by purposive sampling. The number of sample is 20 students. This research used pre-experimental method with pretest and posttest design. The pre-test given to know basic ability of the students reading skill and the post-test given to know the students' improvement in reading skill after treatment.

The result of this research shows that there is a significant improvement on students' reading skill through short story at the eleventh year of SMA PMDS Putra Palopo. The result of data analysis shows that t_{test} (7.098) was higher than t_{table} (2.093). It indicated that short story is effective to improve students' reading skill at the eleventh year of SMA PMDS Putra Palopo.

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CHAPTER 1

INTRODUCTION

A. *Background*

English is one of language frequently used by many people in the world. Therefore, it is considered as one of international language. As an international language used many purpose of people activities. English is used in both formal and informal education either as second or foreign language.

English is a foreign language in Indonesia that consists of four skills, namely: Listening, speaking, reading, and writing. These four skill are usually considered as integral system because they support each others.

Reading is one of the important skill that should be mastered by the student. Besides that, reading is a complex process in which the reader uses mental content to obtain the meaning of materials, and the understanding of skill is an ability to increase the quality of reading process.¹ It would be needed to get information and message from the text. If a student has a strong desire or high motivation and skill in reading the text, it would be easy. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part their ability to read ability to read. If their reading skill is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. On other, if they have a good ability in reading, they will have a better chance to succased in their study.

¹ <http://www.en.wikipedia.org/wiki/readingskills>, accessed on May, 12th, 2012

There are many people or learners who find English reading, difficult to understand the reading and have less interest towards it. Problem in reading is a problem for all learners who learn English foreign language and it also seems to be a problem for students at SMA PMDS Putra Palopo. After the researcher conducted teaching practice at SMA PMDS Putra Palopo, the researcher found most of learners who still lack of attention in English teaching process, especially in reading class. They have many problems in reading such as the students read very slowly, they faced on problem reading as they could not do well to understand the reading text and their lack of knowledge that is related to the text. In addition, they were doubtful to read a text loudly since they were not familiar in reading fluently and always boring if they surface with the reading material.

For solving the problem in reading, the teacher is required to be innovative in choosing suitable technique. They also must be able to create pleasant atmosphere in the classroom in order to motivate students in reading English text. During this time, many ways that have been applied by teacher to improve students' reading comprehension like skimming and scanning method, and also reading aloud. But those are not enough to increase students' ability. The students still need another way to touch their memory or mind. In this case, the researcher offers to conduct a research by using short story.

Short story is interesting media for the students to read, and then the students understand the story the plot is not complicated and not very long story. Therefore, the story should be in accordance with premises age and level of students' language abilities. So that, short story can help the students to improve

in reading skill. They do not feel difficult in comprehending english and interest toward english reading.

Based on explanation above, the researcher interest in doing research about “Improving Students’ Reading Skill Through Short Story of SMA PMDS Putra Palopo.”

B. *Problem Statement*

Based on the focus of the background above, the problem statement of this research is:

Is short story effective in improving Students’ Reading Skill At the elevent year of SMA PMDS Putra Palopo?.

C. *Objective of Research*

In relation in the problem statement above, the research aims:

To find out the effectiveness of short story in improving students’ reading skill at the eleventh year of SMA PMDS Putra Palopo.

D. *Significant of Research*

This result of study expected to be useful information for all readers to improving students’ reading skill through short story. Also to english teacher of PMDS Putra Palopo in order to increasing the students’ motivation to learn english.

E. Scope of the Research

The scope of the research improving students' reading skill through short story at the eleventh year of SMA PMDS Putra Palopo, the researcher used short story to entertain and to gain hold student's interest.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Study

In this research the researcher found some researches which are closely related to this research, those research are:

The first research conducted by Isna Indriati entitled “*Using Online short stories to improve the Reading Comprehension Ability of the Eight Graders of MTsN-2 Palangka Raya*”. The findings of the research showed that online short story strategy was worthy to improve the students’ reading comprehension. Their reading skill develop, mainly in finding main idea and detail information, and breaking down the text structure. This can be seen from the students’ score that improved from 42,1 in the primary text to 62,1 Cycle 1 up to 65,7 in Cycle.¹

Suparman Ar. in his research entitled “*Improving Students’ reading skill Through Scanning and Skimming at the Second year of Madrasah Aliyah Negeri (MAN) Palopo*”. The result of the research shows that teaching reading skill through scanning and skimming can stimulate the students’ interest and improve students achievement.²

¹ Isna Indriati, “*Using Online Short Stories to improve the Reading Comprehension Ability of the Graders of MTsN-2 Palangka Raya*”. (Malang :St University of Malang, 2011),p.70

² Suparman, “*Improving Student’ Reading Skill Through Scanning and Skimming At The Second Year Of MAN Palopo, (STAIN Palopo:2010). p.58*

B. The Concept of Reading

Reading is one of four skills in learning language including English. In general, reading English text is not very different from any language event though it has its own characteristic. As many languages, reading text needs special and certain skills. In order to understand any language text especially the sentence exposition there are at least four suggestions to do. First, read all paragraphs or whole text.³ Second, list and verify main ideas of the text. Third, classify the essential main ideas and fourth make conclusions which cover all important from the text.

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages. It means that people receive the information from their eyes then understand the meaning by their brain. According to Jack Richards reading perceives a written text in order to understand its context.⁴

As a matter of fact basically reading deals with the ability of people in articulating a written text, and understanding meaning that is conveyed in it. So, the teacher will catch the idea through adjustment of his/her language and thought. Reading does not simply spell words on sentences. Moreover, the reader is able to comprehend the whole

³Collins Cobuild. *Series English Teaching reading comprehension*. usage fullam: the collins cobuild.(1995). Online <http://www.edu/>. Chapter. Html collin. Accessed on 10 februari 2013.

⁴Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics*, (UK: Longman Group, 1990),p.127.

conveyed by the writer thought written text. Her or she also associates meaning of sentence connected in each paragraph. Reader who knows many vocabularies certainly will facilitate him or her to comprehend and interpret the author's idea.

Reading is active process (not product, like history) in which reader shift between source of information (what they know and what the text says), elaborate meaning and strategies, check their interpretation (revising when appropriate), and use the social context to focus their response.

However reading is a way in which something is interpreted or understood. Reading, it does not mean that reading the one only understands the words or its grammar. It is not just translating. Reading is thinking, in order to read well in English, you must think in English.

Other define reading as the act of simultaneously reading the lines, reading between the lines, and reading beyond the lines, the first part of the definition, reading the lines refers to the act of decoding the words in order construct the author's basic message.

1. Theories of Reading Skill

Before dealing with the definition of reading skill, it is necessary to define the words "Reading and skill". Lamuhiddin in Hasriani says that reading is a complex process in which the reader uses mental content to obtain the meaning from written materials, and the understanding of skill is an ability to increase the quality of reading process.

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.⁵

Reading is selective process. It involves partial use of available minimal language cues selected from perceptual input on the expectation.⁶ As this partial information is processed, tentative decision are made to be confirmed, rejected or refined as reading progress. Reading is means of language acquisition, of communication and of sharing information and ideas.⁷

Reading is usually conceived of as a solitary activity in which the reader interact with the text in isolation.⁸ In foreign language learning, reading is likewise a skill that teachers simply, expect learners to acquire. Reading, arguably the most essential skill for success in all educational contexts, remains, a skill of paramount important as we create assessment of general language ability.⁹

Reading tasks generally begin with a specific prediction or orientation activity. These strategies will vary from the text for the gist to reading carefully for detailed comprehension. In some cases students will be required to read the text more than once.

⁵Hasriani, *The Ability of Reading skills of the First years students of SMA Negeri 1 walenrang to distnush between skimming and scanning.* (Thesis STAIN Palopo: Palopo,2007),p.4

⁶ David Nunan, *pratical English Language Teaching*, (Sidney :Macquarie University, 1991) p.189

⁷ Michell H. Long and Jack C. Richard, *Methodology in TESOL*(Hawai: University at Manoa, 2002), p. 234

⁸ <http://en.Wikipedia.Org/wiki/reading> (process).

⁹ H.Douglas Brown. *Language Assessment Principles and Classroom Practise* , Logman : San Francisco State University: 2004),p. 185

Reading skill enable readers to turn writing into meaning and achieve the goals of independence,comprehension,and fluency.

Reading skill are spesific abilities which enable a reader:

1. To read the written forms as meanigful language
2. To read anything written with indepence, comprehension and fluency
3. To mentally interact with message.¹⁰

Reading skill just means how tell you read, what types of words you understand, how well you understand grammar,and how well you understand the meaning of the piece that you read. Reading is the ability to understand, assimilate and retain stories and ideas communicated through the written word.

2. The Purpose of Reading

Reading text, like listening texts, maybe authentic or adapted from authentic sources. The type of text and the purpose for reading will determine the kinds of reading strategies required in the task. Reading must be seen as acquired ability, but it implies a lot practice,a good vocabulary background, good speed and intonation and knowledge of some technique that can guarantee comprehension.

¹⁰ *Ibid*, p. 185

Some purposes of reading:

1. For pleasure or personal reasons
2. To find general information such as what a book is mostly about.
3. To find specific topic in a book or article
4. To learn subject matter that is required for class.¹¹

3. Type of Reading

According to H. Douglas Brown in his book, variety of performance is derived more from the multiplicity of types of text (the genres listed above) than from the variety of overt types performance are typically identified, and these will serve as organizers of various assessment tasks.

1. Perceptive. In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve words, punctuation and other graphemic symbols.

2. Selective. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued task, matching true/false, multiple choice, etc.

3. Interactive. Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a

¹¹ http://www.en.wikipedia.org/wiki/reading_purpose

psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning, the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.

4. Extensive. Extensive reading, as discussed in this book, applies to texts of more than page, up to including professional articles, essays, technical reports, short stories and books.¹²

4. Level of Reading Skill

In teaching reading, the teacher should be aware of levels by reading skill, so that they have some criteria by which to judge the material they use in the classroom, and also levels of reading skill used by the students at any particular time. Reading refers to the ability to understand information presented in written form. According to Burn consists of four categories, they are:

a. Literal Reading

This is level getting the primary, direct literal meaning of reasoning for it merely a skill of finding what the authors say. In this case, a reader must first understand what the authors say before he/she can draw an inference or make evaluation. The students are able to recall, identify, classify, and sequence details, fact, effects and stated main ideas from a variety of written materials, and can interpret directions.

¹² H.Douglas brown, *op.cit.*p.189

At this level, reading is aimed at obtaining the detail information of a text effectively, especially in comprehending the text as it stated by word, sentences or paragraph in the text. Therefore this level of comprehension is important since it serves as a prerequisite for higher-level comprehension.

b. Interctative Reading

It includes thinking skill in which readers identify ideas and meaning that are not stated explicitly in the written text. In addition, it is higher level than literal reading in that reader may generalize. Determine cause and effect relationship, identify motives, and make comparison. To comprehend at the interpretative level the reader must be able to understand an indirect message which is contained in literal words, and must infer what the author means or tries to say.

Interctative comprehension usually includes making inferences about main ideas of passage, referent of adverb, omitted word. Besides, it also contains detection the mood of the passage and the author's purpose in writing a selection, drawing conclusion and interpreting figurative language.

c. Applied Reading

It includes both literal comprehension and interpretative comprehension. It requires a reader to react in terms of its relevance and significance and he/she also involve in creating new insights about the material.

The basic concept of applied reading is evaluating written material, for instances comparing the ideas discovered in the material with known standards and

drawing a conclusion about accuracy, appropriateness, and suspending judgment until he/she considered all the material.

d. Creative Reading

Creative comprehension involves the positive response of the reader about what has been read. Sometimes a response may not be evident because it is intensely private. Understanding at the creative level involves applying new knowledge to an existing situation, or applying existing knowledge to a new situation. It is also concerned with the production of new ideas and the solving of problems of an open-ended kind, where more than one course of action is possible. This occurs when reader applies what has been read to a new situation and then recombines the author's idea make new concepts. Through creative reading comprehension, a reader creates something new.¹³

5. Kinds of Reading

According to Geoffrey Broughton, et al, categorizes reading into some categories:

a. Reading Aloud

Reading aloud involves understanding the black marks first and then production of the right noises. Most people, if they are asked to read something aloud, like have an opportunity to 'glance over' what it is they are being asked to

¹³ Paul Burn, et. al., *Principles of Language Learning and Teaching*, (Boston, 1994), p.150.

read. In the actual process of reading aloud to they usually find that their eyes several words if not lines a head of their tongues.

If reading involves only the first two of the components, A-B, the results is 'barking at print'. It is perfectly easy to learn to read an exotic language in this sense, one can learn to make the right noises to correspond with the squiggles on the page without having the slightest understanding of what the sense of it is.

It must be recognized that reading aloud is primarily an oral matter. For those who teach foreign language it is closer to 'pronunciation' than it is to 'comprehension'. While it is perfectly proper to try to develop the skill of reading aloud it clearly cannot be done using an unfamiliar text the content and language are clearly understood, detailed explication and practice of special pronunciation problems in it, and small group techniques. It must also be admitted that the usefulness of the skill of reading aloud is limited. Few people are required to read aloud as a matter of daily routine, radio newscasters, clergymen, perhaps actors and that is all. To the huge majority its importance is minimal

b. Silent Reading

Silent reading is the interpretation which is most likely for the reading term. This is perhaps the nearest approach to the essence of reading, the A-C of it. It is obvious that by the greatest amount of reading, that is done in world is silent. A reading room is a silent room. But the nature of the silent reading skill is far from uniform. It varies according to the use to which it is being put. Some of the uses are (i) to survey material which is to be studied, to look through indexes, chapter

headings and outlines, (ii) to seek particularity when one item of information is being sought in a mass of other printed information, (iii) to attain superficial comprehension as when reading for pleasure or preparing to read aloud, (iv) to study the content of what is read in some detail, (v) to study the language in which the material is written this may involve textual study in the literary sense or it may need to do. The depth and detail understanding, of comprehension, increases as go through these ways of using reading, in sequence. The skilled reader has developed all of these ways of using reading. It is common for the third, fourth, and sometimes fifth of these to be encouraged in school, though the first and second are almost completely neglected.

c. Extensive Reading

Of these five kinds of reading are sometimes grouped together and called extensive reading. The object of such reading is to cover the greatest, possible amount of text in the shortest possible time. A relatively low degree of understanding is perfectly adequate for this, either because that is all that is being sought in any case, or because the material itself is highly redundant – as is the case for example with newspaper reports. The label indicates that those who use it are not concerned with the actual skill involved but with the effects which the employments of those skills produce, that is to say familiarity, albeit not a very thorough familiarity, with a large body of reading material. It is by pursuing the activity of extensive reading that the volume of practice necessary to achieve rapid and efficient reading can be achieved. It is also one of the means by which a foreigner may be exposed to a substantial

sample of the language; he may wish to learn without actually going to live in the country to which that language is native.

d. Intensive Reading

The remaining two kinds of reading activity, content study together and linguistic study reading are also often grouped together and called intensive reading. Once again the term indicates that it is not the nature of the skills involved that is most interesting but the results, in this case a deep and thorough understanding of the black marks on the paper. The concern is for detailed comprehension of very short texts. Intensive reading is typically concerned with text of not more than 500 words in length. The objective is to achieve full understanding of logical argument, the rhetorical arrangement or pattern of the text, of its symbolic, emotional and social overtones, of the attitudes and purposes of the author, and of the linguistic means that he employs to achieve his end.

e. Reading Speed

Closely related to degree of understanding is reading speed. Obviously the rate at which may be covered becomes slower as depth and detail of understanding increase, but there are number of other factors which enter in here. One of these may be the clarity of the text itself. Another factor is the extent to which the content of a

text is already familiar to the reader. Nevertheless it is possible to develop reading speed, and efficient reading involves high reading speeds with high levels of comprehension.¹⁴

Many people seem to believe that study and slow reading are the same, or at least that in order to study well one must read slowly. It is very important that this belief be undermined. Study involves several other sorts of reading skill. The good student will probably want to make preliminary survey what he is going to study, this will then read, perhaps partly skimming, partly reading intensively to find the answer to those questions, and he will at some future time revise the material.

It should be the concern of every teacher to foster increased general reading speed in pupils, fluent silent reading speed in pupils. Fluent silent reading is specially necessary for anyone who purpose venture on to any kind of higher education, it is fairly easy to double and treble that speed, it is obvious that the effort to do this to be made.

¹⁴ Geoffrey Broughton, et. al, *Teaching English at a Foreign Language*, (London, 1985). P 90-94.

6. *Problem in Reading*

There are problems in reading as follows:

a. problem of vocabulary

When we read book, we feel that the greatest problems that is vocabulary. If we do not have enough vocabulary, it is sure that we are difficult to understanding the content.

Some students quickly read few, if any difficulties. The teacher's role is to help these students' identity problems and try to provide exercise, and activities to help them overcome their weakness.

According to Nuttall, the students are generally not aware of, but it is important that they should make themselves understand that possible vocabulary should make be taken consideration. Once they accept that is naturally to have an active vocabulary (words understand approximately when we meet them, but cannot use) their attitude to know word may become more relaxed. On the other hand, new vocabulary cannot be found without reading.¹⁵

b. Problem of Structure

Sentence structure is part sentence problems especially in understanding reading. Nuttall says that; we can make use of structural clues establish, not exactly the

¹⁵ Cristian Nuttall, *Teaching Reading skill in Foreign Language*. (London; Cristian Nuttall,1982).p.33

meaning, but at last the type of the grammatical category of words represented by the new item. This tells us kind of meaning of understanding.¹⁶

Based on the opinion above, we knew is a verb, then the sequence.” The spooky rundle kneaded” would begin to make be a noun, because a gap between “the” and a verb must be followed by a noun. Students may not know what a rundle is, but once he has in defied it as a noun, he is a little nearer to understand the sentences. Of course, new words do not always occur in such straight forward surrounding as the sentences about the hurdle. But providing the neigh word which similar, or at last identify able as a verb, adjectives, act. It should be possible to work the part of speech of new word, and this is the beginning of making sense of the text.

c. Problem of Semantic

As it is learning situation, some students quickly learn to read a few, if any difficulties. But not all word is difficult. Therefore, it the students find difficulties word, the teacher must help them overcome the problems. According to Nuttal there are some difficulties the readers have to deal with students’s difficulties in semantic.¹⁷

¹⁶ Ibid,p.26

¹⁷Cristian Nuttal, *Teaching Reading Skills in Foreign Language*. (London; Cristian Nuttal,1982),p.27

C. Reading Phases Strategy

1. Three Reading Phases Strategy

To encourage students to use effective strategies when reading in a foreign language, the teacher can develop simple exercises to elicit information via targeted strategies. These exercises can be divided by the stage of reading at which they occur.

"Pre-reading" (warm-up, into, before reading) activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata. Previewing a text with students should arouse their interest and help them approach the text in a more meaningful and purposeful manner as the discussion compels them to think about the situation or points raised in a text. The pre-reading phase helps students define selection criteria for the central theme of a story or the major argument of an essay.

Pre-reading activities include: discussing author or text type, brainstorming, reviewing familiar stories.

"While-reading" (during, through reading) exercises help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages. Helping students to employ strategies while reading can be difficult because individual students control and need different strategies. Nevertheless, the teacher can pinpoint valuable strategies, explain which strategies individuals most need to practice, and offer concrete exercises in the form of "guided reading" activity sheets. Such practice exercises might include guessing word

meanings by using context clues, word formation clues, or cognate practice; considering syntax and sentence structure by noting the grammatical functions of unknown words, analyzing reference words, and predicting text content; reading for specific pieces of information; and learning to use the dictionary effectively.

"Post-reading" (after, follow-up, beyond reading) exercises first check students' comprehension and then lead students to a deeper analysis of the text, when warranted. Because the goals of most real world reading are not to memorize an author's point of view or to summarize text content, but rather to see into another mind, or to mesh new information into what one already knows, foreign language reading must go beyond detail-eliciting comprehension drills to help students recognize that different strategies are appropriate with different text types. For example, scanning is an appropriate strategy to use with newspaper advertisements whereas predicting and following text cohesion are effective strategies to use with short stories. By discussing in groups what they have understood, students focus on information they did not comprehend, or did not comprehend correctly.

2. The aims of Reading Phase Strategy

Arif Saricoban states some aims of reading phase strategy in reading approach. The aims of reading phase strategy can be seen below:

a. Pre-reading Stage

The pre-reading stage attempts to:

- 1) Improve students' interest in the topic, and motivate them,
- 2) Provide some predicting/guessing activities for the reading passage,

- 3) Make use of students' background knowledge about the topic,
- 4) Prepare the students for the context of the reading passage,
- 5) Build a bridge between the reading passage and the learners' background

knowledge, and interests. In pre-reading activities, students are asked to:

- 1) Find answers to given questions based on the text;
- 2) Give their personal opinion about the topic;
- 3) Predict the continuing text¹⁸

In critical pre-reading activities, students can be asked to consider:

- (1). The reason the author is writing about the topic;
- (2). The whole range of ways to write a particular text;
- (3). The generating of their own list of questions.

b. While Reading Stage

This stage aims to improve:

1. Students' understanding the writer's purpose, the language structure and the logical organization in the reading text,
2. Developing and helping comprehension for the reading text content,
3. Helping students use their own inferring and judging abilities,
4. Reminding the students of the importance of vocabulary for contextual clues for meaning and guessing the meaning of unfamiliar words,

¹⁸ Arif Saricoban, *Reading Strategies of Successful Readers Through the Three Phase Approach*, The Reading Matrix, Vol.2, No.3, 2002, P 4

5. Helping students make use of cross-cultural elements,
6. Helping students develop their linguistic and sociolinguistic knowledge,
7. Learning to generalize on the issue under discussion,
8. Reading consciously,
9. Skimming (looking for general information),
10. Scanning (looking for specific information).

c. Post-reading Stage

The aims of post-reading work are:

1. To help students use their acquired knowledge in similar readings,
2. To help them integrate their reading skills with the other language skills: listening, speaking and writing,
3. To help them integrate with the foreign culture,
4. To make use of key words and structures to summarize the reading passage,
5. To extract the main idea of a paragraph or a reading text,
6. To interpret descriptions (outlining and summarizing),
7. To make use of classroom games for reading.¹⁹

¹⁹ Arif Saricoban, *Reading Strategies of Successful Readers Through the Three Phase Approach*, The Reading Matrix, Vol.2, No.3, 2002, P3

D. Concept of Short Story

Short story can usually be read in one sitting information offered in the story is relevant to the tale being told. This is unlike a novel, where the story can diverge from their main plot, short story usually tries to leave behind a single impression or effect. Usually, though not always build around one character, place, idea, or act. Because short story consists, the writer depends on the reader bringing personal experience and prior knowledge to the story.²⁰

1. *Short Story*

The characters of short story

- a. Arresting opening
- b. Interesting plot
- c. Well developed and appropriate structure
- d. Action
- e. Tension
- f. Clearly recognizable climax
- g. Satisfying ending

²⁰ Asdiani, *The Use of Story Book in Improving Students' Reading Comprehension at Fifth Grade in SDN Kambo*, (Palopo : 2010), p.40

2. Four Major components of the short story

a. Plot

The action that takes place in the story it is a series of connected happenings and their result. In order to have a result, we must have an initial event, or conflict

b. Setting

The background against which the incidents of the story take place. Not merely a place, it includes the places where, the time when, and social conditions under which the story moves along. This can include atmosphere, the tone and feeling of a story, i.e, gloomy, cheery, etc. In one form another, setting is essential to the story. Often, the relevance of the story is lost in another setting.

c. Characters

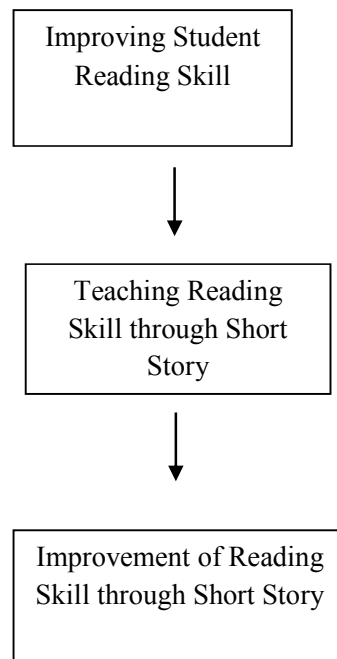
There must be living beings in the story that think or act in order to keep the story going. They seem like living and feeling individuals in order for us to feel strongly about them. The worst thing that could happen for a writer is that you feel indifferent toward the characters. If we don't care for the characters, we are not inclined to keep reading.

d. Theme

The total meaning of the story. It does not have to be tied up in a simple moral. In many cases, stories are packages that allow readers to see the outcomes of certain behaviors. Without a theme, the story lacks meaning or purpose. Sometimes the theme is stated, sometimes it is only implied. In other stories, the theme may be a direct refutation of a traditional theme.

E. Conceptual Framework

The conceptual framework in this research is present as following as:



In the diagram above is classified in the following:

In conducting this research, the researcher focused on the students' reading skill by using short story as tools. The scheme above shows the steps of the researcher in conducting this research. The step will begin with giving pretest for the students to get student ability in reading. The next steps is implementation of short story in reading task. This step is also called by giving treatment. In this step, the researcher will conduct sixth meetings. In each meeting there was specific theme. The last step researcher gave posttest.

There are some way to improve students reading skill through short story, the teacher have make students interest in learning process. In connection with the importance of reading expansion in the students in beginner learner study as English teacher should look for some effective way teaching short story. One way for effective learning teaching is consideret to be useful if students-teacher create a good situation and with use reading short story in learning procces make effective teaching reading, can improve reading skill motivation the students reading skill through short story solving problem can improving students.

F. *Hypothesis*

In this research the writer purpose the following hypothesis as:

- a. H1 = There is significant improvement on students' reading skill through short story at the elevent year of SMA PMDS Putra Palopo

- b. H₀ = There is no significant improvement on students' reading skill through short story at the elevent year of SMA PMDS Putra Palopo

CHAPTER III

RESEARCH METHOD AND DESIGN

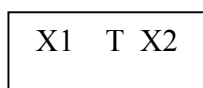
This chapter describes about the research design, variable population and sample, instrument of the research the procedure of collecting data, and technique of data analysis.

A. Method Of the Research

This research use pre-experimental research method. It aimed to find out whether use short story can improve students' reading skill.

B. Design of the Research

The research applied pre-test and post-test design. The design was written as follow:



Where:

X1 =pre-test

T =Treatment

X2 =post- Test

The observation did before treatment called pre-test and the observation done after treatment is called post –test. If the result of post testis better than pre-test,it means the program is effective. If the result of post-test is similar to pre test it means that the program is not effective.

C. Population and Sample

1. Population

The population of the research is the of students at SMA PMDS Putra Palopo. The total population is 100 students from class, there are class A, B and C.

1. Sample

This research use purposive sampling where the researcher took 20 students as sample. The researcher chooses 20 students according to pre observation. The students have lack of skill in reading.

D. Instrument of the Research

1. Test

In this researcher, the researcher use pre-test and pos test. The pre-test and post-test is use to know the students' reading skill. For this test, the researcher gave some questions about the short story. The test purposed that the students can answer the questions in written test.

E. Procedure of Collecting Data

In collecting data the writer use some procedure as follows:

1. Pre-test

Before the researcher explain about short story, the researcher gave pre-test for the students and purpose of the test that would be done. The teacher teaches material under the title “**The Tiger Who Would Be King.**”

2. Treatment

After the pre-test, the researcher gave treatment to the students. The treatment conducted six times explained as follows:

a. First treatment

In the treatment process the teacher divided activities into three aspects. The first is pre activities second is main activities and the last is post activities. In the first treatment the teacher teaches material with the title “**A Secret Talent**”. In the pre activities the teacher prepare the students to learn, greetings and asking the students condition, Presenting the purpose of the meeting, preparing the media for learnt and gave explanation to the students about the learning material.

In the main activities, the teacher introduced to the students about particular text. The teacher and the students previewing text. The teachers help the students to employ the strategies. The teacher guide the students to answer the question according to the text and the teacher asks the student to follow up their answer

In the last activities, the teacher asks the students about their difficulties during treatment process. Concluding the material and inform the material at the next meeting to the students to give reinforcement.

b. Second Treatment

In the Second treatment the teacher teaches material with the title “**Anniversary Day**”. In the pre activities the teacher prepare the students to learn, greetings and asking the students condition, Presenting the purpose of the meeting, preparing the media for learnt and gave explanation to the students about the learning material.

In the main activities, the teacher introduced to the students about particular text. The teacher and the students previewing text. The teachers help the students to employ the strategies. The teacher guide the students to answer the question according to the text and the teacher asks the student to follow up their answer

In the last activities, the teacher asks the students about their difficulties during treatment process. Concluding the material and inform the material at the next meeting to the students to give reinforcement.

c. Third treatment

In the Third treatment the teacher teaches material with the title “**The Pet Shop**”. In the pre activities the teacher prepare the students to learn, greetings and asking the students condition, Presenting the purpose of the meeting, preparing the media for learnt and gave explanation to the students about the learning material.

In the main activities, the teacher introduced to the students about particular text. The teacher and the students previewing text. The teachers help the students to employ the strategies. The teacher guide the students to answer the question according to the text and the teacher asks the student to follow up their answer

In the last activities, the teacher asks the students about their difficulties during treatment process. Concluding the material and inform the material at the next meeting to the students to give reinforcement.

d. Fourth treatment

In the fourth treatment the teacher teaches material with the title “**Lost and Found**”. In the pre activities the teacher prepare the students to learn, greetings and asking the students condition, Presenting the purpose of the meeting, preparing the media for learnt and gave explanation to the students about the learning material.

In the main activities, the teacher introduced to the students about particular text. The teacher and the students previewing text. The teachers help the students to employ the strategies. The teacher guide the students to answer the question according to the text and the teacher asks the student to follow up their answer

In the last activities, the teacher asks the students about their difficulties during treatment process. Concluding the material and inform the material at the next meeting to the students to give reinforcement.

3. Post test

The post test procedure is the same as pre test. The teacher will teach material with the title “**The Smartest Parrot**”.

F. Technique of Data Analysis

The data which have been collected through pre-test and analyzed by following steps:

1. Scoring the students

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Total Number}} \times 100^1$$

2. Classifying students scores by using percentage

$$P = \frac{F}{N} \times 100\%$$

Where: P= Percentage

F= Frequency

N= Number of sample²

To understand the level of students scores the following classification are used:

- The score 96-100 classified as excellent.
- The score 86 -95 classified as very good.
- The score 76-85 classified as good.

¹L, R Gay, *Educational Research, (USA,1981),P.225*

²*Ibid*, p. 292

- The score 66- 75 classified as average.
 - The score 56-65 classified as fair
 - The score 36-55 classified as poor
 - The score 0-35 classified as very poor.³
3. Calculating the result of students T test by using SPSS 20.

³Depdikbud in Sugiarti Pa'tadungan, "*Developing Student s' Reading Skill through Folktales*".P.52

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research show the result of the data that have been analyzed statistically and the tabulating of data. It compares of the students' score in pre-test and post-test, classification percentage of students score in pretest and posttest, the mean score and standard deviation of the students' pre-test and post-test.

1. The analysis students' reading score in pretest and posttest.

a. Pre-test

In this section, the researcher shows the complete score of students in reading skill (student correct answer) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' reading skill score in pretest. The researcher presents the data in the tables and calculates the score by using SPSS 20 program. Then, the researcher shows the students' complete score reading skill in pre-test. The tabulation of students' score in the pretest can be seen in table 4.1:

Table 4.1**The Scores of Students` Reading skill in the Pre-test**

Respondent	Correct Answer	Score
R1	1	16.7
R2	2	33.3
R3	2	33.3
R4	2	33.3
R5	1	16.7
R6	2	33.3
R7	4	66.7
R8	2	33.3
R9	2	33.3
R10	3	33.3
R11	1	16.7
R12	2	33.3
R13	2	33.3
R14	1	16.7
R15	2	33.3
R16	1	16.7
R17	1	16.7
R18	1	16.7
R19	1	16.7
R20	1	16.7

Table 4.1 shows that the lowest score was 16.7 there were eight students got it beside, the highest score was 66.7 there was one student got it.

Furthermore, the researcher presented and tabulated the mean score of the students' correct answer. It can be seen in table 4.2:

1) Students correct answer

Table 4.2
The Score of Students' Correct Answer in Pre-test

Respondent	Correct answer	Respondent	Correct answer
R1	1	R11	1
R2	2	R12	2
R3	2	R13	2
R4	2	R14	1
R5	1	R15	2
R6	2	R16	1
R7	4	R17	1
R8	2	R18	1
R9	2	R19	1
R10	3	R20	1
		$\Sigma 20$	

To calculate the mean score of students' correct answer, the researcher calculated it by using SPSS 20. The result can be presented in to the table descriptive statistic it can be seen in table 4.3:

Table 4.3
The Mean Score of Students' Correct Answer in Pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Correct	20	1.00	4.00	1.7000	.80131
Valid N (listwise)	20				

From the table 4.3, it shows that the highest score of students is 4 and the lowest score is 1. Besides, it also indicates that the mean score of students' accuracy in pre-test is 2.3 and the standard deviation error is 0.80131.

In other side, the researcher also has written the students' score of correct answer before giving treatment through short story and it presents through the table rate percentage scores. It can be seen in table 4.4:

Table 4.4
The Rate Percentages Score of the Students' correct Answer in Pre-test

Classification	Score	Rating	Frequency	Percentage
Very Good	86-100	6	-	0%
Good	76-85	5	-	0%
Average	56-75	4	1	5%
Fair	36-55	3	1	5%
Poor	16-35	2	9	45%
Very Poor	0-15	1	9	45%
			20	100%

The table 4.4 indicates that students' score in the frequency of pre-test. It shows that there was none of the student (0%) who got very good and good. The other showed that there was 1 student (5%) who got average. It also shows that there was 1 student (5%) who got fair. And there were 9 students (45%) who got poor and very poor. Based on the data above, it can be seen on the table above there is no one student got very good and good that indicated the reading skill of the students still low.

The researcher shows the students' complete score reading skill in post-test. The tabulation of students' score in the posttest can be seen in table 4.5:

Table 4.5

The Score of Students' Reading Skill in the Post-test

Respondent	Correct Answer	Score
R1	4	66.7
R2	4	66.7
R3	5	83.3
R4	4	66.7
R5	4	66.7
R6	5	83.3
R7	3	50.0
R8	3	50.0
R9	3	50.0
R10	3	50.0
R11	3	50.0
R12	3	50.0
R13	3	50.0
R14	3	50.0
R15	3	50.0
R16	3	50.0
R17	3	50.0
R18	1	16.7
R19	3	50.0
R20	3	50.0

Table 4.5 shows that the lowest score was 16.7 there was only one student got it beside, the highest score was 83.3 there was one student got it.

Furthermore, the researcher presented and tabulated the mean score of the students' correct answer. It can be seen in table 4.6:

2) Students correct answer

Table 4.6
The Score of Students' Correct Answer in posttest

Respondent	Correct answer		
R1	4	R11	3
R2	4	R12	3
R3	5	R13	3
R4	4	R14	3
R5	4	R15	3
R6	5	R16	3
R7	3	R17	3
R8	3	R18	1
R9	3	R19	3
R10	3	R20	3
		$\Sigma 20$	

To calculate the mean score of students' correct answer, the researcher calculated it by using SPSS 20. The result can be presented in to the table descriptive statistic it can be seen in table 4.7:

Table 4.7
The Mean Score of Students' Correct answer in Pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Correct	20	1.00	5.00	3.3000	.86450
Valid N (listwise)	20				

From the table 4.7, it shows that the highest score of students is 5 and the lowest score is 1. Besides, it also indicates that the mean score of students' correct answer in post-test is 3,3 and the standard deviation error is 0.86450.

In other side, the researcher also has written the students' score of correct answer after giving treatment through short story in reading skill and it presents through the table rate percentage scores. It can be seen in table 4.8:

Table 4.8
The Rate Percentages Score of the Students' Correct Answer in Post-test

Classification	Score	Rating	Frequency	Percentage
Very Good	86-100	6	-	0%
Good	76-85	5	1	5%
Average	56-75	4	4	20%
Fair	36-55	3	13	65%
Poor	16-35	2	-	0%
Very Poor	0-15	1	1	5%
			20	100%

The table 4.8 indicates that students' score in the frequency of post-test. It shows that there was none of student (0%) got very good. The other showed that there was 1 student (5%) who got good, 4 students (20%) who got average. It also shows that there were 14 students (65%) who got fair and 1 student (5%) who got very poor. Based on the data above, it can be seen on the table above almost half of sample got fair and none student got poor and only one student got very poor that indicated the reading skill of the students increased.

Besides showing about the mean score in subject of reading skill, this research also will present the total mean score and standard deviation of in pre-test and post-test, and then compare both of them. The result presented in to the table descriptive statistic. It can be seen in table 4.9.

The Table 4.9. The Paired Samples Statistics of Pre-test and Post-test

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	27.5000	20	12.40289	2.77337
	Posttetst	55.0050	20	14.40254	3.22051

The table 4.9 shows the mean score of the students pretest was 27.50 and the mean score of posttest was 55.00. Standard deviation of pretest was 12.14 and the standard deviation of posttest was 14.40. It means there is increasing students reading skill through short story.

Table 4.10 the Paired Samples Test of Pre-test and Post-test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	27.50500	17.32991	3.87509	35.61565	19.39435	7.098	19	.000

The hypothesis was tested by using SPSS 20. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N – 1, where df = 19, than the t-test is presented in the following table.

Table 4.11.
The Probability Value of T-Test of the Students' Achievement

Variable	P-Value	(α)
X2 – X1	0.00	0.05

Hypothesis Testing

From the analysis, the researcher concludes that there was a significant difference between pretest and posttest in teaching reading skill by using short story.

In other words, using short story in teaching reading could be used to increase the students' reading skill.

The result of statistical analysis for level of significance 0, 05 with degree of freedom (df) = N-1, where (N) = 20, df = 19. The probability value was smaller than α ($0.00 < 0.05$). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that short story effective in increasing reading skill

B. Discussion

After calculating and analyzing the data at the findings, the researcher presents the discussion of students' data. This section presents the result of data analysis and relates it to the theory in chapter II. Furthermore, this section aimed at describing the students' enhancement in reading skill through short story.

Reading involves a variety of skills. They are skimming, scanning, references, summarizing and identifying the main idea and supporting details. According to Alyousef, "Reading can be seen an interactive process between a reader and a text which leads to automatically or reading fluency.¹ While Grabe, argues reading can be seen an active process of comprehending where students need to be taught strategies read more efficiently. For example, guess from context, define expectation, and make inferences about the text, skim ahead to fill in the context.

Asdiani States, short story can usually be read in one sitting information offered in the story is relevant to the tale being told. This is unlike a novel, where the story

¹Ayousef,2005, *Theaories of Reading Skills and Kinds of Test*. P1

can diverge from their main plot, usually tries to leave behind a single impression or effect. Usually, though not always built around one character, place, idea, or act. Because they are concise, writers depend on the reader bringing personal experience and prior knowledge to the story².

Short story is a written composition in prose, usually nonfiction, on a specific topic, forming an independent part of a book or other publication, as a newspaper or magazine³

Short story can usually be read in one sitting information offered in the story is relevant to the tale being told. This is unlike a novel, where the story can diverge from their main plot, short story usually tries to leave behind a single impression or effect. Usually, though not always built around one character, place, idea, or act. Because short story is concise the writer depends on the reader bringing personal experience and prior knowledge to the story.⁴

Jacobs and Small states notes and as consolidated in this study, the Three-Phase Approach method combines conventional teaching procedures such as topical warm-up, explicit vocabulary instruction and possibly grammar correction with a new type of meaning-based reading activity. A Three-Phase Approach reading class

²Asdiani, *The Use of Story Book in Improving Students' Reading Comprehension at Fifth Grade in SDN Kambo*, (Palopo : 2010), p.40

³Wikipedia.com [https:// article+writing+definition&ie=utf-8&oe=](https://article+writing+definition&ie=utf-8&oe=) accessed on December 23rd.2016

⁴ Asdiani, *The Use of Story Book in Improving Students' Reading Comprehension at Fifth Grade in SDN Kambo*, (Palopo : 2010), p.40

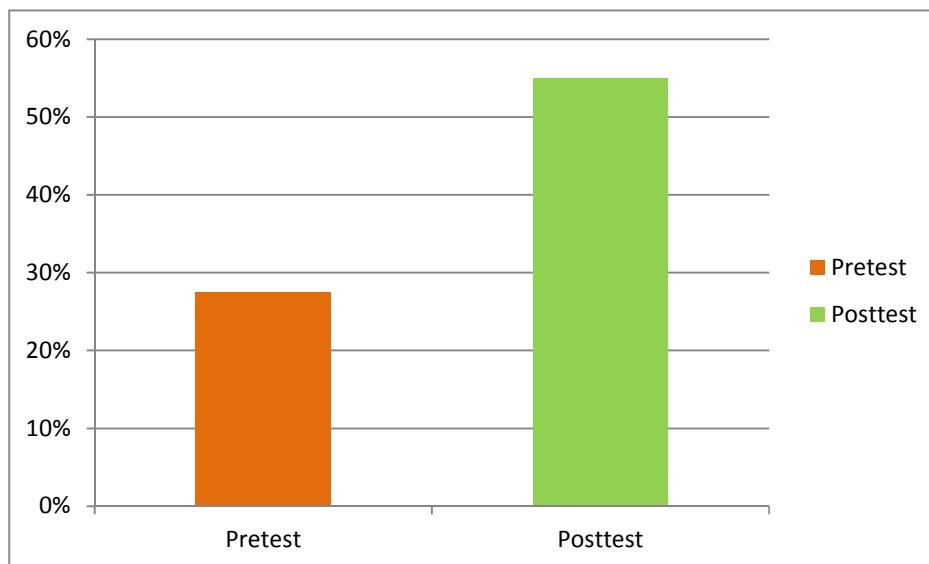
embodies several important principles of language learning such as learner autonomy, cooperation among learners; focus on meaning and self and peer assessment.⁵

Language, learners were engaged in authentic communication and were helping one another. Three-Phase Approach provided learners with enough time to become familiar with the intended topic in each session and that they were engaged in the tasks and seemed to be enjoying it. The Three-Phase Approach, procedure involved learners in both decoding and encoding the message and as the teacher/researcher observed during the instruction, it enhanced their reading as well as their writing and communication skills. It pushed learners to produce a meaningful text while cooperating with other learners. The task provided learners with a sense of achievement and encouraged them to think about the process of their language learning. In short, if it is implemented correctly, the Three-Phase Approach can be rewarding to both teachers and learners.

In posttest, the student's weakness had been decreased. In this final test, the students just made a few errors. Thereby, the description of the data in findings shows that there is significant difference between the students' score in pretest and posttest. It can be shown in the following chart:

⁵Gazaleh Tarzhaei, 2015 *The Effect of Three Phase Approach on Iranian EFL Learners' Reading Comprehension*. P 350.

1. Chart Mean score of students' correct answer in pretest and posttest



Bar chart of students' correct answer shows that there is significance difference of students' score in pre-test and post-test. The students' score in post-test is higher than their score in pre-test. It means that there is improvement of students' score from pre-test to post-test after they learnt reading skill by short story. The improvement of students' score shows that there is improvement of students' ability in reading skill. It presents that the students' ability in reading skill increased after they learnt reading skill through short story.

Based on the research finding above, the researcher concludes that between previous studies and the writer research, there were difference and similarity. The similarity the previous research and this research were focused on reading task to know the students reading skill. The difference with previous research, the researcher

focused on short story and reading passages to know the students' reading skill, the researcher applied short story in reading skill and it can help the students to improve their achievement in reading.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion at the previous chapter, the researcher can conclude that using short story text is effective in increasing reading skill at the Eleventh year student of SMA PMDS Putra Palopo. It was proven by the result of the research shows that significant improvement between the students' mean score of pretest and posttest. In pretest, the students' mean score is 27.50 and the students' score in posttest is 55.00. It means, hypothesis H₁ is accepted because there is significant different between pretest and posttest after teaching using short story and hypothesis H₀ is rejected. Moreover, it also can be seen by t-test of the students' reading skill achievement was smaller than $\alpha = (0.00 < 0.05)$.

In this research the writer purpose the following hypothesis as:

B. Suggestions

Based on the result of the data analysis and conclusion, the researcher proposes suggestion as follow:

1. The English Teacher of SMA PMDS Putra Palopo can apply short story in teaching English, especially in increasing the students' reading skill.
2. It is suggested for the students to increase the ability mastery in English especially reading skill.

3. The future researcher expected to conduct a research to find another significant of short story other English language skills.

AUTOBIOGRAPHY



The researcher, Yuliana was born on 26 July 1993 in Bungato. She is the five child of two brother and two sister. His father's name is Kahar (Alm) and her Mother's name is Hatia. She strate school at SDN 213 Kuluri and gradueated in 2005, She is finished her Junior High School at SMPN 3 Bone-Bone in 2009 and continued her study at SMA 2 Bone-Bone . In 2012 she continued her study to the State Institute for Islamic (IAIN) Palopo and take English Study Program of Tarbiyah and Teacher Training Faculty. She finished her study at State Institute for Islamic Studies (IAIN) Palopo in 2016.

In the of her study at IAIN Palopo she writes a thesis which entitle of “***Improving Students' Reading Skill Through Short Story at The Elevent Year of SMA PMDS Putra Palopo***”.