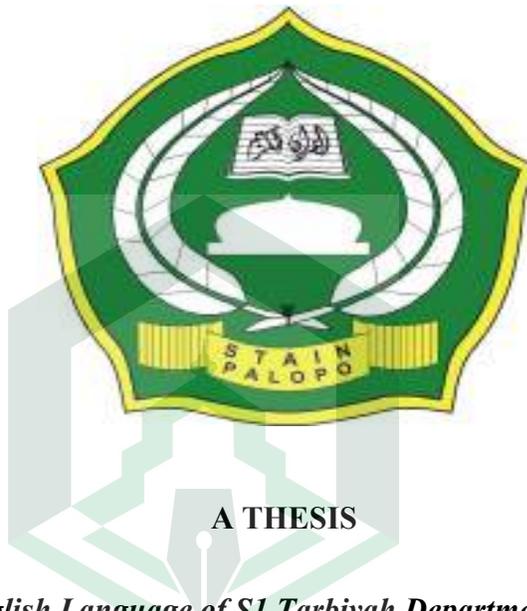


**TEACHING READING COMPREHENSION BY USING SHORT STORY AT  
THE TENTH YEAR STUDENTS OF SMAN 4 PALOPO  
(A Classroom Action Research)**



**A THESIS**

*Submitted to the English Language of S1 Tarbiyah Department of State College  
for Islamic Studies of Palopo in Partial Fulfillment of the Requirement  
For S.Pd Degree in English Education Study Program*

**By,  
RESNI  
NIM 08.16.3.0079**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE  
STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2013**

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**IAIN PALOPO**

By

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE  
STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO 2013**

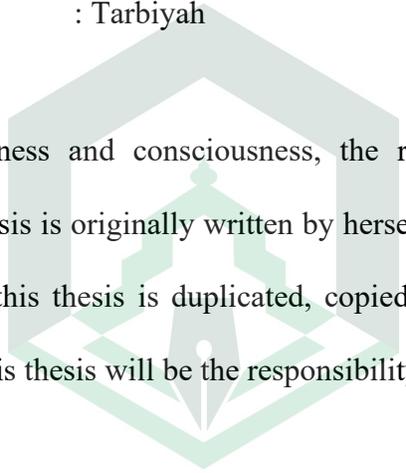


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IAIN PALOPO

Palopo, April 2<sup>nd</sup>, 2013

Researcher

**RESNI**

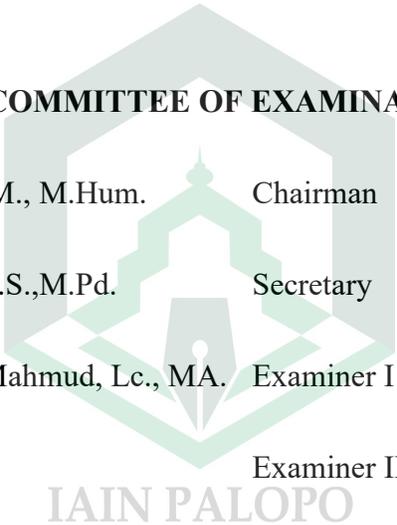
Reg. Number 08.16.3.0079

## THESIS APPROVAL

This thesis entitled “*Teaching Reading Comprehension by Using Short Story at the Tenth Year Students of SMA Negeri 4 Palopo* ” which is written by **Resni**. Reg. Num. **08.16.3.0079**, English S1 study program of Tarbiyah Department of State College for Islamic Studies Palopo, and has been examined and defended in **MUNAQASYAH** session which is carried out on **May 14<sup>th</sup> 2013 M** coincide with **Rajab 4 1434 H**, and it is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

Palopo, 14<sup>th</sup> May, 2013 M  
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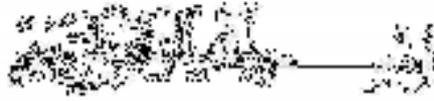
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IAIN PALOPO

Palopo, April 2<sup>nd</sup> 2013

The researcher



IAIN PALOPO

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## ABSTRACT

Resni, 2013 *Teaching Reading Comprehension by Using Short Story (An Action Research Given to Students at the Tenth year of SMAN 4 Palopo). A thesis of English Studies Program of Tarbiyah Departement of State College for Islamic Studies (STAIN) of Palopo. Under Supervisor (1) Amalia Yahya, SE., M.Hum., (2) Syamsudarni, S.Pd.I.,M.pd.*

Key Word : *Reading Comprehension, Short Story*

The research aims to find out the appropriate way in teaching reading comprehension through short story. The researcher limit the discussion by stating the following problem: “How can the use of short story improve students’ reading comprehension at the tenth year of SMAN 4 Palopo?”

This thesis employed Classroom Action Research (CAR) with two cycles namely the first cycle and the second cycle. Each cycle consists of four step, namely planning, action, observation and reflection. There were four meeting during the research cycle. The sample of this study was class X<sup>4</sup> consists of 17 students. In collecting the data, the researcher used the observation list and test in evaluation (reflecting).

The result of this study revealed that the cycle 2 was better than the cycle 1 scores. The students showed a great enthusiasm during the lesson reading. The mean score of the cycle 2 is 87,94. The reading comprehension mastery of students was increase after the cycle 2. The appropriate ways of using short story in teaching reading comprehension are: (1). is use efficient silet reading technique,(2) guess the meaning of a word,(3) analyze vocabulary and,(4) identify the purpose in reading.

# CHAPTER 1

## INTRODUCTION

### *A. Background*

Reading is a source of getting some information. No one can get much information without reading. By reading, student can improve their vocabulary, grammar, understanding, and some aspect. Then, it helps students to improve their ability in listening, speaking, and writing. And also by reading, we can increase our knowledge.<sup>1</sup> Jeremy Harmer stated that reading is useful for other purposes to: provided students understand it more and less is good thing for language students.<sup>2</sup>

Reading is the one of language beside: speaking, writing, and listening. Generally many reading define by teacher is one process that involve mind, evaluation predict, analysis, and synthesis to text on read. Hittleman stated reading is the process of reconstructing an author's ideas. Bond & Tinker state reading is involves the recognition of the printed or written symbols which serve as stimuli for the recall of meanings built up through the reader's past experience. And according to The Report of the Commission on Reading by Richard C. Anderson that reading is

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<sup>1</sup> Asdiani, The Use Of Story Book Improving Students' Reading Comprehension At The Fifth Grade In SDN 442 Kambo ,Thesis. Palopo: (STAIN Palopo, 2010).p,1

<sup>2</sup> Jeremy Harmer, The Practice Of English Language Teaching,(New York: Logman, 1991)p.19

the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information.<sup>3</sup>

Reading is one the important skills in English. It's one of the skills to get information from many kinds of sources and message from the text. So it is important to be mastered by the student. But some students are bored to read English text and it is hard to understand. Besides, they are difficult in comprehending English text and have low interest toward English reading.

In teaching reading, teacher should introduce other material as an alternative to give situation to students in classroom reading process. These materials can be in the from of media that can create comfortable atmosphere to interest and simulate the students' motivation during the classroom learning process. The students are trained on the other hand most high motivation is needed to learn reading besides they should have an effective reading habit.<sup>4</sup>

English is still difficult for the students based on the research survey in SMAN 4 Palopo with interview their teacher and saw result of students final test, researcher found the students were not interested in learning English the score still low. Even though they know that English is very important to take part the globalization era. However they do not show on interest to learn it. For language skills are reading listening, speaking, and writing. The master is emphasized on the

---

<sup>3</sup> Arifuddin Hamra & Eny Syatriana, *Model Pembelajaran Membaca Pemahaman Bahasa Inggris Sekolah Menengah*,(Badan penerbit UNM, 2010),p13-15

<sup>4</sup> Rosdiana, *Improving Students' Ability in Reading Comprehension of the Eleventh Year Students of SMAN 4 Palopo* ( Palopo : STAIN Palopo, 2011 ),p.2

implementation of SLTA curriculum to apply to class. A teacher of English should pay attention of the rule in order to their students are trained using those skills.

To master one of skills is read an effort in particular English teaching the effort that the writer interested is teaching reading comprehension using short story. For the purpose, that the students are able to learn more enjoyable and pleasant in class or when they are at home, in anticipation of they can increase their English achievement in English.

According to the KTSP 2006 English Curriculum and it is supplement, the emphasis of the curriculum is that the students are able to communicate in English by mastering the whole skill.<sup>5</sup> However, it is not easy to master all the skills because every skill is intertwined each other. So that, student who wants to master English need to master all of the four skills.

In this case, the students must study hard to master it and the teacher should create a good atmosphere in class. However, it is contrary to the real situation in class. Reading does not work in class due many factors which make the student have difficult in understanding the reading text. Especially at the tenth class X4 in SMA Neg. 4 Palopo academic year 2012/2013 from the result of observation on January, 5<sup>th</sup> 2013. Hence writer using short story as media in knowing how far student comprehend reading in the form of language text of English.

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<sup>5</sup> Depdiknas. *Kurikulum Tingkat Satuan Pendidikan*, (Jakarta: Depdiknas, 2006)

Considering the fact, the writer focuses the research in teaching reading to the second(2<sup>nd</sup>) semester of the Tenth year student's of SMAN 4 Palopo, by reading the students to get much information, improve their reading, vocabulary, and understanding some aspect. Reading widely is one of the best ways to learn another language. Then, it helps students to improve their ability the four English skills. Reading by short story text the student to get easy understands the content of the language used in it. The students will be more interest in learning reading in short story text. This method is considered effective to motivate in learning and improve the students reading mastery.

Based on the background above, the writer presents a discussion and report entitled is ***“Teaching Reading Comprehension by Using Short Story at the Tenth Year Students of SMA Negeri 4 Palopo”***

### ***B. Problem Statement***

Based on the title above, the writer formulates the main research question as follow:

“How can the use of short story improve students' reading comprehension skill at the tenth of SMAN 4 Palopo?”

### ***C. Objective of the Research***

According to the problem statement, the objective of research is to find out whether the use of short story can improve students' comprehension skill at the tenth year students of SMAN 4 Palopo.

#### ***D. Significance of the Research***

The result of this research is expected to be useful information to the english learner in general who wants to improve their English reading skill about short story. Besides, the result of this research will be expected theoretically and practically :

##### 1. Theoretical significance

The result of the research will be expected to be useful guide for english teacher in improving the ability in studing reading skill through short story. This is also to enrich sources and references about reading text.

##### 2. Practically

- a. To give suggestion to students how to improve students English reading skill,especially about reading short story.
- b. To help teacher is easy in teaching and students are happy in studing .
- c. To stimulate the other researcher who wants to conduct the further research.

#### ***E. Scope of the Research*** IAIN PALOPO

This research focused on the students' increase in learning reading skill by using short story method at the ten year students of SMAN 4 palopo. The scope of the research is restricted to build up the students' reading comprehension skill through reading short story.

### ***F. Operational Definition***

Before talking about reading as part of the English reading aims in SMAN 4 Palopo, the writer would like to put forward some definitions of reading and short story as follows:

Reading is one of the four language skills (listening, speaking, reading and writing) is Important to be learned and mastered by every individual. By reading, one can you relax, interacting with the Feelings and thoughts, obtain information, and improve the science knowledge. According to Bowman reading is an appropriate means to promote a life long learning (life-long learning).<sup>6</sup>Reading is an exercise dominated by the eyes and brain. The eyes receive messages and the brain then has to work out the significance of these messages.<sup>7</sup>

Story is a set idea that stimulates the readers or students to read it. Story also is a common term for a description of a sequence of events, or a statement regarding the facts pertinent to a situation in question.<sup>8</sup>

The short story is a brief piece of fiction that is more pointer and more economically detailed as to character, situation, and plot. Short story can usually be read in one sitting, information offered in the story is relevant to the tale being told.

---

<sup>6</sup> Bowman; <http://definisi-pengertian.blogspot.com> 2010/08/reading-definition.html. accessed 19 october 2010

<sup>7</sup> Jeremy Harmer, *The Practice of English Teaching*,( New York: Logman, 1991),p.190

<sup>8</sup>Asdiani, *The Use Of Story Book Improving Students' Reading Comprehension At The Fifth Grade In SDN 442 Kambo* ,Thesis. Palopo: (STAIN Palopo, 2010),p.4&6

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous to Studies*

In writing this thesis the researcher find researcher related which make the writer eager to hold the research, those are:

1. Asdiani in her thesis under the title of the use of story book students' reading comprehension at the fifth grade in SDN 442 Kambo. The lecturers should be carefully to use a method or technique in teaching specially teaching reading comprehension it caused how importance a method in learning process. Some of expert said that method is a connector between materials that taught with the student who learns reading.<sup>1</sup>

2. Rosdiana in her research "Improving Students' Ability in Reading Comprehension of the Eleventh Year Students of SMAN 4 Palopo" was increased. The use of picture articles can improve the reading comprehension of the eleventh year students of SMAN 4 Palopo. Based on the several pervious findings above, the researcher concluded that many techniques can be used to improve in teaching

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<sup>1</sup> Asdiani, The Use Of Story Book Improving Students' Reading Comprehension At The Fifth Grade In SDN 442 Kambo ,Thesis. Palopo: (STAIN Palopo, 2010),p,58

reading ability. The writer chooses the use English picture article in teaching reading comprehension.<sup>2</sup>

3. Isna Indriati in her research Using Online Short Stories to Improve the Reading Comprehension Ability of the Eighth 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 developed, 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 51.1 in the preliminary test to 72.1 in Cycle 1 up to 75.7 in Cycle 2.<sup>3</sup>

### ***B. The Concept of Teaching Reading***

Reading will be given as soon as language learners have had sufficient practice in listening and speaking, reading can be introduced. Reading lesson may be given in a single class or it may be added as supplementary work. Whether it is given as a single lesson or supplementary work, the material of reading must be graded depending on the levels of language learners. There are different types of reading.

#### 1. Choral Reading

Even though choral reading is relatively uncommon in modern language classes. This type of reading is still important in improving learners' pronunciation.

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<sup>2</sup>Rosdiana, Improving Students' Ability in Reading Comprehension of the Eleventh Year Students of SMAN 4 Palopo ( Palopo : STAIN Palopo, 2011 ). p. 59

<sup>3</sup> Isna Indriati,. *Using Online Short Stories to Improve the Reading Comprehension Ability of the Eighth Graders of MTsN-2 Palangka Raya.* (Thesis. Graduate Program in English Language Teaching, State University of Malang, 2011),p.70

Working in groups will make language learners feel confident to pronounce words in foreign accent and practice is really recommended in this method.

## 2. Silent Reading

After language learners learn the words and expression and know how to pronounce them, the actual reading can begin. This can be done through silent reading. Silent reading can begin with reading aloud by the teacher. The teacher's reading is model in accuracy and expressiveness.

## 3. Intensive Reading

Intensive reading lesson may proceed as follows: while the books are closed, the students listen to the teacher, the new words, phrases, and idioms are written on the board they are pronounced and used in original sentence, the students open their books and the teacher reads the first part of the selection aloud. Gestures and dramatic devices are used to heighten the effect and to aid in comprehension, the selection is now read by the class, alternating silent and oral reading. It is suggested that narrative or expository passages be read silently, whereas conversation or dialogue is done orally and, the selection may now be summarized in various types.

## 4. Extensive Reading

Basically extensive reading is silent reading but done outside of class. In order for language learners to have less problems in extensive reading, the teacher should explain first difficult passage or new word.

## 5. Supplementary Reading

Supplementary reading is also done out of class. Language learners are free to choose reading materials. Reading materials may consist of newspaper, bulletins or magazine in the target language.<sup>4</sup>

### C. *Theory of Reading Comprehension*

#### 1. Definition of reading

Reading is one of four language skill (listening, speaking, writing) is important to be learned and mastered by every individual. By reading, one can relax, interact with feelings and thoughts, obtain information, and improve the science knowledge.<sup>5</sup> According to Bowman, reading is an appropriate means to promote a live long learning (live-long learning). By teaching the children how to read means these children a future which provides a technique to explore how “the world” wherever he choose, and provide the opportunity to get goal.<sup>6</sup>

Reading is one of most important skills in learning language besides listening, speaking and writing. The fundamental goal of any reading activity knows the

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<sup>4</sup> Ag Bambang , *Setiyadi, Teaching English As A Foreign Language*,( penerbit : Graha Ilmu),p.67-69

<sup>5</sup>Asdiani, *The Use Of Story Book Improving Students' Reading Comprehension At The Fifth Grade In SDN 442 Kambo* ,Thesis. Palopo: (STAIN Palopo, 2010), p.12

<sup>6</sup> Bowman; <http://definisi-pengertian.blogspot.com/2010/08/reading-definition.html>.Jeremy harmer p.190

language. Simanjuntak states “reading is a process of putting the reader in contact and communication with ideas”.<sup>7</sup>

Reading is receptive skills, like listening, speaking, and writing are productive skills in learning language besides listening, speaking, and writing. Students need to learn how to read efficiently.<sup>8</sup> Reading is a process language and communication, which is a process that provides the opportunity for readers to make contact and communicate with a variety of ideas. Therefore, reading always involves interaction between authors and readers. Reading is one of the measures of the communication process that starts from the mind of the writer is expressed through symbols on paper. Without the reader, communication through writing on paper it might not happen.<sup>9</sup>

There some statements about reading. Hasriani in Suparman said that reading is complex process in which the reader uses mental content to obtain the meaning from written materials, and understanding of skill an ability to increase the quality of reading process.<sup>10</sup> Yusnita stated reading is useful for other purpose too: any exposure to English (provided students understand it more or less) is a good for language

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<sup>7</sup>Asdiani, The Use of Story Book Improving Students’ Reading Comprehension At The Fifth Grade In SDN 442 Kambo ,Thesis. Palopo: (STAIN Palopo, 2010). ..p.12

<sup>8</sup> Jane Willis, Teaching English Through English A course in Classroom Language and Technique, (New York: Logman),p.143

<sup>9</sup> Arifuddin Hamra & Eny Syatriana, Model Pembelajaran Membaca Pemahaman Bahasa Inggris Sekolah Menengah,(Badan penerbit UNM, 2010), p.34

<sup>10</sup> Suparman Ar Improving Students’ Reading Skil Through Scanning and Skimming at the Second of Madrasah Aliyah Negeri ( MAN) Palopo ( Palopo: Stain Palopo, 2008),p.6

students. Reading is an active attempt on the part of readers to understand writer message. Based on the statement above, reading is one of the activities of learning process to understand the text. By reading we can get more information from the text.<sup>11</sup> In Oxford Learner's Pocket Dictionary explains that reading is act to reading something and something and ways in which something is understood.<sup>12</sup> Harmer Jeremy also stated that 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 these messages. And reading is useful for other purpose to: provided students understand it more and less is good thing for language students.<sup>13</sup> Other types of reading may not be text-based, such as music notation or pictograms. By analogy, in computer science, reading is acquiring of data from some sort of computer storage.

Although reading print text is now an important way for the general population to access information, this has not always been the case. With some exceptions, only a small percentage of the populations in many countries were considered literate before the Industrial Revolution.<sup>14</sup> Based on the statement above, reading is one of the activities of learning process to understand the text. By reading we can get more information from the text.

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11 Yusnita, Improving Students' Pronunciation Through Reading Story Aloud At The Tenth Year Of SMU Pesantren Modern Datok Sulaiman ( PMDS ) Putri Palopo (Palopo:2009),p.20

12 Oxford Learner's Pocket Dictionary,p.357.

13 Jeremy Harmer The Practice Of English Language Teaching,(New York: Logman, 1991) ,p.190

14 [http:// www. Internet. Com. Extensive Definition.](http://www.Internet.Com.ExtensiveDefinition) Accessed March 2010 p.2

## 2. Definition of reading comprehension

Comprehension is ability to understand something.<sup>15</sup> Besides, comprehension also defined as the capacity of the mind to perceive and understand; the power, act or process of grasping with the intellect; perception; understanding; as a comprehension of can be interpreted as an exercise consisting of a previously unseen passage of text with related questions, designed to test a student's understanding esp. of a foreign language.

There are some definitions of comprehension. Comprehension is ability to understand something. Comprehension also defined as the capacity of mind to perceive and understand; the power act, or process of grasping with the intellect; perception; understanding; as a comprehension of abstract principle. Besides, comprehension also can be interpreted as an exercise consisting of a student's understanding of a foreign language.<sup>16</sup>

Reading comprehension is essentially the ability to understand what has been read. There is little point in being able to pronounce the words on a page if the words mean nothing to you. You can probably read "snip tops are fin bugle" because you can decode the sounds in the words, but you cannot comprehend it because two of the

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15 Oxford Lerner's Pocket Dictionary (Oxford University Press. New York. 2005),p.83

16 Harper Collins Publisher online. <http://www.thefreedictionary.com/comprehension> 1January 2010

words are nonsense. People with good reading comprehension use several strategies that help them understand the text.<sup>17</sup>

Comprehension also implies that comprehension is a subject in its own right whereas comprehension should be the means of learning and comprehension runs through every activity included the curriculum, and extend in to every faced of leaving. Reading comprehension requires a reader to read for through comprehension, a skill that students should achieve if they want to be successful readers.

It concludes that reading comprehension is a process to understand the written text. It also includes getting the new information presented in the text with a readers 'prior knowledge in order to find the meaning of a text, such as defining the printed words, relating the sentences and indentifying the main and supporting details.

From those points of view, the writer can say that reading comprehension is important because the students do not understand what they have read. For this reason, in our country, reading comprehension has become a part of the English teaching. It will enable the students to comprehend scientific book of other field of students order words, the students can improve their general knowledge.<sup>18</sup>

### 3. Level of comprehension

In teaching reading comprehension, the teacher should be aware of levels by comprehension, so that they have some criteria by which to judge the material they

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<sup>17</sup> <http://www.ehow.co.uk/about definition-reading-comprehension.html>.accessed 19 October 2010

<sup>18</sup>Asdiani, *The Use Of Story Book Improving Students' Reading Comprehension At The Fifth Grade In SDN 442 Kambo* ,Thesis. Palopo: (STAIN Palopo, 2010), p.15

use in the classroom, and also levels of comprehension used by the students at any particular time. Reading comprehension refers to the ability to understand information presented in written form. According to Burn, reading comprehension consists of four categories, they are:

a. Literal reading

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

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

b. Interpretative reading

It includes thinking skills in which readers identify ideas and meaning that are not stated explicitly I the written text. In addition, it is higher level that 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. Interpretative comprehension usually includes making inference about main ideas of passage, referents of adverbs,

omitted words. Besides, it also contains detecting 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 term of its relevance and significance and he/she also involved in creating new insights about the material. Put of applied reading is evaluating written 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 concerned with the production of new idea and the solving of problems of an opened kind, where more than one course of action is possible. This occurs when reader applies what has been read a new situation and then recombines the author's ideas to make new concepts. Through creative comprehension, a reader creates something new.<sup>19</sup>

4. Strategies in teaching reading comprehension

There are specific comprehension strategies that some teachers are now using in the classroom. A great resource for elementary teachers on these specific

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<sup>19</sup> Paul Burn, et.al., *Principles of Language Learning and Teaching*, (Boston, 1994), p.150

comprehension strategies is to go the “into the book” website. There you will find songs, book lists, posters, and activities to teach these specific strategies.

First, teach students about prior knowledge. On one of the posters from the into the book website, it explains that “prior knowledge using what you already know to help understand something new.” To help students comprehend and learn from a specific reading material, they can access their prior knowledge on a subject to help them relate to the subject that they are learning at the moment.

Making a connection is when a student can relate \a passage to an experience, another book, or other facts about the world. Making connection will help students understand what the author’s purpose is and what the story is about. You can use connection what any fiction or non-fiction text that you read.

Questioning is another strategy that will greatly benefit a student. Dr.Neil Postman has said, “All our knowledge result from questions, which is another way of saying that question-asking is our most important intellectual tool (Response to Intervention). There are several types of question that a teacher should focus on: remembering; testing understanding; application or solving; invite synthesis or creating; and evaluation and judging. Teachers should model these types of questions through “think-aloud” before, during, after reading a text.<sup>20</sup> Visualization is when a student can create a picture or movie in their mind while reading text. Use term like

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<sup>20</sup> [http://en.wikipedia.org/wiki/Reading\\_comprehension](http://en.wikipedia.org/wiki/Reading_comprehension).accesed *Dr. Neil Postman* 18 January 2010

“mental image” and asking sensory question will help students become better visualization.

Into the book’s website explain that inferring means to “figure out what it really means from clues in the text.” Inferring is difficult for students. For the younger students, one suggestion is to have your class become book detectives.

Summarizing is a comprehension strategy that also needs to be taught. Summarizing is telling what is important about the text. a summary might include the answers to who, what, where, when, why, and how. You can have students summarize any text that you are using the classroom.

Evaluation is about making judgments on what you read and then explaining why you made those judgments (Into the Book). Some activities to help with evaluating can be as easy having a small group book talk or having students rate a book. Evaluating non-fiction texts can done by using a criteria checklist (i.e. table of contents, index, titles, headings, etc) to help students rate a text.

Synthesizing is putting the pieces together to see them in a new way (Into the Book). Students will take what they already know about a subject along with their reflections from the book to create their own interpretation and ideas about a certain text. Putting all of these “tools” together will give your students a toolbox of strategies to help them with reading comprehension. For more reading activities, you can check out these websites.<sup>21</sup>

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<sup>21</sup> [http://en.wikipedia.org/wiki/Reading\\_comprehension](http://en.wikipedia.org/wiki/Reading_comprehension). Accessed January 2010

Brown mentions ten strategies of reading comprehension, each of which can be practically applied to the classroom techniques.

a. Identify the purpose in reading. The efficient reading consists of clearly identifying the purpose in reading something. By doing so, we know what we are looking for we out potential distraction information.

b. Use grapheme rules and pattern to aid in bottom-up decoding. This strategy good for beginning level learners.

c. Use efficient reading for relatively rapid comprehensions. This strategy is good for intermediate to advanced level students, because they need not to be speed readers but you can be helped them to increase efficient by teaching a few silent reading rules that include: 1) you do not need to “pronounce” each word to yourself, 2) try to visually perceive more than one word at a time, probably phrases, 3) unless a words i absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.

d. Skimming, it consists of quickly running one’s eyes across a whole text to get the gist. It give readers the advantage able of being to predict the purpose of the passage, the main topic or message, and possible some of the developing or supporting ideas. Skimming is a technique suitable for scientific texts as well as for general texts.

e. Scanning, its purpose is to extract certain specific information without reading through the whole text. So, the exercises of this strategy may ask students to look for name or dates, to find a definition of essential concept, or to list a certain number of supporting details.

- f. Semantic mapping or clustering, it helps the readers to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to passages.
- g. Guessing, in these strategies, learners can use guessing to their advantages to guess the meaning of the word, a grammatical relationship, a discourse relationship, a cultural reference, a content of the message, a to infer implied meaning.
- h. Vocabulary analysis, it means that when the learners do not know immediately recognize a word in a passage. One way for them to make guessing is to analyze it in terms of what they know about it.
- i. Distinguish between literal and implied meanings this requires the application of sophisticated top-down processing skills.
- j. Capitalized on discourse markers to process relationship, this strategy is good for learners of intermediate proficiency level.<sup>22</sup>

##### 5. Six rules for faster comprehension

###### a. Read more

You will have to read much, much more than you are now in the habit of reading. If you are a slow reader you very likely do little more than go through the daily papers and a few light magazines. You read happen to have a few spare

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<sup>22</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Logman: San Francisco State University. 2004.

minutes, you read merely to pass time, or perhaps you hardly ever read at all unless you absolutely have to.

b. Learn to read for main ideas

Stop wasting time and effort on details. When you read an article, push through efficiently for a quick recognition of the main idea that the details support and illustrate; be more interested in writer's basic thinking than in his minor points.

c. Challenge your comprehension

Fast readers are good readers. They are fast because they have learned to understand print quickly because they give themselves constant practice in understood. To this and they read challenging material; and you must do the same.

d. Budget your time

Good readers always have feeling and going fast for they have develop fast habits. Indeed, adults and college students who have trained themselves to read rapidly would find original slow pace uncomfortable and unpleasant.

e. Pace yourself

Keep to the rate you have set for yourself in pages on hour. In this way, you will learn do devise personal tricks that will speed you up and that will at the same time, sharpen your comprehension skill. But you must practice every day, or needy ever day.

f. Develop habits of immediate concentration

The brightest persons in the class are not always the best students. If the work is too easy from them, they think of more interesting things, they daydream, they stop

paying attention. This analogy explains why a slow reader picks up a book or magazine, goes through a few pages, and finding that attention is wandering, puts it down turns to something else.<sup>23</sup>

#### 6. Some difficult in reading comprehension

There are some difficult in reading that frequently occurs:

##### a. Sub-vocalization

An under stable habit quite commonly to adults. One undesirable habit that commonly happens is that the readers unconsciously from words with the lips or the throat in reading. It is called 'sub vocalization'.

##### b. Habit of regression

The reader reads very difficult materials. Another habit, when reading very difficult materials, the reader sometimes readers and return the passage, this habit is allowed however, in ordinary reading, this habit should not be so frequent because it can block reading and comprehension.

##### c. Reading word by word

The reader reads word by word to understand the meaning. The reader who reads word by word may people herself a handicap or roadblock to understand meaning rapidly and to speed his reading. In this readers is getting her information too slowly to occupy her mind is not fully engaged by the ideas on the page because they enter too slowly. This thought wonder, other ideas come in. before long, and the

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<sup>23</sup> ST.Daoliah Khalik, *The Ability of The Second year Students of SMPN 3 Palopo in Comprehending Reading Text Through Picture*, (Thesis.2005)p.9

reader is not concentrating on the meaning of what her eyes see because she is unable to keep her mind fully involved. Based on the statement above, this reading habit should be abandoned by the reader because this way of reading makes the reader be abandoned by the reader because this way of reading the reader slow to understand and it makes then unable to speed up their reading rate consequently, they comprehension skill will not develop.

d. Poor concentration

Concentration is very important in effective reading. But usually the reader cannot submerge himself completely in the reading process. If she has poor or less concentration in reading. Consequently high reading speed and perfect comprehension cannot be realized well. Poor concentration makes the reader unable to speed up her reading rate, and to get understand all meaning of the passage she is reading.<sup>24</sup>

**D. Purpose for Reading**

When we read a written text, exactly we have a purpose whereas to obtain information or to entertain ourselves. The purpose will usually determine the appropriate type of reading and relevant reading skill to be used.

Grellet states the reading comprehension means extracting the required information from a written text as efficiently as possible, rejecting irrelevant

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<sup>24</sup> Samiati., *The Ability of the Second Year Students Of SMPN 7 Palopo in Identifying Adjective By Using Reading English Text.*(Universitas Cokroaminoto Palopo:2009), p.8

information and finding what we are looking for, quickly. She established that there are two main reasons for as to read: for pleasure and for information.<sup>25</sup>

#### 1. Reading pleasure

Reading for pleasure aims at giving the reader pleasure an imaginative experience and centers up in human concern such as love, ambition, was revenge, family, life, loyalty, self-reliance, heroism, world peace, the good life, etc. its purpose is to able and enrich the reader by deep his emotional life and sharpening in sensitivity to life's value. Reading for pleasure, we can read magazine. Holiday brochures and letters from friends.<sup>26</sup>

According to Markhelffels have purposes of reading as follows: to acquire knowledge, to evolve ideas, to solve problems and to relax. Four purposes of reading state above indicate that the reader must not only sees and identify the symbols, but must be also to interpret what reads, associate it whit past experiences and project beyond the judgment the application and conclusion.<sup>27</sup>

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<sup>25</sup> Francoise Grallet, *Developing Reading*, (London:Combridge:1981)

<sup>26</sup> Farida Middin, *The Difficulties of students in Finding Main idea and Supporting DetailText in Reading Comprehension of year students of English Department in STAIN Palopo*,(Palopo,2007),p.13

<sup>27</sup> Andi Marwiyah, *The Effectiveness of Silent Reading in Improving Reading Comprehension Skill to the Eleventh Year Students of Ma – Jihad Buagin*,(STAIN Palopo, 2010),p.22

## 2. Reading for information

Reading for general information is a skill that involves absorbing only the main points of the text.<sup>28</sup> The students are not curious to know information that is conveyed in reading text it is no interesting. Therefore, it is essential to choose reading text for students to learn. This type of reading includes material, generally classified as nonfiction: science, social studies, current, affairs, personal opinions, technical matters and arts.

Wooding Keith Johnson in Yasmir, we read in order to obtain information which is presented in the written form, but by nature of the information so obtain require more explicit definition. He further explains “by referential (factual), affective or emotional, so then: a) answer we can give to our question, of why we read is that we read referential material in order to obtain factual information with operating on our environment, e.g. a. set of instruction or how to use a piece of equipment, b) we read material as a way of developing our own intellectual skill, so that we can more effectively manipulate ideas, possibly with the aim of influencing the behavior of other of determining the outcomes of series of operational, e.g. making proposal for project, c) we read for emotional gratification or spiritual enlightenment ,e.g. for pleasure or self environment, and d) reading to get information is to getting

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<sup>28</sup> Jeremy Harmer, the Principle of English Language teaching, (New York: Logman, 1991),p.90

information which we need about something to know information what can give us or give purpose.<sup>29</sup>

### **E. Problems in Reading**

There are many problems in reading as follows:

#### 1. 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 weaknesses.

According to Nuttal, the students are generally not aware of, but it is important that they should make themselves understand that possible vocabulary should make be taken into consideration. Once they accept that is naturally to have an active vocabulary (word we know well enough to use or levels, and receptive one word 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.<sup>30</sup>

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<sup>29</sup> Josep Bellafiore, *English Language Art*, Limuted states of America: Amsco School Pulication. Ine 1969), p. 318

<sup>30</sup> Cristian Nuttal, *Teaching Reading Skills in Foreign Language* ,(London, Cristian Nuttal, 1982), P.33

## 2. 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 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.<sup>31</sup>

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 defined it as a noun, he is a little nearer to understand the sentence. 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, adjective, 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.

## 3. 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 words, the teacher must help them to identity problems and provide exercises, and

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<sup>31</sup>Cristian Nuttall, *Teaching Reading Skills in Foreign Language*, (London, Cristian Nuttall, 1982), P.26

activities to help them overcome the problems. According to Nuttal there are some difficulties that readers have to deal with student's difficulties in semantic.<sup>32</sup>

#### ***F. Motivation for Reading***

Some procedure to motivate the students in learning reading subject as follow:

1. Starting from students reports talking time to discuss what they are reading this technique has a twofold benefit it boots individuals morale as the teacher focuses on individual during discussion and the teacher can probe students on their perceptions are reactions to what they have read.

2. Students who read most books can be as simple as exercise book they can be got from the students themselves trough small monetary contribution what they should be can discussed with the students, because all it is they who will be buying or receiving them.

3. Interesting books reports can be posted up pinned to the soft board so other students well be encouraged to read them, one important way to provide motivation in extensive reading is so link it with actual language lessons by trying it to other language skills this helps students realize that he can do this best.<sup>33</sup>

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<sup>32</sup>, Cristian Nuttal, *Teaching Reading Skills in Foreign Language* ,(London, Cristian Nuttal, 1982),P.27

<sup>33</sup> Rosdiana, Improving Students Ability in Reading Comprehension of the Eleventh Year of SMAN 4 Palopo By Using Picture Article,(STAIN Palopo: 2011). P,26

### **G. Part of Reading Text**

Reading text is composed from several sentences that are formed into a paragraph. Each paragraph has two parts or kind that composed it namely main idea and supporting detail text.

#### 1. Main idea

The main idea is about the topic. Main is general idea that summarize.

The main idea of paragraph tells more about the topic. It tells the writer's idea of topic. The main idea is important. Which can be many paragraph about the same topic, but they all don't have the same main idea. To fully understanding any selection someone read, it is important to find first main idea and supporting detail text. One of way to find the main idea is to use two step processes: (1) find the topic, (2) Find the writes about topic can make someone know the main idea.

#### 2. Supporting detail text

They come after the topic sentences, making body of paragraph. They give detail to develop and support the main idea paragraph. You should give supporting detail.

The topic is broad, general topic or message. It is what some call the subject. The main idea is a key concept being expressed. Details, major and minor, support the main idea by telling how, what, when, where, why, how much, or how many.<sup>34</sup>

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<sup>34</sup> Ahmad Perdana Putra, *The Effectiveness of Using Authentic Material in Teaching Reading Comprehension To The Second Year Students of English Education Study Program in STAIN Palopo*, (Palopo: STAIN, 2010), P.22

From the definition above, the main idea and supporting details text can help you understand the points the writers is stamping to express.

### ***H. Some Concept About Short Story***

#### 1. Definition of story

Story is a common term for a description of a sequence of events, or a statement regarding the facts pertinent to a situation in question. Story is offers to be an interesting media in reading method. It can raise the students' motivation read. Also it is expected to be a kind of pleasure reading. In teaching reading, the research focuses on sound. Students have to teach physically producers certain sound previously unknown to them and they can find a difficult sound to pick out, and may not see the point in focusing on them. This sometime make students find trouble in pronunciation, incorrectly pronounced sounds strain communication, sometimes event changing a phases meaning.

The story is a real language experience. As with songs, stories can be categorized as a story intended to entertain or to please his audience, but there are also other purposes, such as giving message that can be used as an advice or a good lesson for others. Such stories have an element of education a member of good examples.

#### 2. Definition 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 the 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 story. Short story is a work of fiction that is usually written in prose, in narrative format.

Hatika in her research says the short story is a literary genre. It is usually fictional narrative prose and tends to be more concise and to the point than longer works of fiction, such as novellas (in the modern sense of this term) and novels. Short stories have their origins in oral story telling traditions and the prose anecdote, a swiftly sketched situation that comes rapidly to its point. With the rise of comparatively realistic novel, the short story evolved as a miniature, with some of its first perfectly independent examples the tales E.T.A Hoffmann and Anton Chechov.

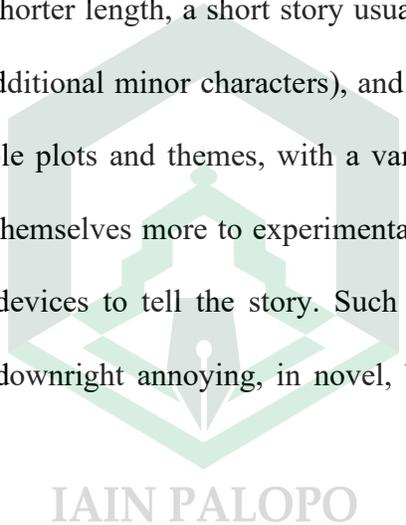
The short story is a brief piece of fiction that is more pointers and more economically detailed as to character, situation, and plot than a novel. Published collections of short stories whether, by one or several authors often revolve around a single theme, express related outlooks, or comprise variation within a game. Short story is one of kind's narrations written. Narration is written by event in one time. Short story tells about imagination of fact.<sup>35</sup>

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<sup>35</sup> Hatika, The UseGap Filling Practice Through Short Story In Improving Students' Listening at the Twelfth Year Students of SMU Negeri 2 Palopo, Thesis. (Palopo: STAIN Palopo, 2008),p.9-10

a. Definition: a short story is a “short piece of fiction aiming at unity of characterization, theme and effect. Short story is fictional work of prose that is shorter in length than a novel. Edgar Adam Poe, in his essay “The Philosophy of Composition,” said that a short story should be read in one sitting, anywhere from a half hour to two hours. In contemporary fiction, a short story can range from 1,000 to 20.000 words.<sup>36</sup>

Because of the shorter length, a short story usually focuses on one plot, main character (with a few additional minor characters), and one central theme, whereas a novel can tackle multiple plots and themes, with a variety of prominent characters. Short stories also lend themselves more to experimentation-that is, using uncommon prose style or literary devices to tell the story. Such uncommon styles or devices might get tedious and downright annoying, in novel, but they may work well in a short story.<sup>37</sup>



IAIN PALOPO

b. Definition: the authors of the modern English short story “no longer attempt to make daily life more entertaining by inventing exotic plots. Instead, modern short story writers have tended to base their narratives on their own experience; here the focus is much more on the less spectacular aspects of life, on the significance underlying what is apparently trivial. The result of such perceptive writing is

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<sup>36</sup> homepage.bnv-bamberg.de/gk.../short\_story/short\_story\_definition.htm Edgar Allan Poe, accessed 1885

<sup>37</sup> http://www.internet.com.short story accessed 2 july 1885.

perfection of form, harmony of theme and structure, and precision of style to reveal the subtleties of the human mind and of human behavior.

c. Definition: many attempts have been made to define the short story. But on a few points at least, the opinion of most critics is unanimous. This does not imply that the literary form of the American short story can be set up in a rigid way. It has undergone and will probably still undergo many changes as the literary taste and demands of the reading public also change in the course of time with new outlooks on life. What are some of the elements that make up a good story? 1) a short story is a piece of prose fiction which can be read at a single sitting, 2) it ought to combine matter-of-fact description with poetic atmosphere, 3) it ought to present a unified impression of temper, tone, color, and effect, 4) it mostly shows a decisive moment of life (which can entail a fatal blow), 5) there is often little action, hardly any character development, but we get a snapshot of life, 6) its plot is not very complex (in contrast to the novel), but it creates a unified impression and leaves us with a vivid sensation rather than a number of remembered facts, 7) there is a close connection between the short story and the poem as there is both a unique union of idea and structure.

The short story is a piece of art that tries to give us a specified impression of the world we live in. It aims to produce a single narrative effect with the greatest economy of means and utmost emphasis.<sup>38</sup>

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<sup>38</sup> [http://homepage.bnvbamberg.de/gk-english/short-story definition.htm](http://homepage.bnvbamberg.de/gk-english/short-story%20definition.htm) accessed 2 July 1885

Many short story writers define their work through a combination of creative, personal expression, and artistic integrity. They attempt to resist categorization by genre as well as definition by numbers, finding such approaches limiting and counter-intrusive to artistic form and reasoning. As a result, definitions of the short story based on length splinter even more when the writing process is taken into consideration.<sup>39</sup>

### 3. Fiction and Nonfiction

Texts are commonly classified as fiction or nonfiction. The distinction address whether a text discuss the word of imagination (fiction) on the real world (nonfiction).

- a. Fiction : poems, stories, plays, novels
- b. Nonfiction : Newspaper stories, editorials, personal, accounts, journal articles, text books, legal documents.

Fiction is commonly divide into there are three the general appearances of the text they are: 1) stories and novels, prose that is the usual paragraph structure forming chapter, 2) poetry, lines of varying length, formatting stanzas, 3) Plays, spoken lines and stage directions, arranged in scenes and other that for documentaries, movies, are fiction because they present a “made up” story.

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<sup>39</sup> [http://en.wikipedia.org/wiki/short\\_story](http://en.wikipedia.org/wiki/short_story) accessed 3 september 2011

Movies reviews, on the other hand, are nonfiction because they discuss something namely movies. Nonfiction can make false assertions, and often does. The distinction between fiction and nonfiction has been blurred in recent years. Novelists (writer of fiction) have based stories an real life events and characters (nonfiction), historians (writers of nonfictions) have incorporated imagined dialogue (fiction) to suggest the thoughts of historical figures.<sup>40</sup>

#### 4. The characters of short story

There are character 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, h) atmosphere, i) effective use of language in word choice and imagery, j) one or two well developed characters, k) effective use of narrative voice, l) revealing use of interior dialogue, m) dialog that makes a contribution to narrative development end/ or to characterization, n) skilful exploitation of conventions of the chosen genre and, o) use of setting to enhance narrative.

#### 5. 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

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<sup>40</sup> Hatika, The UseGap Filling Practice Through Short Story In Improving Students' Listening at the Twelfth Year Stuent of SMU Negeri 2 Palopo, Thesis. (Palopo: STAIN Palopo, 2008),p.10-11

conflict .Stages of a plot : 1) introduction of characters, 2) the situation: initial conflict,3) the generating circumstances, which create a, 4) rising action –heightened anticipation for the reader, 5) climax-highest point of anticipation-“make or break” for the main character and, 6) falling action and conclusion. These two are also known as a denouement.

#### b. Setting

The background against which the incidents of the story take place. Not merely a place. It includes the place where, the time when, and social condition 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, settings is an 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 must seem like living and feeling individuals in order for use to feel strongly about them. The words thing that could happen for is 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.<sup>41</sup>

## ***I. Action Research***

### **1. Definition of Action Research**

Action research is the name given to an increasingly popular movement in education research. It is a form of self-reflective enquiry that is now being used in school-based curriculum development, professional development, and school improvement schemes. It actively involves teachers as participants in their own educational process.<sup>42</sup> For more details, the researcher would like to give some definitions of what action research is from some experts: Stephen Kemmis, defines action research is a form of self-reflective inquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (1) their own social or educational practices, (2) their understanding of these practices, (3) the situations in which the practices are carried out. In education, action research has been employed in school –based curriculum development, professional development, school improvement programs, and system planning and policy development.<sup>43</sup>

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<sup>41</sup>Asdiani, *The Use Of Story Book Improving Students' Reading Comprehension At The Fifth Grade In SDN 442 Kambo*, Thesis. Palopo: (STAIN Palopo, 2010),p.9-11

<sup>42</sup>Hopkins, Action Research. 1993. Online, [http://www. Physicsed. Buffalostate.edu/danowner/ actionrsch. Html](http://www.Physicsed.Buffalostate.edu/danowner/actionrsch.html).. accessed on May 1 2012.

<sup>43</sup> Brown, Act Research, 1985. Online [http:// www. Alliance. Brown. Edu/ pubs/ themes\\_ed/act\\_research. Pdf](http://www.Alliance.Brown.Edu/pubs/themes_ed/act_research.Pdf). Accessed On April 30-2012

## 2. Types of Action Research

There are four types of CAR, namely: car diagnostic, car participants, empirical car, and experimental car

3. The functions of classroom action research, namely: a. a tool to overcome the problems that were diagnosed in the classroom learning situations, b. means in office training, quipping teachers with the skill and new methods and encourage the emergence of self-awareness, especially through peer teaching, c. tools to incorporate into the existing system an additional or innovative theories, d. atool for improving communication is usually worse among teachers and researcher, e. tool the provide alternatives to theoryes [sic] that subjective, impressionistic toward problem solving class.<sup>44</sup>

## 4. The Steps in Doing Action Research

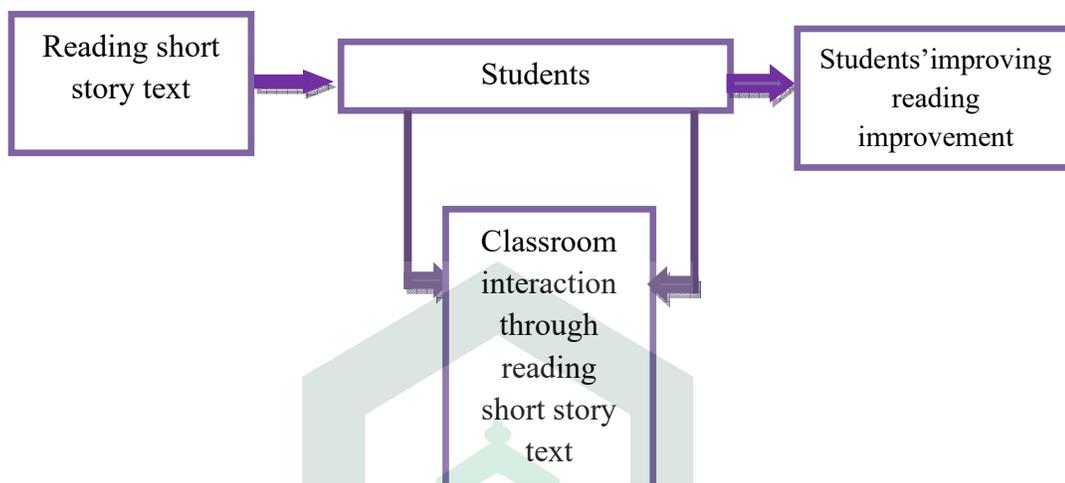
According to Hopkins, there are several essential processes in doing action research is needed (cyclical) as follows: planning, action, observation, and reflection.

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<sup>44</sup> Brown, Act Research, 1985. Online[http:// www. Alliance. Brown. Edu/ pubs/ themes\\_ed/act\\_research. Pdf](http://www.Alliance.Brown.Edu/pubs/themes_ed/act_research.Pdf). Accessed On April 30-2012. p. 37

### *J. Conceptual Framework*

The conceptual framework in this research is present as follow:



In the diagram above is classified in following:

There are some way to develop students reading such using reading short story text in teaching reading, the teacher have make students interest in learning process. In connection with the importance of reading expansion in the students in beginner leaner study as English teacher should look for some effective way teaching reading. One way for effective learning teaching is considered to be useful if students-teacher create a good situation and cooperation. With use reading short story text in learning process make good situation effective teaching reading, can improve reading motivate the students learn reading skill through short story can improving student's reading.

## **CHAPTER III**

### **RESEARCH METHOD**

#### ***A. Setting of the Research***

The researcher did her research in SMAN 4 Palopo, which is located on Bakau Street. The subject in this study was the class X4 in the academic year 2012/2013 which consists of 17 students. It is the classroom for the low level students. In this research, the researcher used subject in classroom X4 based on the observation that the students in classroom X4 was low in mastering and reading of the text.

#### ***B. Design of the Research***

This research had done in two cycles, in order to find out the best way to teach reading through short story to students. The researcher would like to present a model of action research stated by John Lewin, where there are four stages in the procedure namely, planning, action, observation, and reflecting. The basic competence which has been focused in this classroom action research, namely the competence in mastering reading short story. The preparation for the action was preparing the short story text, test paper, and observation list. It means that a cycle consists of planning, acting, observing, and reflecting. We can look the figure 1 below:

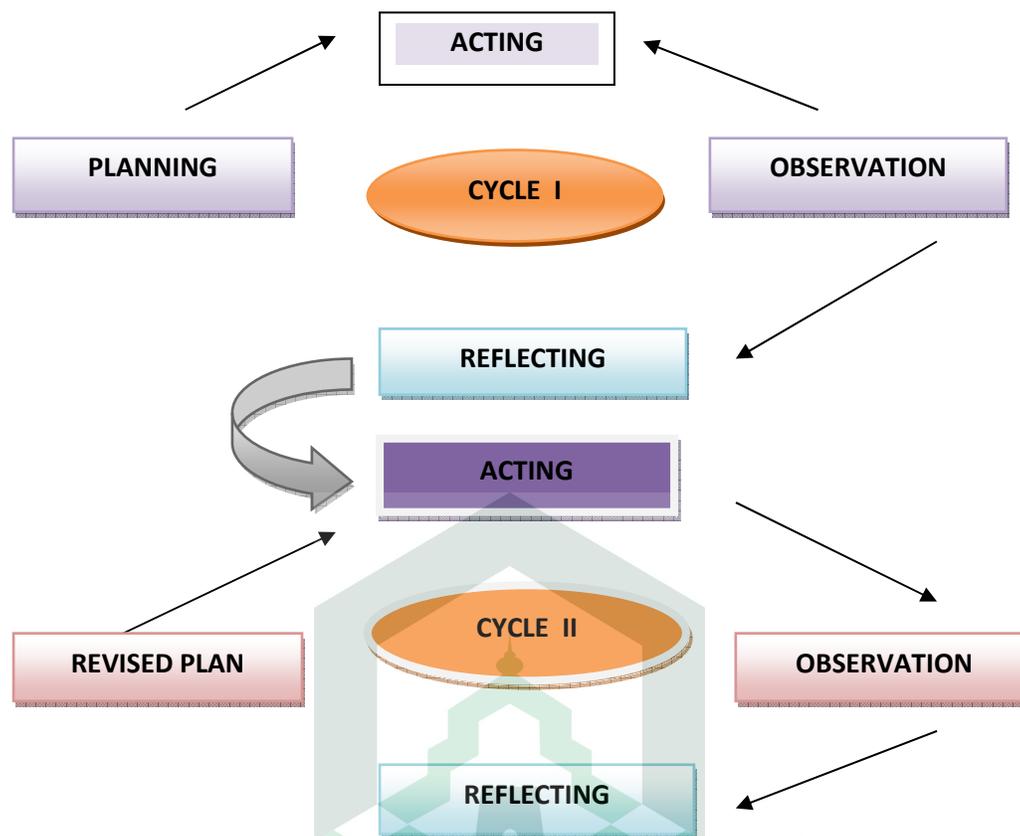


Figure I : Action Research Design By john Elliot.<sup>1</sup>

### C. Research Participant

The participants of research are:

1. English teacher

English teacher is a collaboration of the researcher in research, where the English teacher does observation when the researcher teaches in class and as an evaluator.

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<sup>1</sup> Akhmad Sudrajat, *The Effectiveness of Using Authentic Material in Teaching Reading Comprehension To The Second Year Students of English Education Study Program in STAIN Palopo*, (Palopo: STAIN, 2010), P.24

## 2. Students

The position of students in this research as subject of research, where the researcher hopes after researching the students can improve their reading habit.

## 3. Headmaster

The position of headmaster in research is facilitator.

### ***D. Techniques and Instrument of Collecting Data***

#### 1. Technique

The collecting data in this classroom action are:

- a. Test : To find out the students' score.
- b. Observation : To find out the students the short story can be effective way in teaching reading comprehension.

#### 2. Instrument

The instruments that use in collecting data in this classroom action research are:

- a. Reading test : Asking the students to reading comprehension by using short story
- b. Observation list : it will be useful to observe the students' participation during the use of teaching reading comprehension by using short story. Also, as the basic instrument in motivation part among the teacher and the collaborators as a way to make reflection in each cycle.

### ***E. Data Analysis***

The data which collected in every observation in each cycle are analyzed descriptively through percentage technique.

1. Reading test result : Students' score of writing test was counted by using the formula, as follow:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

Calculating the mean score of students' reading test by using the following

formula:  $X = \frac{\Sigma x}{N}$

Where:

X = The mean score

$\Sigma x$  = The Total raw score

N = The number of students<sup>2</sup>

2. Activities of students during the learning process: This was analyzed by considering the students' participation and classified into passive and active classification.

3. Implementation of learning by using reading comprehension in teaching short story by analyzing the successful level of implementation, then it categorized into success and not success.

#### ***F. Research Procedure***

The action research was conducted through four activities; in which each activity consisted of four steps, as follows:

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<sup>2</sup> Mangkuatmodjo, pengantar Statistik, (cet.1, Jakarta: Rineka Cipta 2003), p.58

### 1.Planning

Planning was the first step of the research procedure. This activity covered the problem identification. This was the most important step in conducting action research as by knowing the problems, the researcher and collaborator could find a good solution to solve the problem arose.

### 2.Acting

After recognizing the possible cause of problems faced by the students to the tenth year of SMAN 4 Palopo, the students have difficulties in learning English because they have low reading; the action was decided in advance. The action was aimed to solve the problem.

### 3.Observing

Observing was the activity of collecting data to supervise to what extent the result of “acting” reach the objective. The data being taken were qualitative and quantitative data. The quantitative data covered the students’ progress (the students’ score) while the qualitative data comprised students’ interest, class management.

In short, in this phase, the researcher or collaborator elaborated kinds of data, the procedure of collecting data and instruments.

### 4.Reflecting

Reflecting was the activity of evaluating critically about the progress or change of the students, class and also the teacher. In this step, the researcher and collaborator could observe whether the “acting” activity had resulted and progress, what progress happened, and also about the positives and negatives, so on.

In the planning, the writer wanted to the students enjoyed with the lesson and improve their reading habit. She would use the short story text for improving the students reading comprehension.

### Cycle I

The cycle I of this classroom based research consisted of planning, acting, observation and reflecting.

#### 1. Planning

- a. Analyzing the curriculum, especially the basic competence after doing the need analysis of the students tenth year of SMA Negeri 4 Palopo.
- b. Made a lesson planning about the use of short story in teaching reading comprehension.
- c. Classroom management numbers of students were 17, make the classroom was comfortable.
- d. Preparing the test instrument.
- e. Preparing teaching facilitates (board marker, eraser and camera).
- f. Making the instrument which used in each cycle of the classroom action research.
- g. Preparing the reading text short story

#### 2. Acting

- a. Teacher introduced herself to students.
- b. Teacher called the students name.

- c. The researcher will prepares all of the instruments in the class before start teaching such as paper,
- d. The researcher will introduce of materials of the lesson included reading short story.
- e. The researcher will teach how to reading short story
- f. The researcher will ask the students to reading the short story then answer the question.
- g. Before they start to read and answer the question, the researcher used reading silent short story.
- h. Closed the class.

After doing the first cycle, there are still many weaknesses then based on the reflection part, the researcher will do :

### 3. Observation

There are some important things that has been observed, those were:

- a. Learning process was still not conductive in reading test on the use of short story
- b. The Students' lazy to read the test in learning process.

### 4. Reflecting

The result of the data had been done, it was continued until could be made as the reflection after action research.

The reflection was discussed with a partner while the teacher should make research planning for the next cycle which repaired from cycle 1.

## Cycle II

Like at the cycle II, the second cycle of this classroom based research consisted of planning, acting, observation and reflecting.

### 1). Planning

a. Made a lesson planning about the use of short story in teaching reading comprehension.

b. Classroom management numbers of students were 17, make the classroom was comfortable.

a. Preparing the test instrument.

b. Preparing teaching facilitates (board marker, eraser, camera and dictionary).

c. Making the instrument which used in each cycle of the classroom action research.

d. Preparing the reading text short story

### 2). Acting

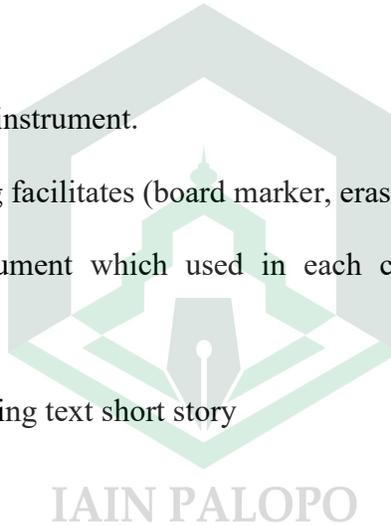
a. Gave students motivation for read.

b. The researcher will prepares all of the instruments in the class before start teaching such as paper,

c. The researcher will introduce of materials of the lesson included reading short story.

d. The researcher will teach how to reading short story

e. The researcher will ask the students to reading the short story then answer the question.



- f. Before they start to read and answer the question, the researcher used reading silent short story during 10 or 20 minutes to read the text.
- g. Closed the class.

After doing the first cycle, there are still many weaknesses then based on the reflection part, the researcher will do:

### 3). Observation

There are some important things that has been observed, those were:

- a. Reading test on the use of short story
- b. Students' participation during the learning process.

### 4). Reflecting

This classroom action research will successful if some of the following requirement were fulfilled:

- a. Most of the students have a good score in evaluation (reading test), and reached the mean score (80).
- b. Most of the students' active in learning process (85%)

## ***G. Working Indicators***

The using of running dictation was success if students' average score is 75 or more. The quality of learning and teaching process increased from first cycle to third cycle. This quality can be seen from the students' behavior emerge during learning and teaching process.



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## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter consists of the finding of the research and discussion that contains of data analysis in detail. The findings of classroom action research deal with the answer of the problem statement which its aim was to improve the understanding of students' in reading by using short story. Students' to read short story text. The findings consisted of students' ability in studying reading text by using short story and observation result. The findings of the research cover the result of the data cycle I and cycle II about students' ability in learning reading text by using short story and observation result. The data of student's ability in reading text by using short story consists of three items namely: content, vocabulary, and mechanic.

And before the researcher to doing research, beforehand the researcher conduct to observation to know so far level students in reading. After doing observation, the researcher, concludes that is level students' in reading is elementary. Because from 2 reading short story test, which 20 question the students only can answer 6 the correct question. And the type of test is chooses the best answer. Student is getting highest value only 1 student, which is with 13 the correct question. Hence the researcher using short story elementary. And easy to comprehending because, short story used have picture. Hence can help to students in reading comprehension.



**Figure 2.** The Situation of the Class before the researcher to doing research

### ***A. Findings***

#### **1. The First Situation of the Class**

Based on the pre-observation, the researcher got some data about the student's situation of the class, including the student's problem. Based on interview, the researcher got information from the students that difficulties cover four skills in English, especially reading text. The teacher often give them for read but they could not read and lazy for read a text. The data was analyzed to overcome the problem. It means that the students would teach reading by using short story where that media can help them in reading text. So that the students will be interested in reading and they can understand the text.

## 2. The Cycle I

The cycle I of this research based research consist of planning, acting, observation, and reflecting

### a. Planning

To carried out the action research class required different tools that had been create and developed previously, namely: Lesson Plan (RPP), observation sheets, camera and tests. In this step, the researcher prepares what have to do in the action step, the students read the text 10 until 20 minutes after that they answer the question and find new word in the text. The tests consist of ten numbers. The type of test: are these sentences true or false and look at the picture page one then answer the question

### b. Acting

Acting consisted of two meetings. In the first meeting, the researcher explained about what the purposes in the learning of reading. This the researcher explained to how to read effectively. In second meeting, the researcher divided students become pairs work, but there is group consists of three students. After students have pair work each, the researcher applied the using of short story test in learning process and then gave them evaluation test.

#### 1) The first Meeting

In this meeting, the researcher explained to the students why learn reading and the explained the ways to learn reading and introduces to the students short story as a strategy in learning reading. The researcher showed to the students' short story text

and then the teacher introduced the short story text that would be read by them and gave 20 minutes to the students to read it and understand to the text.

After they read the text, the researcher asked to students to answer the question and the researcher asked the students read it with each pairs work in the chair. After all student s' reading short story about chicken run, the researcher write on the whiteboard difficult words. And she to start the reading short story about chicken run.



**Figure 3. The Students Read the Short Story Text about Chicken Run**

**With each pairs work**

2) The Second Meeting

In this step, the researcher asked the students to repeat after her for reading. After that the researcher gave test reading to the students. The tests consists of eight sentences true or false and look at the picture then answer the question of two test

c. Observation

Based on observation activity made by researcher and partner (observer) in the cycle 1, the researcher and observer observed that the students active in the class. In this class just some of students that read and active because they were not understood how to read and answer the question and the students assume that is language English lesson is difficult. There some students boy in sleeping in the class and is engross to tell a story with friend in side when the teacher give explanation to other students. Then the other less and shy to read like the other friends because they shy to asked with their friends or sharing. They did not friendly and done alone. So he/she got a little chance to read. They actually wanted to read it was claimed after giving a chance to the students to give suggestion and interviewed some of them.

The problem is that students at beginner and elementary level simply cannot access this information<sup>1</sup>. So using dictionary it little help the students to read and find the meaning a word. And the problem other in this cycle1 are the students seemed not be discipline. Learning situation become not interesting because some students seemed confuse in understanding their new lesson presented by new teacher. Then the students not yet adapted with new teacher. This is caused by the habit of the students to not pay attention teachers who teach in their class more when the learning process took place.

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<sup>1</sup>Jeremy Harmer, *The Practice of English Language Teaching*, ( New York: Longman group UK,1991) P.175

It was the problem that attracted the researcher. Then give the students opportunity to give opinion about reading text given by researcher.

The other problem is, they are only reading when researcher reside in to from other side them and order they read.



**Figure 4. The Students Read the Short Story Text and Answer the Question about Chicken Run**

**Table 1.1**

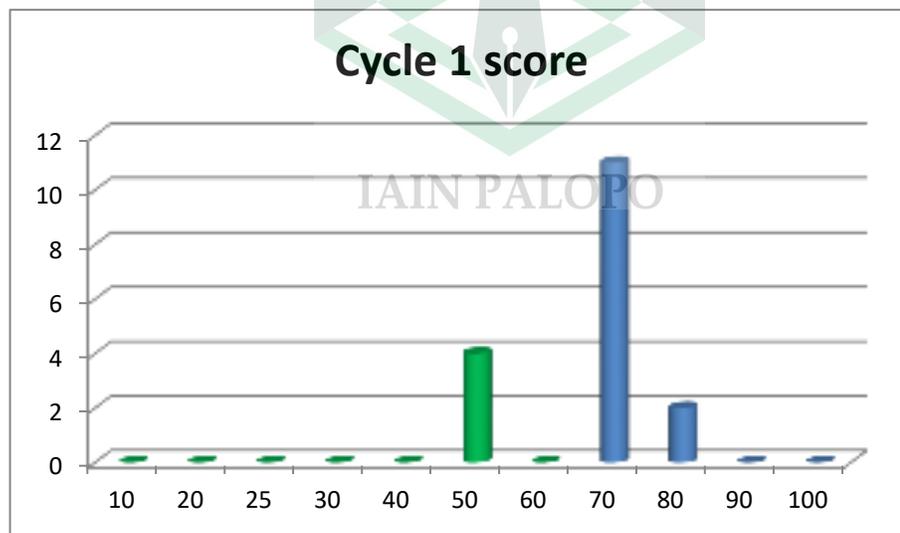
**Score of the students' reading short story in cycle 1**

| No | Code | Score  |        |       |
|----|------|--------|--------|-------|
|    |      | Test 1 | Test 2 | Total |
| 1  | 01   | 20     | 50     | 70    |
| 2  | 02   | 20     | 60     | 80    |
| 3  | 03   | 10     | 40     | 50    |
| 4  | 04   | 10     | 60     | 70    |
| 5  | 05   | 20     | 50     | 70    |
| 6  | 06   | 20     | 50     | 70    |
| 7  | 07   | 20     | 50     | 70    |
| 8  | 08   | 10     | 60     | 70    |
| 9  | 09   | 20     | 50     | 70    |
| 10 | 010  | 10     | 40     | 50    |
| 11 | 011  | 10     | 40     | 50    |

|                   |     |    |    |              |
|-------------------|-----|----|----|--------------|
| 12                | 012 | 10 | 60 | 70           |
| 13                | 013 | 20 | 50 | 70           |
| 14                | 014 | 10 | 40 | 50           |
| 15                | 015 | 20 | 60 | 80           |
| 16                | 016 | 20 | 50 | 70           |
| 17                | 017 | 20 | 50 | 70           |
| <b>Total</b>      |     |    |    | <b>1130</b>  |
| <b>Mean score</b> |     |    |    | <b>66,48</b> |

Calculating the mean score of the students' speaking test of cycle I:

$$\begin{aligned}
 X &= \frac{\sum X}{N} \\
 &= \frac{1130}{17} \\
 &= 66,48
 \end{aligned}$$



The table explains that the higher score is 80 and the lowest score is 50. 2 students who get score of 80, 11 students who get score of 70, and 4 students who get score of 50.

The result observation on the students' activities during the teaching and learning process. It can be seen in the table below

**Table 1.2**

**The result of observation on students' activities Cycle 1 (1<sup>st</sup> meeting)**

| No    | CODE | STUDENTS PARTICIPATION |             |        |             |
|-------|------|------------------------|-------------|--------|-------------|
|       |      | NOT ACTIVE             | LESS ACTIVE | ACTIVE | VERY ACTIVE |
| 1     | 01   |                        |             |        |             |
| 2     | 02   |                        |             |        |             |
| 3     | 03   |                        |             |        |             |
| 4     | 04   |                        |             |        |             |
| 5     | 05   |                        |             |        |             |
| 6     | 06   |                        |             |        |             |
| 7     | 07   |                        |             |        |             |
| 8     | 08   |                        |             |        |             |
| 9     | 09   |                        |             |        |             |
| 10    | 010  |                        |             |        |             |
| 11    | 011  |                        |             |        |             |
| 12    | 012  |                        |             |        |             |
| 13    | 013  |                        |             |        |             |
| 14    | 014  |                        |             |        |             |
| 15    | 015  |                        |             |        |             |
| 16    | 016  |                        |             |        |             |
| 17    | 017  |                        |             |        |             |
| Total |      | 0                      | 7           | 8      | 2           |

Where:

**1. Very active:** the student is responsive and participated fully in all activities in the learning and teaching process.

2. **Active:** the students responses the material by listening, speaking and interacting with others, whether to the teacher or his/her friends.

3. **Less active:** the student pays attention and gives responses once in a while.

4. **Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

**Table 3 in Cycle I**

**The percentage of students' active participation in cycle 1**

| No | Classification | Frequency | Percentage (%) |
|----|----------------|-----------|----------------|
| 1. | Very Active    | 2         | 11,77%         |
| 2. | Active         | 8         | 47,05%         |
| 3. | Less Active    | 7         | 41,18%         |
| 4. | Not Active     | -         | -              |

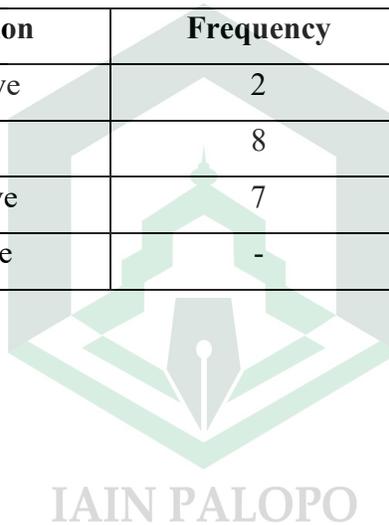
$$P = \frac{F}{N} \times 100 \%$$

**Where:**

**P** = percentage

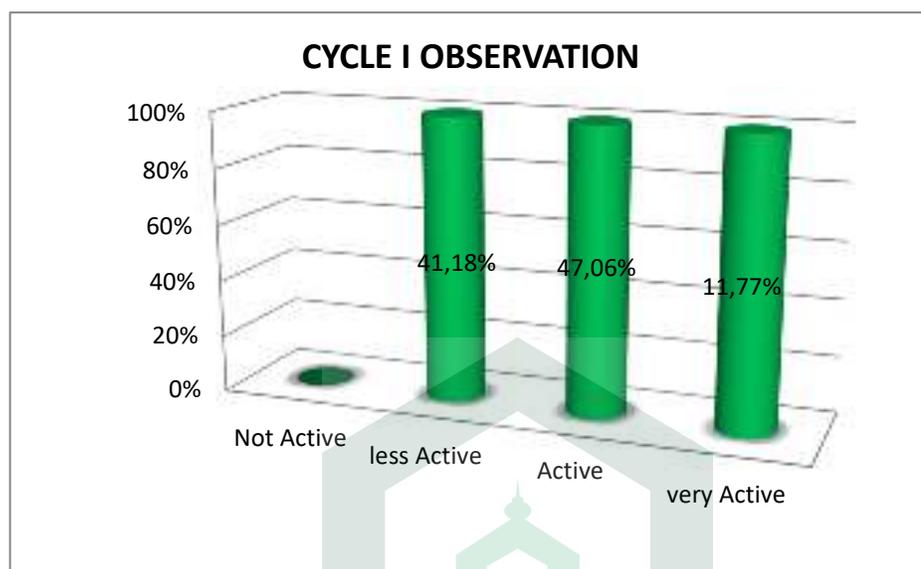
**F** = Frequency

**N** = total of students



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### Student's Participation in Cycle 1



#### d. Reflection

There were still significance weaknesses in cycle 1:

1) In the cycle 1 of learning, the students still lack enthusiasm to understand to concept of the learning english because they have assumed that to learn Language of English that difficult without them learn beforehand so that they become less enthusiastic when learning English.

2) Some students were easy to get bored and the were some in active students. It could be influeced by some factor such as they did not interest with English lesson, so the students seemed confuse with their new lesson or they thinking about the other thing so that they did not consentrate to study.

3) The condition of class was noisy when the reseacher give explanation. Because some students seemed confuse in understanding their new lesson presented by new teacher. Then the students not yet adapted with new teacher. This is caused by the habit of the students to not pay attention teachers who teach in their class more when the learning process took place.

4) The some students didn't understand and still confouse how to answer the question, because they didn't know what the meaning of short story text. It was difficult for the students to read short story text because the students vocabulary still low. So that they do not comprehend content of reading short story given by researcher.

5) Most of the students still have problem with meaning and identifying words in short story text.

6) The one pairs work student were not cooperative in pairs work to answer the question.

7) Some of students didn't really active in learning activities, 8 students active, 2 students very active, 7 students less active and 0 student not active. It means that the students didn't really very active.

8) The evaluation mean score was 66,48. The score of students is the higher score is 80 and the lowest score is 50. 2 students who got score of 80, 11 students who got score of 70, and 4 students who got score of 50. The first pairs consist of Elvin and Muh. Jamaing got score 70, them can answer 7 question truly from 10 question related to reading short story about chicken run. Second pairs

consist of Eti and Rahmayanti got score 80, they can answer 8 question truly from 10 question related to reading short story about chicken run. Then their only false in two numbers that is number 8 and 10. Third pairs consist of Muh. Risaldi and Fahril Gunawan got score is low that is 50, they only can answer 5 truly from 10 question related to reading short story about chicken run. Their only answer truly in number one, four, five, six, and seven. Fourth pairs consist of Famis Qadafi, Nurhalija, and Mitra Nuansa got score 70, they can answer 7 question truly from 10 question related to reading short story about chicken run. In number one, two, three, five, eight, nine and ten. Fifth pairs consist of Fatan E Kusnadi and Ferdi Riswanto got score 70, they can answer 7 question truly from 10 question related to reading short story about chicken run. In number one, three, four, five, six, eight, and nine. Sixth pairs consist of Hermawati and Yurni got score 70, they can answer 7 question truly from 10 question related to reading short story about chicken run. In number one, three, four, seven, eight, nine and ten. Seventh pairs consist of Rahmat Hidayat and Muh. Safei get score is low that is 50, they only can answer 5 truly from 10 question related to reading short story about chicken run. Their only answer truly in number one, four, seven, eight, and nine. And the last pairs consist of Radiana Ranis and Nurdiana Hasyim get score 70, they can answer 7 question truly from 10 question related to reading short story about chicken run. In number one, two, three, four, six, eight and nine. This score not yet enough from researcher need to the criteria of success. Score which in wishing researcher is standard assess 75 while from result of

which is got all student only 2 students can attain score that is 17 other student get value in bringing standard which in need researcher that is 70 and 50.

9) There were some pairs work student active in giving responds to read the text that the given by reseacher.

Infact, after making observation the reseacher can concluded that learning process that occurs in the classroom were really ineffecctive. There is some the students didn't pay attention and followed the learning process optimally, there were read text, distrub their friends. After doing interview they said that they were bored during learning process and seldom joint in reading class because they were afraid in read and they didn't know what the meaning the words they had read and they lazy to read because the text very long. The researcher was challenged to develop various teaching technique and changed the learning model, in the cycle 1 the reseacher asked the students to read the text and the understand to text and the next cycle, the researcher asked to read the text in standing place and tried changed the material in cycle 1 about situation class and in cycle II about read short story text and answer the question and give some reading text and found difficult words to prepare in the next cycle. The variaty of teaching reading short story would help learnes to get higher motivation to upgrade in learning English. And the researcher help to students for translate short story to Indonesia and ordering students to bring dictionary. Then the researcher diveded students to 4 group so that students help to each other. But there one group consist of 5.

### 3. The cycle II

Similar to the data presentation in cycle I, in cycle II, the planning, the implementation of the action, the observation, and the analysis and reflection are also made. The analysis and reflection covered the analysis of the teaching and learning process, the analysis of the students result in reading, and the reflection.

#### a. Planning

In planning stage, the preparations were made such as; time to conduct the action and the lesson plan, criteria of success and how to score the students' reading. This cycle also was planned for two meetings. The first meeting, focused on giving model of reading by using short story technique. And the second meeting, like at the first cycle, its difference in the total of the students in group. In the first cycle, from 17 students divided become 8 pairs work, but in the second cycle the researcher divided students become 4 group, that consisted of 4 students. But there is group that consisted 5 students. It purposed of the all students could be cooperative in their group.



**Figure 5. The Students Read the test with the each group**

In order to improve to the weaknesses and to keep the successful in the cycle I, then the second cycle was planned as follows: Give more motivation to the students in order to be active in learning process. Give more chances to the students who got score to share their knowledge about the reading. Give more intensive guidance to the students that got difficulties in reading at the first cycle. Give an award to the students that to be the highest score that is give for applause from all of audience in the classroom.

b. Acting

As the researches have done in cycle 1, this cycle II was also implemented in two meetings. Based on some weaknesses found in cycle 1, most of the students still familiar using short story in reading skill and the condition of the class was noisy, the

researcher ask to students to read and answer the question and asked the students to practice read the short story in standing the chair.



**Figure 6. The Students Read the Short Story Text in the chair**

1) The first meeting

Like at the cycle 1, study start by recognition repeat about the use of short story in learning reading, the researcher repeat to explain about short story to improve reading comprehension. The researcher teach to students step to teaching reading short story, first find main idea each paragraph, second key concept was a table to list the sequence of events that happened in the story, and third story map was used to understand the organization of the text. And then the researcher begins to divide reading test for each group.

The each group begins to reading test that divided by researcher. The researcher giving time to reading test 10 until 20 minutes for each group. The students were enthusiastic in the activities with the each group though all of the

students understood. However, they seemed to be optimistic that if classroom language is constantly applied. In addition, they were not afraid of making mistakes when they actively performed the activities. Because they think if there is wrong there will be their friend which to help.



**Figure7. The Students Read short story about kidnap collaboration with friends'**

2) The second meeting

The researchers' performance was higher than the students'. She played his role more dominantly than the students in the classroom activities. This was based on the fact that the interaction happened only between the researcher and students. There was almost no student-to-student interaction by group. In order to improve this problem, she should constantly motivate the students to interact by making the most

use of the group in reading. In addition, she should complement the student who use the group to reading comprehension right away and make any necessary correction in a motivate way for the students. And then the reseacher making strategies in learning reading by using short story is use efficient silet reading techniques, guess the meaning of a word, analyze vocabulary and identify the purpose in reading.



**Figure 8. The students read short story about kidnap with the each group**

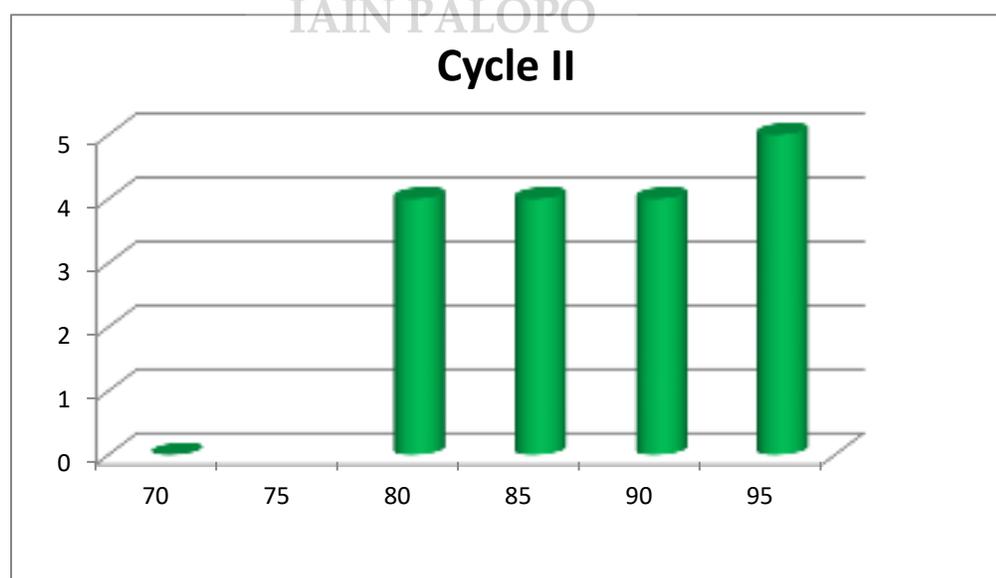
c. Observation

The second meeting was focused on assessing the students' performance in reading short story. During the teaching and learning process, the collaborator observed the researcher's activities and the researcher observed students' activities by using the observation sheet. The observation was done to ensure whether the implementation of the strategy worked as planned.

Based on observation made by researcher and collaborators in the second cycle, the data obtained as follows: The student's enthusiasm to understand the concept of learning. The students seem disciplined. The condition of class was fun when the researcher gave explanation and asked to read the short story text. The students were understood how to read and answer the question. There are some students who are interested to read short story text and understand the text, because the reading text has pictures. The students are active to ask when they didn't understand word meaning. The researcher also ordered students to write word meaning which is boldface in reading, then to translate in Indonesian by using a dictionary which is available in the school. The researcher measured understanding of reading by giving reading which is kidnapping and in the reading has many questions so that students become understanding of reading content. Proven by evaluation on the students reading short story text showed that the students' mastery on reading were very good scores. The scores of students 'which in have enough score which in the need researcher, so that the researcher only taking 2 cycles. The mean score was students in cycle 2.

**Table 1.3**  
**Score of the students' reading short story in cycle II**

| No                | Code | Score  |        |        |              |
|-------------------|------|--------|--------|--------|--------------|
|                   |      | Test 1 | Test 2 | Test 3 | Total test   |
| 1                 | 01   | 20     | 50     | 20     | 90           |
| 2                 | 02   | 20     | 50     | 25     | 95           |
| 3                 | 03   | 15     | 50     | 15     | 80           |
| 4                 | 04   | 15     | 45     | 25     | 85           |
| 5                 | 05   | 15     | 45     | 25     | 85           |
| 6                 | 06   | 15     | 50     | 15     | 80           |
| 7                 | 07   | 20     | 50     | 25     | 95           |
| 8                 | 08   | 20     | 50     | 20     | 90           |
| 9                 | 09   | 20     | 50     | 20     | 90           |
| 10                | 010  | 15     | 50     | 15     | 80           |
| 11                | 011  | 15     | 50     | 15     | 80           |
| 12                | 012  | 20     | 50     | 25     | 95           |
| 13                | 013  | 15     | 45     | 25     | 85           |
| 14                | 014  | 20     | 50     | 20     | 90           |
| 15                | 015  | 20     | 50     | 25     | 95           |
| 16                | 016  | 15     | 45     | 25     | 85           |
| 17                | 017  | 20     | 50     | 25     | 95           |
| <b>Total</b>      |      |        |        |        | <b>1495</b>  |
| <b>Mean score</b> |      |        |        |        | <b>87,94</b> |



The table explains that the higher score is 95 and the lowest score is 80. 5 students who get score 95, 4 students who get score 90, 4 students who get score of 85, and 4 students who get score 80. The result observation on the students' activities during the teaching and learning process with each group. It can be seen in the table below:

**Table 1.4**  
**The result observation on student's activities Cycle II**

| No | CODE  | STUDENTS PARTICIPATION |             |        |             |
|----|-------|------------------------|-------------|--------|-------------|
|    |       | NOT ACTIVE             | LESS ACTIVE | ACTIVE | VERY ACTIVE |
| 1  | 001   |                        |             |        |             |
| 2  | 02    |                        |             |        |             |
| 3  | 03    |                        |             |        |             |
| 4  | 04    |                        |             |        |             |
| 5  | 05    |                        |             |        |             |
| 6  | 06    |                        |             |        |             |
| 7  | 07    |                        |             |        |             |
| 8  | 08    |                        |             |        |             |
| 9  | 09    |                        |             |        |             |
| 10 | 010   |                        |             |        |             |
| 11 | 011   |                        |             |        |             |
| 12 | 012   |                        |             |        |             |
| 13 | 013   |                        |             |        |             |
| 14 | 014   |                        |             |        |             |
| 15 | 015   |                        |             |        |             |
| 16 | 016   |                        |             |        |             |
| 17 | 017   |                        |             |        |             |
|    | Total |                        | 2           | 8      | 7           |

Where:

1. **Very active:** the student is responsive and participated fully in all activities in the learning and teaching process.

2. **Active:** the students responses the material by listening, speaking and interacting with others, whether to the teacher or his/her friends.

3. **Less active:** the student pays attention and gives responses once in a while.

4. **Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

**Table 5 in Cycle II**

**The percentage of students' active participation in cycle II**

| No | Classification | Frequency | Percentage (%) |
|----|----------------|-----------|----------------|
| 1. | Very Active    | 7         | 41,18%         |
| 2. | Active         | 8         | 47,05%         |
| 3. | Less Active    | 2         | 11,77%         |
| 4. | Not Active     | -         | -              |

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

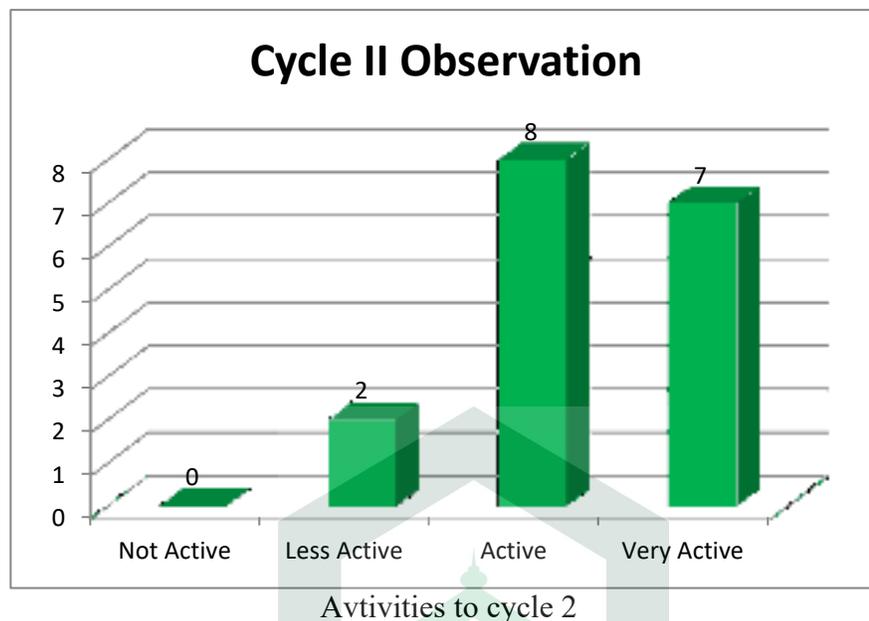
**Where:**

**P** = percentage

**F** = Frequency

**N** = total of students

### Student's Participation in Cycle 2



#### d. Reflection

Based on the result of the observation and score of the best still good in cycle II, the researcher needed to do reflection to know weakness action in cycle II they are:

1) Most of the students were more active during the action. The students' very enthusiasms read text and the class situation was not noisy. The ideal mean score have achieved, in the cycle I was only 66,48 then in the cycle II was become 87,94. In cycle II students become can answer all question related to reading short story about "kidnap" which in giving. In reading of kidnap many question but the researcher only taking question on page 1, page 7 and page 38. The first group consists of Elvin,

Mitra Nuansa, Rahmat Hidayat and Muh. Jamaing can answer the question page 1 get score is 20, page 7 get score is 50 and page 38 get score is 20. Then total score which got of first group is 90. The second group consists of Rahmayanti, Eti, Nurhalija, Yurni, and Hermawati, them can answer the question page 1 got score is 20, page 7 got score is 50 and page 38 got score is 25. Then total score which got of second group is 95. The third group consist of Famis Qadafi, Fatan E Kusnadi, Radiana Ranis, and Nurdiana Hasyim, them can answer the question page 1 got score 15, page 7 got score 45 and page 38 got score 25. Then total score which got third group is 85. And the last group consist of Fahril Gunawan, Ferdi, Seafei, and Risaldi, them can answer the question page 1 got score 15, page 7 got score 50 and page 38 got score 15. Then total score which get fourth is 80. This score have enough to need the researcher.

2) In the finding, some students active in reading text short story and understand the meaning that given by reseacher. Because their bring dictionary and then sharing with the friend. And The researcher teach to students step to teaching reading short story, first find main idea each paragraph, second key concept was a table to list the sequence of events that happened in the story, and third story map was used to understand the organization of the text.

3) Some successful points in the cycle II, namely: most of the students were familiar with the using short story. And then their happy with the short story which they give of the researcher because have picture.

4) More of the students an active in learning activities. 7 students very active, 8 students active, 2 students less active and not student not active. It means the score in the cycle II fulfilled the score standard. Therefore, the students' score of test in cycle II were increased. Based on the result of observation, to activities researcher execution teaching reading through short story was good. When the students divided become some group.

The researcher concludes the best ways in teaching reading by using short story are:

1. Gave motivation to students in order to be active in learning process. So the students were realizing the purpose in learning reading short story.
2. To made the students diligent for read, because with the read we get new lesson. The students show a great enthusiasm during the lesson.
3. Teaching reading comprehension by using short story is one effective and interesting way that can be applied in any classroom. When the students divide become some group.
4. Gave to step in learning reading short story text and strategies in learning reading by using short story is reading method
5. Gave an award to the group that to be the winner.
6. To made the students cooperative in their group

### ***B. Discussions***

By considering the findings, the researcher presents the discussion of data given to the students, the section described students' improvement in teaching

reading comprehension by using short story. The students of SMAN 4 Palopo were lower in the first cycle than the second cycle the students become increase. It could be identified from the result cycle I and cycle II. Short story was effective in teaching reading at the tenth year students of SMAN 4 Palopo. And The researcher teach to students step to teaching reading short story, first find main idea each paragraph, second key concept was a table to list the sequence of events that happened in the story, and third story map was used to understand the organization of the text. And then strategies in learning reading by using short story is reading method that is presenting lesson items by in advance major to read, namely learn originally read off the this topic of reading, then followed by students. But sometime the teacher can show direct of students to read off certain lesson in advance and of the other student pay attention and follow. Reading method this can be conducted by direct teacher read off student and lesson items ordered to pay attention or listen teacher reading better, after that the teacher to show one of the students to read it, by way of flitting in rotation.

### 1. The Cycle I

Based on the analysis from the students' test in the cycle I explain that the higher score is 80 and the lowest score is 50. There were 2 students who got score of 80, 11 students who got score of 70, and 4 students who got of 50 *see appendix*. And relation to the observation sheet of students' participation in learning reading skill by using short story in the first cycle; it was found that there were 2 students *very active*,

The *active* students were 8, and the *less active* students were 7. And no students who were not active. And the mean score in the first cycle is 66, 48. It means that the criteria of success had not been reached in the first cycle and the second cycle was needed. The cycle 1 the researcher not yet to teach students how to step learning reading by using short story.

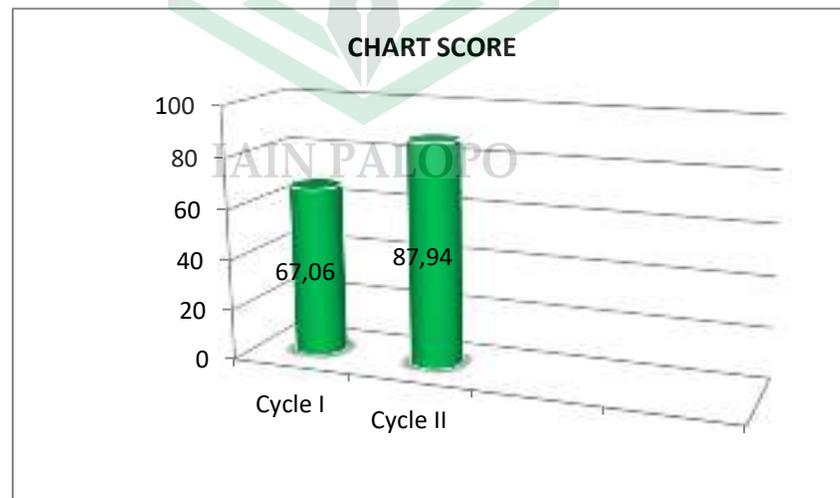
Based on observation activities made by researcher and observer in the first cycle was found some weakness in the process teaching. They are: a) the students still lack enthusiasm to understand the concept of the learning. b) The condition of class was noising when the researcher gave explanation. c) Some students could lazy to read text. e) The students shy to read like the other friends because they shy to asked with their friends or sharing to read in front of their friends, they do not have enough confidence to read. f) The evaluation mean score was 66, 48, it means that the students' scores in the first cycle was still low because almost students had poor ability in reading skill and didn't criteria success that need the researcher. The average scores that students got in the first cycle had not reached the criteria of success in working indicator, so the researcher made some different strategies for next cycle.

## 2. The Cycle II

Based on the analysis from the students' test in the cycle I explain that the higher score is 95 and the lowest score is 80. There were 5 students who got score 95,

4 students who got score 90, 4 students who got score of 85 and 4 students who got score of 80 *see appendix*.

Mean while the percentage students participation in the second cycle were still varieties too, which there were 7 students' very active .The active students were 8. The less active students were 2, and no students who were not active. And the mean score of students test in the second cycle was 87, 94. Based on the result the students had better achievement in reading skill besides that the students' enthusiasm in the learning was increased. The researcher had known in the application of effective way in teaching reading by using short story. The students were fun and enjoyed in the class. And then the students have to know step to learn reading by using short story. The result of mean score from two cycles they were as the chart below:



**The result of mean score from two cycles**

Based on the result above the researcher concluded that the effective ways in teaching reading was using short story with strategies is use efficient silet reading technique, guess the meaning of a word, analyze vocabulary and identify the purpose in reading. However learning English reading using short story has an importance role for elementary teacher and students. The first, as students they have strong and good motivation to English language. The second they are easy to accept the English language because they learn by reading short story that nowadays has been grown.

Students' reading comprehension could be improved by using short story in learning process because reading short story can make the students enjoyable and fun in learning process. The result of study is relevant to the thesis Isna Indriati, she the findings of the research showed that online short story strategy was worthy to improve the students' reading comprehension. Their reading skill developed, mainly in finding main idea and detail information, and breaking down the text structure.<sup>2</sup> Than in the thesis Rosdiana in her research "Improving Students' Ability in Reading Comprehension of the Eleventh Year Students of SMAN 4 Palopo" was increased. The use of picture articles can improve the reading comprehension of the eleventh year students of SMAN 4 Palopo. Based on the several pervious findings above, the

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<sup>2</sup> Isna Indriati, . *Using Online Short Stories to Improve the Reading Comprehension Ability of the Eighth Graders of MTsN-2 Palangka Raya*. (Thesis. Graduate Program in English Language Teaching, State University of Malang, 2011),p.70

researcher <sup>3</sup> concluded that many techniques can be used to improve in teaching reading ability. The writer chooses the use English picture article in teaching reading comprehension.

The short story is a brief piece of fiction that is more pointers and more economically detailed as to character, situation, and plot that's novel. Published collections of short stories whether, by one or several authors often revolve around a single theme, express related outlooks, or comprise variation within a game. Short story is one of kind's narrations written. Narration is written by event in one time. Short story tells about imagination of fact.<sup>4</sup>

The result data observation, the researcher and collaborator teacher made analysis and reflection. It was found that the students were more active and motivated in teaching and learning process. It means that the level of student's interactive learning reading skill through short story texts has improved. Therefore, the action research was completed accordingly. And in relation to the students perception in every cycle (I & II) proves that the students were really encouraged. Most of the students gave positive perception to read the using short story text for reading.

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<sup>3</sup> Rosdiana, *Improving Students' Ability in Reading Comprehension of the Eleventh Year Students of SMAN 4 Palopo* ( Palopo : STAIN Palopo, 2011 ). p. 59

<sup>4</sup> Hatika, *The UseGap Filling Practice Through Short Story In Improving Students' Listening at the Twelfth Year Stuents of SMU Negeri 2 Palopo, Thesis*. (Palopo: STAIN Palopo, 2008),p.9-10



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## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### ***A. Conclusions***

After finishing the research, the researcher concludes that the effective way in teaching reading at the tenth year of SMAN 4 Palopo by using short story is use efficient silet reading technique, guess the meaning of a word, analyze vocabulary and identify the purpose in reading. This technique can make students in order to be involved actively learning process, the students enjoyed and fun the class of using short story as a material because the technique that was implemented in the class was new and comfortable for the students and make students were enthusiasm during the lesson. It is supported by the achievement of the ideal score in cycle II in reading evaluation is 87, 94. The short story text has a significant effective on the tenth year students reading of SMAN 4 Palopo due to the significance between the cycle I and cycle II scores.

#### ***B. Suggestions***

From the advantages in reading comprehension by using short story, the writer would like to give some suggestion to be considered by English teachers as follow:

1. Short story as an alternative way of the teaching process is a good way to be applied in the classroom to improve their mastery in reading. An English teacher should be more creative in giving an appropriate strategy to the students which can make them relax and enjoy getting the material and also the teacher should make classroom situation to be a fun.

2. Total of students in the groups is large because the student is assisting each other and the teacher must be controlling the students in the class.
3. It more better if the teacher commands to the students to bring dictionary before starting to read, that they can find difficult word in text.
4. It also suggested to English teacher to give motivation to the students after studying



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