

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS READING COMPREHENSION
THROUGH SHORT STORY (SPOOF TEXT) AT THE
SEVENTH GRADE OF SMP N 3 BATANGHARI**



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JURAI SIWO METRO
1434 H / 2013 M**

**IMPROVING STUDENTS READING COMPREHENSION THROUGH
SHORT STORY (SPOOF) AT THE SEVENTH GRADE OF SMPN 3
BATANGHARI IN ACADEMIC YEAR 2012/2013**

Presented as a Partial Fulfilment of
the Requirement for the Degree of Sarjana
Pendidikan Islam (S. Pd. I)In English Education Program

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PENINGKATAN KEMAMPUAN MEMBACA SISWA MELALUI CERITA PENDEK (SPOOF) DI KELAS VII A SMP NEGERI 3 BATANGHARI

ABSTRAK

**Oleh:
LIA PEPTIYANA**

Membaca adalah salah satu dari ketrampilan bahasa yang harus dikuasai oleh siswa setelah mengikuti seperangkat pengajaran bahasa inggris di sekolah. Untuk memajukan sikap positif terhadap membaca (dalam bahasa inggris), seorang guru harus memberi siswa teks bacaan yang sesuai dengan tingkatan kemampuan siswa dan menarik. Mempelajari spoof bisa jadi lebih efektif dari pada mempelajari kalimat perkalimat. Dalam mempelajari spoof siswa akan lebih kreatif dari pada mempelajari teks bacaan lain. karena dalam spoof, digunakan kata yang sederhana atau diisi dengan percakapan sehari-hari. Oleh karena itu, ini dapat di asumsikan bahwa spoof dapat meningkatkan pemahaman membaca siswa. Ada banyak media yang dapat digunakan untuk meningkatkan pemahaman membaca siswa. Namun dalam skripsi ini peneliti menggunakan Spoof teks.

Tujuan dari penelitian ini adalah untuk mengetahui apakah spoof teks dapat meningkatkan pemahaman membaca siswa kelas VII A SMPN 3 Batanghari Lampung Timur. Bentuk penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 26 siswa kelas VII A SMPN 3 Batanghari Lampung Timur. Dalam pengumpulan data dalam penelitian ini adalah test, observasi, dokumentasi dan catatan lapangan. Penelitian ini dilakukan secara collaborative.

Berdasarkan analisis data dalam penelitian ini, peneliti menyimpulkan bahwa pemahaman membaca siswa dapat meningkat dengan menggunakan cerita pendek khususnya spoof. Hal ini dapat dilihat pada proses penilaian rata-rata pada setiap siklus, rata-rata nilai Pre-test dan Post-test I menunjukan bahwa terdapat peningkatan nilai. Rata-rata nilai Pre-test pada siklus I = 56.7 dan nilai Post-test I =64.2. kemudian rata-rata nilai pada Post-test II =84.2, dengan demikian peningkatan mencapai 20 points lebih baik dari Post-test I.

Berdasarkan hasil observasi, tingkat keaktifan siswa dalam pelaksanaan siklus I adalah 60 % dan siklus II adalah 83%, dengan demikian peningkatan mencapai 23%. Berdasarkan hasil diatas, hal itu dapat dikatakan bahwa "Spoof" dapat meningkatkan pemahaman membaca siswa. Teknik ini membuat siswa tertarik dan termotivasi didalam kelas. Sehingga mereka merasa senang dalam mengerjakan tugas dan hal itu juga memudahkan mereka dalam memahami teks.

IMPROVING STUDENTS READING COMPREHENSION THROUGH SHORT STORY (SPOOF) AT THE SEVENTH GRADERS OF SMPN 3 BATANGHARI

ABSTRACT

**By:
LIA PEPTIYANA**

Reading is one of the language skills that should be mastered by the students after following a set of English instruction in School. To promote positive attitude towards reading, teacher must provide the students with reading texts that match the students' level and interest. Learning spoof is likely to be more effective learning sentence by sentence in short. In learning spoof the students would be more creative than learning another reading text, because in short story, uses the simple word or it is fulfilled with the daily conversation. Therefore, it could be assumed that spoof could improve the students' reading comprehension. There were so many medias which could be used to increase the students' reading comprehension.

The objective of this research was to investigate whether the use of spoof text can be used to improve the students' reading comprehension at the seventh graders of SMPN 3 Batanghari. In this case the researcher conducted Classroom Action Research (CAR) which was done in two cycles. The subject of this research was 26 students of seventh grade Junior High School 3 Batanghari East Lampung. Collecting the data in this research is test, observation, documentation and field note. The research was conducted through collaborative.

Based on an analysis in this research, the researcher would like to describe the conclusion that the students' reading comprehension can be increased by using short story especially spoof text in learning process. It can be seen on the progressing of the average score in every cycle, the average result score of pre-test and post-test I showed that there was progressing score. The average score pre-test in cycle I = 56.7, and in post-test I = 64.2. And then the average score at post-test II = 84.2, it was increasing 20 points better than post-test I.

Based on the result observation, students activity in the implementation of cycle I was 60% and cycle II was 83% active, was increase 23%. Based on the result above, it could be said that spoof text could increase students reading comprehension. This technique made the students were interested and motivated in the class. So that, they felt so enjoy to do task. And, it also made them easier in studying the materials.

APPROVAL PAGE

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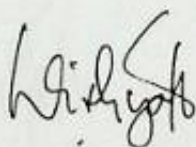
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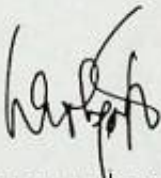
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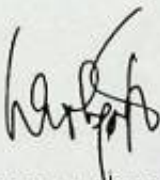
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No: *SH.13/S/586/2013*

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It has been agreed so it can be continued to the Tarbiyah Department in order to be examined on the Munaqosah. Thank you very much.

Wassalamu'alaikum, Wr.Wb.

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MOTTO

AL AHZAB : 70

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

O ye who believe! Fear Allah, and (always) say a word directed to the Right:

(Al-Ahzab: 70)

DEDICATION PAGE



The undergraduate thesis dedicated to:

1. My beloved Parent (Mr. Joni Iskandar and Mrs. Jupriah), thanks for your pray and always support me in every condition, who always take care of me from child until now. So that I can good education from the elementary school until university.
2. My brother (Muhammad Isnari), thanks for you support, you pray and everything you do for me.
3. My great thanks to my dear (Very Hardiansyah,S.Kep), who always give me motivation, accompanies me every where and every time, and give me spirit to finish undergraduate thesis. Thank you very much.
4. To all of my family, Makwo, Pakwo, Makcik, Pakcik, Grandmother, etc. Thanks for your support and spirit.
5. All of my friends, Ria, Rika, Ieka, Nuri, Titin, etc. Thanks for your support and help in finishing this script.
6. The beloved lecturers and Almamater State Islamic College (STAIN) of Jurai Siwo Metro.
7. The headmaster, the teachers and all students of Junior High School 3 Batanghari (that always help to finish this Research).

ACKNOWLEDGEMENT



In the name of Allah, the most gracious, the most merciful praise be to Allah, the lord of the world whom his mercy and blessings, none of these would be possible. The writer is very graceful for the chances he has given her to accomplish this undergraduate thesis.

The researcher like to extend her gratitude to the Rector Prof. Dr. Edi Kusnadi, M.Pd, Tarbiyah Department M. Hariplish, M.Ag, English Department Dedi Irwansyah, M.Hum, the sponsor, Widhiya Ninsiana, M.Hum, and co-sponsor Ahmad Subhan Roza, M.Pd who have constantly given their endorsement, time, and guidance so that the researcher could finish the undergraduate thesis. There is nothing she could do to return the deeds. She would also like to thank the chief of State Islamic Collage (STAIN) Of Jurai Siwo Metro, who has given support and approval in after that the reseacher was able to conduct the research.

The credits also go to the English lectures of English Education program of State Islamic College of (STAIN) Jurai Siwo Metro who has sincerely shared their knowledge to lead their students to a better future. The researcher is indebted to Mrs. Sih Budiwati, S.Pd the English teacher of Junior High School 3 Batanghari East Lampung for their support. Moreover, of course to the students sitting in the seventh grade of Junior High School 3 Batanghari East Lampung in the academic year of 2012/2013 who helped her in carrying out the study.

The author cannot be the spirit without the support of his family, she was greatfull to have a father, Joni Iskandar , mother Jupriah, and all her family.

The writer is indebted to many people whom, she cannot mention one by one. She realizes the imperfectness of this work. Nevertheless, she hopes that this title piece of work can contribute something to the better of English teaching and learning in generally.

Allah bestows success and guides to the Right path.

Metro, 21 Februari 2013

The writer

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CHAPTER I

INTRODUCTION

A. Background of the Study

Since English is a foreign language, English teachers have to use appropriate materials to develop student's integrative skills; listening, speaking, reading, writing, and aspects of language as well.

As a foreign language, learning this language is not as learning our own language, because it has different structure, pronunciation, and others. Moreover, the primary aim of learning and teaching English is the students can communicate each other in spoken or written language.

The main objective of English teaching in most secondary and tertiary education is to enable the students to read English text. One of the four language skills, reading is given more attention and proportion. All the school curriculums clearly claim the urgency of reading materials, books, and references written in English. Reading is very essential in learning English in order to get information from the written English. Reading is the most important skill of all for the most students of English through the world.

In reading activity, the reader should interpret the meaning of the written text. It means that readers interact with print his/her prior knowledge combine with visual information in his comprehending the message.

Consequently, if the reader fails in the interacting process of primed materials and monitoring comprehension, he/she cannot get any information.

Reading comprehension the one will recognize the purpose and the important point of the text beside understanding the surface meaning of the text. In this research, the researcher want to investigate whether reading comprehension trough short story technique give a positive effect on the students' ability.

As a matter fact, the ability of students (Junior High School) in comprehending text still far from the objective stated in the curriculum, so many students have difficulties in comprehending the English text. One of the problems might be the students fell bored since the materials were monotonous, just follows the curriculum which was used and make them not interested in reading it. And another problems are the students have difficulties in the vocabulary mastery (minimize of words), how to make the right pronunciation, to translate the text in the students' language, identify the language features and also their enthusiastic.

It is necessary for English teacher to make reading materials more interesting and motivating students, so, they can make progress in reading. To promote positive attitudes toward reading, the teacher must provide students with reading texts that match the student's reading level and interest.

Based on the statement above, the reseacher tries to motivate the students or to lead them in order to develop their reading skill in the language especially in reading comprehension. In this case the researcher tries to apply one media in teaching reading comprahension, that is spoof (the kind of short story). The reason for choosing spoof as the media to teach reading comprehension is one of the interesting ways in teaching learning process.

Table I
The Data of Pra-Survey at Seventh Grade of SMP Negeri 3
Batanghari 2012/2013

No	Students' score	Frequency	Percentages (%)
1	90 – 100	0	0 %
2	70 – 89	1	4 %
3	59 – 69	7	27 %
4	<59	18	69 %
Total		26	100 %

On August 06th, 2012, the researcher got the data of pra-survey at seventh grade of SMP N 3 Batanghari. Based on the pre-survey result that is, from 26 students and 1 student (4%) who got highest score (70) and 7 students (27%) who got lowest score (60). So, the average score of students' test is only less than 55. From the pra-survey result, the researcher assumes that the student have difficulties to understand the material in learning

B. Problem Identification

There are some problems in this research are:

1. Some students have low reading ability.
2. Some students do not interest in reading.
3. Some students have low to understand the english question..
4. Some students find difficulties to understand the reading comprehension.

C. Problem Limitation

The researcher realizes that is not possible to investigate all of the problems. Therefore, the researcher limits the problem that "Improving the Students Reading Comprehension by Using Spoof at the SMP N 3 Batanghari in Academic Year 2012/2013".

D. Problem Formulation

Based on the background of the problem above, the writer would like to formulate the problem as follow:

"Can Spoof be Used to Improve the Students' Reading Comprehension at the SMP N 3 Batanghari in Academic Year 2012/2013 ?"

E. The Objective and Benefit of the Research

1. The Objective of the Research

The objective of this research is to know whether spoof can be an effective way to improve the students' reading comprehension.

2. Benefit of the Research

by conducting this research the writer hopes it will be useful as:

1. For the students: to promote their attitude toward reading.
2. For the teacher: it can be used to improve English learning process in the class.
3. For school: it can be used as an information to improve learning English in the future.

CHAPTER II

THE REVIEW OF RELATED THEORY

A.Theoretical Review

I. Reading Comprehension

a. The Concept of Reading

Like many human ability reading is learned skill. It is must be taught. Young children learn to read few years after learning to speak. In doing so, they are makes to see a connection between the words they have learned to say and the ones they see on a printed page. The words that appear on the page are printed symbols. The mind interprets those symbol as words it already knows a rapid recognition process based on the individual experiences. Clark and Silberstein define that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning¹ Christian and Mary state that who mentioned that reading is the most important skill of all for the most students of English through the world.²Mean while Homby A.S mention that comprehension is the power of understanding fully.³

¹ Clark, Mark. A and Silberstein, Sandra., *Language Teaching Technique*, New York: Prolingua Associates, 1987

² Marry Finochiaro, *English as a Second Language: From Theory to Practice*, New York: Regent Publishing Company Devision of Simon and Schuster inc, 1967,p. 131

³ AS Hornby, *Oxford Advanced Learner's Dictionary of Current English*. Oxford University press, London, 1974,P. 699

In addition to the concept of reading, Widdowson in Sutarsyah assert that:

Reading is this light as the process of combining textual information with the information a reader brings to a text. In this view, the reading process is not simply a matter of extracting information from the text. Rather, it is one, which the reading activates a range of knowledge in the reader's mind that he or she uses, and that, in turn may be refined and extended by the new information supplied by the text. Reading is thus viewed as a kind of dialogue between the reader and the text.⁴

Widdowson in Sutarsyah also states that in reading, basically there is a process interaction between the author with his language media and the reader with his language knowledge of the word. The reader tries to interpret what the author has expressed in the written text. Simply put, our understanding of reading is best considered as the interaction that occurs between the reader and the text, and interpretive process.⁵ Smith said that:

"There is no point in looking for a simple definition of 'reading'. Reading is not different from all the others common words in our language, it has multiplicity of meaning. And since the meaning of the word on any particular occasion will depend largely on the context in which it occurs, we should not expect that a single definition would be found...."⁶

The word 'reading' in Oxford Advanced Learner's Dictionary is derived from the word 'read' that can be defined as

- 1) To look at and understand the meaning of the written or printed word or symbols
- 2) To go through written or printed words, silently or aloud to others

⁴ C. Sutarsyah, *EFL Students' Reading Problem and Strategies: A Case Study in the English Education Department of State University of Malang*, Malang: State University of Malang, 2000, p.32

⁵ Ibid, p.32

⁶ F. Smith, *Reading*, Cambridge: Cambridge University Press, 1983, p.102

3) To discover or find out about somebody by reading.⁷

Nuttal defines that reading as meaningful interpretation or printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent a language, and knowledge of the world. In this process the reader tries to recreate the meaning intended by the writer. Mackay, gives the definition that reading is active process. It means that the reader brings to the task formidable information and ideas, attitudes, and beliefs. And Baldwin says that children have better comprehension when they read materials in topic which are high interesting to them.⁸

Furthermore, reading is a result of the interaction between: the perception of graphic symbols that represent language and the reader's language skills, cognitive skills, and knowledge of the word.⁹

Given more the practical view of reading above, reading classroom procedures can be carried along there points. They are proper orientation, Effective material, and realistic goal. First, the students must be told that reading is very important skill, unless they understand the need for reading. Second, exercise must be somewhat challenging but never too difficult. The materials must be on the level of studens' reading skill. Third, the goal that is supposed to be receive from the

⁷ Oxford University, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Express, 1995, p. 967

⁸ Baldwin, Scott. R, et.al. *Effects of Topic Interest and Prior Knowledge On Reading Comprehension*, Reading Research Quarterly XX/4, 1985

⁹ Albert Josiah Harris and Sipay, *How to Increase Reading Ability*, United States of America: The Alpine Press, 1984, p. 12

teaching learning process must be realistic, considering the level of students, the level of material difficulty, and the length of time.

Types of written language (reading's objects):

1. Non-fiction: reports, editorials, essays and articles, reference (dictionaries, encyclopedias)
2. Fiction: novels, short stories, jokes, drama, poetry
3. Letter: personal, business
4. Greeting cards
5. Diaries, journals
6. Memos (e.g., phone messages)
7. Announcement
8. Newspaper "journalese"
9. Academic writing : short answer test responses, reports, essays, and papers, these and books
10. Forms, applications
11. Questionnaires
12. Directions
13. Label signs
14. Recipes
15. Bills (and the other financial information)

- 16. Maap
- 17. Manuals
- 18. Menus
- 19. Schedules (e.g. transportation information)
- 20. Advertisements: commercial, personal ("want ads")
- 21. Invitation, etc.

2. Concept of Reading Comprehension

The first point to make about reading process is reading comprehension. It is supported by Martha Dallman, who says that reading is more than knowing what each letter of alphabets stand for, that without comprehension no reading take places.¹⁰ From these statement it can be concluded that in reading it is not enough for readers to understand a set of words in a sentence only. The readers also must be able to comprehend the reading text in order to get the message and information what they have read.

According to Dublin, that "Comprehension means relating what we don't know, or new information, to what we already to know which is not a random collection of facts but "theory of the world" in each of four heads called 'cognitive structure' ".¹¹ moreover, Dublin also states that "Comprehension is always directed and controlled by the needs and purposes of an individual and

¹⁰ <http://www.timeforlearning.com/id/ReadingComprehension>.

¹¹ F.Dubin, D.Eskey, and W.Grabe, *Teaching Second Language Reading for Academic Purposes*, California: Wesley Publishing Company, 1986, p.6

therefore crucially depends on that individuals having acquired".¹² And Smith defines that comprehension of any kind depend on knowledge.¹³ Thereby, comprehension means relating what we do not know which is not a random collection effect but a 'theory of the world' in each of our hands called 'cognitive structure'.

Viewing Dublin's and Smith's definition it can concluded that in reading comprehension, The knowledge of the readers and the need of the readers are the aspect that should walk together. For example, even the readers /students have knowledge in reading comprehension. But they can't find what they need in the text, the procedure of reading comprehension is useless. Meanwhile Marry Finochiaro say that "Reading comprehension is the ability which depend on the accuracy and speed graph perception, that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination awareness of redundancy the ability to use contextual clues, and recognition allusion".¹⁴

Refering to the definition above, there are some aspects that should be consider by the teacher. It includes the knowledge of the reader related to language terms. If thereader lost the aspects above, they will get nothing information from what they have read.

¹² Ibid, p.6

¹³ Smith,op. Cit,p. 84

¹⁴ Marry Finochiaro, *English as a Second Language: From Theory to Practice*, New York: Regent Publishing Company Devision of Simon and Schuster inc, 1967,p. 131

3. Kinds of Reading Skills

According to Milan, there are these essential skills in reading, they are:

- a. **Comprehension and Retention**
The readers should be able to comprehend the text and memorize what they have read. The ways that can be used by the readers to build comprehension and retention are by determining the main ideas of paragraph and their purpose of reading, comprehending main idea and distinguishing between main idea and supporting details.
- b. **Inferences and Conclusion**
In relation to make inferences, Mc Whorter, states that "An inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that you draw between what you observe or know and what you do not know".
In reading activities the readers should make inferences on what they are reading and also make conclusion toward the text they have read.
- c. **Critical Thinking and Analysis**
In this term the readers should distinguish the text they are reading. Whether it is text of fact or opinion. In relation to fact, Askew stated that fact is knowledge or information based on occurrences.

From this statement it can be concluded that text of fact is a reading text which is written based on real occurrences, something happened. While opinion according to Patrick in Chapel as follows:

In many contexts, 'opinion' seems to have definite connotation of weak justification or uncertainty: but I think, perhaps, they are just connotation The fact that 'opinion' rather than 'knowledge' was used in the sentence will often be a reason to take it as meaning 'merely opinion' or 'opinion' and not 'knowledge' even though the two aren't mutually exclusive.

Based on this statement above we can conclude that a text of opinion is a reading text which is written based on someone's point of view. So in reading, the

readers should analyze whether the text they are reading is a text of fact or opinion, Then they also should think

Critically whether the information or message in that reading text is important for them or not. Besides the skills above, in comprehending written text the readers also should use their background knowledge or schemata. According to Bartlett in Carell says that background knowledge has also been shown to play a significant role in story and reading comprehension.¹⁵ It means that in the process of reading a story, the readers should activate their background knowledge in order to understand what the story they are reading is about. It can concluded that in reading comprehension. The ability of the students in understanding written text is based not only on their linguistic Knowledge in preceiving the written symbols but also in integrating the materials they read toward their exiting knowledge.

Endhita G. Simanjutak states that in reading comprehension, there are two sub major process of reading which determine the comprehension of the readers toward reading material, they are identification and interpretation.¹⁶ Endhita G. Simanjutak also states that The process of identification is the way of determining rapidly and accurately just what the text says.¹⁷

In this research, the researcher measured the students' reading comprehension from the activity in identifying the message of the reading text, and identifying

¹⁵ Patricia. L. Carell, *Three Competent of Background Knowledge in Reading Comprehension (Language Learning Vol.33 No. 2)*, Southern Illinois University, 1983

¹⁶ Endhita G. Simanjutak, *Developing Reading Skill for EFL Students*, Jakarta: P2PLTK, 1988, p.46

¹⁷ Ibid, p.46

some words related to their reading text, and indentifying some explicit and implicit information related to the text they were reading.

While interpretation is the process of relating to what one already knows about the fact create new structures of meaning.¹⁸ In this research, the researcher measured the studentss' interpretation of the text based on the situation happened in their reading text.

4. Concept of Short Story

Literally, short story is kind of story shorter than the novel or novelette, characteristically, it is developing signal central theme and limited in the scope a number or characters.

Moreover,short story is a short invented story usually containing only a few characters and dealing with filling rather than event. Short story is any if several types of brief, unified fictional narrative and it is between 1.500 and 2.000 words in length, and complete words with a discoverable unity comparable to that found in other literary forms. The bravery of short story form forces the author to develop in detail the action or setting. Brumfit argues that learning a short story is credible to be more effective than learning sentence present (sentence each sentence).¹⁹

¹⁸ Ibid,p.46

¹⁹ C. J Brumfit and K. Johnson, *Communicative Approach For Language Teaching*, New York: Oxford University Press, 1983 , p. 120

In the story meaning and term are likely to be less complex than in longer works.

Brumfit states that learning short story is likely to be more effective than learning sentence per-se in short.²⁰ In learning short story the students will be more creative than learning another reading text, because in short story, the author uses the simple word or it is fulfilled with the daily conversation. So, the teacher should understand the students ability in choosing the material of short story. The teacher must select the word of short story based on curriculum and textbook. This needs careful attention for the teacher. It is good consideration if the teacher does not use short story containing many of idiomatic expression in order to avoid the students to checking the idiomatic into dictionary.

Setting is the place and time of the story; plot is the action of the story; character is the persons who make something happen or produce an effect; the point of view of narration always our response to the characters and events presented in a story.²¹

5. Concept of Spoof

The researcher chooses spoof as an example of short story. It retells an event with humorous twist.²² The purpose of spoof is to tell an event with

²⁰Ibid.p. 120

²¹ Oxford University, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press, 1995

²² <http://qanda.encyclopedia.com/question/kind-funny-story-my-spoof-123233.html>

humorous twist. Sometimes, we can also find a spoof in short conversation or in a cartoon. Spoof has some text organization:

- a. Orientation (who were involved in the story, when and where)
- b. Events (tell what happened in chronological order)
- c. Twist (provide the funniest part of the story)

This is one of the examples from short story (spoof):

ABSENCE

Joe's Mother got angry because her son got a low mark on English test.

"Why did you get such a low mark on that test?" Asked mother angrily. Asked by his angry mother, Joe just kept silent and went out.

A few moments, Joe came back home and met his mother again. His mother asked the same question.

Joe answered steadily, "Because of absence."

"You mean you were absent on the day of the test?" Mother wondered.

Joe replied, "No, but the kid who sits next to me was."²³

The Language Features of Spoof are:

1. Saying Verbs

Saying verbs refer to the talking verbs in direct speech.

e.g: say, ask, answer, reply, shout, rebulce, mutter, speak, tell, whisper, etc.

²³ Ibid, <http>.

2. The use of connectives (e.g: first, then, finally)
3. The use of action verb (e.g: walked, laughed, run away)
4. The use of adverbial phrases of time and place (e.g: in the garden, two days ago)

B. Teaching Reading through Spoof

Short Story is a Part of Literatur ; In this research the researcher uses spoof as kind of short story. This based on carter and McRae, which state that using literatur as instruments involves starting from the fact that literature is language in use and can therefore be exploited for language learning process.²⁴

In comprehending the literature, the readers give response toward the materi¹ they are reading by relating it to their own experiences or to other information that they have.

In this research short story is not be used to learn literature, but short story as the part of literature is used as reading material to improve students' reading comprehension ability. The researcher chooses spoof as a media in this research.

Jean McNiff said that, "The research design may be understood as the overall plan. It explain how the research will be conducted".²⁵ And he adds that,

²⁴ Ronald Carter and John McRae, *Language, Literature and the Learner*, New York: Longman, 1999

²⁵ Jean McNiff, Pamela Lomax, and Jack Whitehead, *You and Your Action Research Project, Second Edition*, Routledge Falmer Taylor and Francis, London and New York, 2003, p.10

“A good starting point is to consider some key questions that will form the basis of your action plan”.²⁶

Period of reading

a. Pre-reading activity

According to Burns, et al. Said that, “the student will be encouraged to understand the whole matter if teachers familiarize with the activity of reading pre-reading activity, while reading activity, and post-reading activity. Stages of reading is not the same procedure. Pre-reading activity different stages of the current stage and pascabaca read because the stages that require different learning techniques”²⁷. Activities at this stage is very useful for students pre-reading activity to evoke prior knowledge. These activities according to Burns, et al. And he adds that, “could be making predictions about the content of reading, and preparing questions purpose”²⁸. As More suggests to students that the pre-reading activity, students analyze chapter headings, subheadings, pictures, introductions were followed by preparing questions. Leo said that, More reinforces the opinion that before the reading, students survey the chapter headings in order to develop effective reading, and can manage time flexibly.

²⁶ Ibid, p. 60

²⁷ Anne Burns, *Makalah Seminar an introduction to Action Research*, Universitas Negeri Yogyakarta, 2005. p.58

²⁸ Ibid, p.58

b. While reading activity

Activities at the current stage-reading is an activity after pre-reading. This activity is carried students to acquire new knowledge reading text. In reading, students will seek the maximum understanding of the text reading with different strategies. Burns, et al.said that, suggests several strategies and activities that can be used at the reading to increase comprehension. Strategies and activities may include strategies metakognitif, closes procedures and guiding questions. Meanwhile, Leo said that, put more emphasis on reading by way of marking the parts that are considered important or make a summary of the text.

c. Post-reading

Activity of post-reading stage, according to Burns, et al. Said that, used to help students integrate new information into schemata read that have had to obtain a higher level of understanding. Strategies that can be used in post-reading activity enrichment learning, inquiry, visual representation, readers theater, retelling and applications.

Here are steeps of teaching reading through short story (spoof)

1. Pre-reading activity

The teacher leads the students to the topic by asking some questions related to the topic presented, then the teacher asks them to answer those questions together.

2. While reading activity

- a. The teacher asks the students to read the text of spoof silently.
- b. The teacher teaches the students about the character in a spoof and the role of these characters in a spoof, then the teacher asks the students to discuss in group to find out the characters in spoof they are including how many character are there and who are they.
- c. The teacher teaches the students about the setting in a spoof, how to find the orientation, events, twist (the funny part), and the language features. Then the teacher asks the students to discuss in a group about it in the text they are reading to the content of their spoof.
- d. The teacher teaches the students to make conclusion of the story. In this activity the teacher asks the students to discuss in a group about the conclusion of the story. Then, the teacher asks the the students to discuss the result of the group discussion together.

3. Post reading activity

The teacher gives some test of reading comprehension to the students based on the short story (spoof) they have read, then the teacher asks the students to discuss the result together.

C. Action Hyphotesis

The researcher formulate the hypothesis of this research:

“Can Spoof be Used to Improve the Students’ Reading Comprehension at the SMP N 3 Batanghari in Academic Year 2012/2013 ?”

CHAPTER III

RESEARCH METODOLOGY

A. Setting

Setting in SMP Negeri 3 Batanghari which located at Batanghari East Lampung . There are 26 teachers, 6 officials, 12 classes (four room each class) ,1 security, and 1 office boy. In addition, total of the students in each level are 152 students. The accreditation of the school is B, DP. 010253. The researcher reason choose VII A class because the student reading comprehension and ability still low.

B. Object of the Study

The object of this research are improving reading comprehension through spoof (short story) at the seventh grade of SMP N 3 Batanghari, East Lampung. And this research is a collaborative research, It is caused by the researcher needs a collaborator to sharring. Arikunto defines that collaborative research is a research which be done together by helping a friend.²⁷ so the writer needs the collaborator, that is Mrs. Sih Budiwati, S.Pd as the English teacher of that class. The total subject is 26 students. Bellow, the total subject at the class VII A of SMP N 3 Batanghari :

²⁷ Suharsimi Arikunto, et. al. *Penelitian Tindakan Kelas*, Bumi Aksara, Jakarta, 2007, P. 22.

Table 2
The Subject of the Research

No.	Class	Sex		Total
		Male	Female	
1.	VII A	14	12	26
	Total	14	12	26

Source : data students of VII A graders

C. Classroom Action Research (CAR)

This Classroom Action Research is intended to increase students' reading comprehension ability using short story. "we do research when we want to find out something that we did not know before. There are many ways of doing this; action research is one way".²⁸

Action research involves a self reflective, systematic and critical approach to enquiry by participant who is at the same time member's of research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring out critically informed change in practice. Action research is underpinned by democratic principle in that ownership of change is invested in those who conduct the research (Cornwell in Burn).²⁹

²⁸ Jean McNiff, et.al, *Action Research: Principles an Practice*, Second Edition, London and New York, 2002, p. 9

²⁹ Anne Burns, *Makalah Seminar an Introduction to Action Research*, Universitas Negeri Yogyakarta, 2005, p. 11

David Kember adds that, education is social practice involves the the direct interaction of teacher and group of students.³⁰ It is clear that classroom action research can be done by teacher in their class. It has a purpose to improve their teaching learning process in the class.

David Kember said that, "Action research is portrayed as a spiral process involving steps of planning, acting, observing, and reflecting".³¹

Kemmis and McTaggart, refer to four moments of action research that can be seen a spiraling process:

1. Planning: Develop a plan of action to improve what is already happening.
2. Action: Act to implement the plan.
3. Observation: Observe the effects of the action in its context.
4. Reflecting : Reflect on these effects as a basis for further planning, subsequent action and so on through a succession of cycles.³²

Jean McNiff, et. al, explained that, "This cycle would then go on to the next cycle at re-planning, acting, observing, and reflecting, and perhaps produce a new cycle".³³ In the classroom action research, the writer would like to hold the

³⁰ David Kember, *Action Learning and Action Research*, Great Britain, Bidler Ltd Guilford and King's Lynn, 2000, p. 24

³¹ Ibid, 24.

³² Anne Burns, op. Cit, p. 2

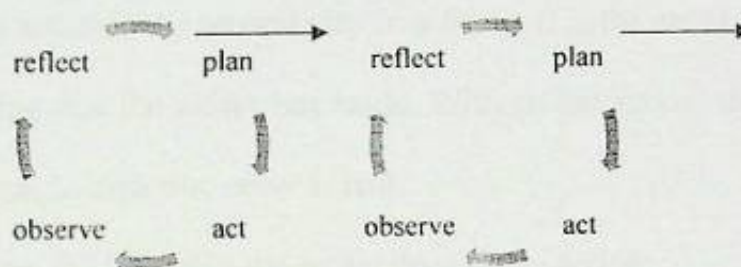
³³ Jean McNiff, et. Loc.cit, p.41

research in three cycles. Between one cycle with the other has relationship. They are includes planning, action, observation, and reflection.

Here is the step of Classroom Action Research design:

Figure 1

The Cyclical Process of Classroom Action Research.



Source: *Wijaya kusuma and Dedi Dwitagama, Mengenal Penelitian Tindakan Kelas.*

D. Action Plan

1. Cycle I

a. Planning I

Planning is the first step in each activity. Without the planning, the activity that the writer does will be focus. The planning will be reference in doing action.

Here is step that the writer can make in planning.

1. The writer prepares the lesson plan, the material and spoof as media.

2. The writer identifies the problem and found the causes of the problem.
3. The writer plants to give the task and evaluation.

b. Acting I

Doing action is the second step in activity. It is the realization from the planning that the writer has made. Without the action, the planning is just imagination that never is real.

Here are the steps that the writer does in the action:

1. The students read the spoof silently.
2. The students find out the characters in spoof that including how many characters and who are they.
3. The students discuss in a group about the setting (adverb of place and adverb of time), orientation, events, twist (the funny part), and language features related to the content of the short story. Then the students make conclusion in a group and discuss the result of the group discussion together.
4. In the last activity, the writer gives the evaluation.

c. Observing I

Observing is the activity of recording the event and action. Based on the observation, the writer can determine whether there is anything

that the writer has to be improved soon in order that the action can achieve the aim of the writer wants. The observation is doing in teaching learning process.

d. Reflecting I

The reflection is the four steps that the writer do. The writer will try to see and muse again something that has done. It is also to know whether there is effect to the students' learning process. By reflection, the writer will know the strength and the weakness from the action that the writer has done.

After comparing the score distribution of pre test process and post test process, the writer reviews and reflect on students' attitude and teacher performance wither it is positive or negative.

2. Cycle II

a. Planning II

The planning in the second cycle will be reference in doing action.

Here is step that the writer can make in planning.

1. The writer prepares the lesson plan, the material and spoof as media.
2. The writer review the last material and ask the feedback from the students.

3. The writer plant to give the task and evaluation.

b. Acting II

Here are the steps that the writer does in the action:

1. The students read the spoof silently (the writer define a new text of spoof)
2. The student find out about the setting (adverb of place and adverb of time), orientation, events, twist (the funny part), and language features related to the content of the spoof by their self. Then the students make conclusion by their self.
3. In the last activity, the writer gives the evaluaton.

c. Observing II

The next observing is the activity of recording the event and action based on the observation, the writer can determine whether there is anything that the writer has to be improved soon in order aim of the writer wants. The observation is doing in teaching learning process.

d. Reflecting II

The reflecting is the four steeps that the writer will try to see and muse again something that has done. And compare between the first cycle and the second cycle. It is also to know wither there is effect

to students' learning process. By reflection, the writer will know the strength and weakness from the action that the writer has done.

After comparing the score distribution of pre test and post test, the writer reviews and reflect on students' attitude and teacher performance with it is positive or negative.

The procedures of the research are:

- a. Deciding the problem which appears in the subject of research.
- b. Administering the pre-test to know ability of the students before doing the action research.
- c. Select the materials for the treatment.
- d. Implement the technique or treatment of reading comprehension ability by using short story.
- e. Administering the post-test to evaluate the result of action research and conducting the post assessment for the teacher.
- f. Analyze all the data.
- g. Reflection the whole on cycle.

E. Data Collecting Method

The important part of research planning is formulating the instrument of collection the data based on the problem which researched.³⁴ The aim of data collection method in research was expressing the variable fact that was researched through the efficient and accurate ways.

In collecting data, the writer uses the following method:

1. Test

a. Pre test

The writer gives the pre test to the students at the first meeting.

The purpose of the test is to know how far the students' reading comprehension before being given the treatment.

b. Post test

The writer administered the post-test after being given the treatment to know the result of the treatment (treatment I and treatment II) at the end of the research.

2. Observation

The observation sheet is used to find out the advantages and disadvantages of using short story as media in teaching learning

³⁴ Edi Kusnadi, *Metodologi Penelitian*, Jakarta Timur, Ramayana Pres and STAIN Metro, 2008.

process. Suharsimi Arikunto explained that observation can be conducted through two ways:

a. Non-systematic observation;

It is conducted by researcher without use research instruments.

b. Systematic observation;

Conducted by the researcher with research's instrument.

3. Documentation

Documentation is a technique of collecting data which is used to get information from written language or documents by learning from notes of the authors.³⁵ The researcher used documentation method got the data about the history of intitution,the sum of teachers,official employed and the students, etc.

4. The Field Note

To collect the data more accurately, the researcher uses the field note; it will make the data analyzer simpler. In many professions, it is a manner of good practice to make "field note" while actually

³⁵ *Ibid*, p.119

engaged in profesional.³⁶ This note has been prepared systematically and given interpretation by the research.

F. Validity and Reliability

1. Validity

Validity in CAR is needed to get the data and information that can be accounted for the truth. Data validity in this research will be done through two things. They are (1) democratic validity, it is where the researcher is given a chance to collaborate and receive suggestion from related parties; and (2) dialogic validities, it is where the researcher and the collaborator discuss about the action they do.³⁷

The instrument validity of this research will be done by content validity and construct validity. Content validity is done to know what the items of the instrument can describe the indicator of the variable. The researcher will consult every instrument to the judgement experts, and the teacher in field. Construct validity refers to whether the instrument actually reflect the true theoretical meaning of a concept.

³⁶ Michael J. Wallace, *Action Research for language teachers*. (Cambridge University press, 1997) p. 57

³⁷ Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana, 2009), p. 41-43

2. Reliability

Reliability refers to consistency on dependability of a measurement technique, and it is concerned with the consistency or stability of the score obtained from a measure or assessment over time or across setting conditions. If the measurement is reliable then there is less chance that the obtained score is due to random factors and measurement error.³⁸ In addition, Kusnadi states that "reliability is the index which demonstrates that in what level instrument can be trusted or can be pledge."³⁹ In other word, reliability directs to the level of reliability of thing. It means that, If the instrument is reliable, the result data will be trusted or reliable. In this research, the writer tried out the instruments first before used on real sample to keep its reliability.

G. Data Analysis Technique

The data will conduct in each test by taking the average score of the pre-test and post-test furthermore to know the gain. After it, the result is matched by the minimum standard of reading comprehension in this class at least 65. If the result score of the students have been fulfilled more that 65 and 70% of the students have been passed, so the

³⁸ Bambang Eko Sugiyanto *op. cit.* 15

³⁹ Edi Kusnadi, *op. cit.*, p. 128

researcher can stop the research. But if there are some students not successful, and it's about less than 70% of the total students, so the researcher must continue in cycle II. The minimum cycle in Classroom Action research is three cycles. The analysis of learning result will be conducted by taking the average score of the pre test and post test.

The formula is:

$$X = \frac{\sum x}{n}$$

Notes:

X : average

$\sum x$: total of score

n : total of students⁴⁰

H. Indicator of Success

The indicator of the success takes from the process and the result of the action research. The students are called success if 70% students get score ≥ 65 based on minimum mastery requirement (KKM) and 70% active in learning process. Data of the attitude changing, behaviour, and motivation is analyzed and determined the descriptive indicator, so that

⁴⁰ Burhan, Gunawan, Marzuki, *Statistik Terapan*, Gajah Mada University, Yogyakarta, 1999, p. 64

can be seen the changes in field. The indicator of success can be group into two aspects, they are :

1. The indicator of success of the process. It can be described, as follow:
 - a) The learning process becomes interesting and fun;
 - b) The students follow the learning process actively.

2. The indicator of success of the product. It is determined, as follow:
 - a) The reading learning is liked by the students;
 - b) The students able understand the text
 - c) The students find the main idea of the text

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. The History of SMP Negeri 3 Batanghari

SMP Negeri 3 Batanghari is one of the educational institutions under National Education Foundation are on Bumiharjo village 39 Polos East Lampung, which was established as of July 1, 1987 with NSS 344 120 206 009. As stated in chapter I, the research was conduct to know whether spoof (kind of short story) is an effective way to improve students' reading comprehension of SMP Negeri 3 Batanghari. SMP Negeri 3 Batanghari has 6 officials, 15 classes (five rooms each class) ,1 security, and 2 office boy. In addition, total of the students are 445 students. The accreditation of the school is B, DP. 010253. After knowing that Bumiharjo's village headman and society's figure of Bumiharjo (Mulyoto, Murdi, Konyoto). When to the province purposing a proposal in order Junior high school 3 Batanghari founded in Bumiharjo. With some considerations and strategic location so that proposal was accepted. After that the building was started to be develop, but because of the divorce area, so the school was canceled to be founded.

For the sake of the reaching of the building of Junior High School so the village headman and society figure of Bumiharjo purposing the proposal seriously to the regency and to the chief of commission .The proposal was not agreed directly because they would hold an observation first to the location. Then the proposal of developing Junior high school 3 Batanghari was agreed.

Junior High School 3 Batanghari was founded in 2002; with 2 units of building, 1 unit 3 locals for study and 1 unit for office Junior High School 3 Batanghari began the new year of education in 2003-2004. In 2003-2004 Junior High School 3 Batanghari is led by Drs Sunardi. Now the headmaster Junior High School 3 Batanghari is Hj. Ngatemi, S. Pd.

Vision and Mission Junior High School 3 Batanghari East Lampung

a. Vision:

1. Winning the academic field.
2. Excellence in the field of non-academic.
3. Excelling in to practice.

b. Mission:

Based on the above vision, to realize the mission assigned as follows:

1. Procurement of school facilities and infrastructure to support the effectiveness and efficiency of teaching and learning activities to produce quality graduates.
2. Implement effective learning and guidance so that each student can develop optimally according to its potential.
3. Intensively cultivate the spirit of achievement throughout the school.
4. Fosters appreciation of the teachings of religious affiliation and culture so that a source of wisdom in the act.
5. Applying participatory management involving all citizens of the school and community school.
6. Improve the welfare of teachers and employees.

2. The Condition of Teacher and Official Employees in SMP Negeri

3 Batanghari in the academic year of 2012/2013

There are 40 teachers and official employees in SMP Negeri 3 Batanghari. For a list of teachers, see appendix 3.

Table 3
The Table of Teachers and Official Employees in SMP Negeri 3
Batanghari in the academic year of 2012/2013

No	Name	Sex	Occupation
1	Hj. Ngatemi, S. Pd	Female	Headmaster
2	Drs. Budiono	male	Vice Headmaster
3	Drs. Warsito	male	Religions Teacher
4	Ramijan, S.Pd	male	Indonesian Language Teacher
5	Dwi Wuryani, S.Pd	female	Social Science Teacher
6	Subadi, BA.	male	Social Science Teacher
7	Sih Budiwati, S.Pd	female	English Teacher
8	Sukamto, S. Pd	male	English Teacher
9	Dra. Zuriati	female	Counselor Teacher
10	Dra. Muslihati, M.M. Pd.	female	Mathematics Teacher
11	Marhanah, S. Pd	female	Civics Teacher
12	Rustinah, S. Pd	female	Mathematics Teacher
13	Samsul, S. Pd	male	Indonesian Language Teacher
14	Sumadewi, S. Pd	female	Natural Science Teacher
15	Siti Romlah, S. Pd	female	Natural Science Teacher
19	Sri Sulistyawati	female	Indonesian Language Teacher
17	Slamet Subarno	male	Civics Teacher
18	Wiwik Sudarmiyanti, S. Pd	female	Natural Science Teacher
19	Subandi, S. Pd	male	Indonesian Language Teacher

20	Esti Rahayu, S.Pd	female	Natural Science Teacher
21	Ahmad Saidi, S. Pd	male	Indonesian Language Teacher
22	Surahino, S. Pd	male	Social Science Teacher
23	Setiti Ernawati, S. Pd	female	English Teacher
24	Muryati, S.Pd	female	Mathematics Teacher
25	Yeni Haryani, S. Pd	male	Counselor Teacher
26	Wahyu pramono, S. Pd	male	Art Education Teacher
27	Budi Utomo, S. Pd	male	Mathematics Teacher
28	Angga Radiansyah, S. Pd	male	Sport Education Teacher
29	Yuliabudi Surahmawati, S. Pd	female	English Teacher
30	Habthin Masrijah, A.md	female	Natural Science Teacher
31	Media Eka Suswanti, S. Pd	female	Lampung Language Teacher
32	Dra. Sri Hayati, S. Pd	female	Mathematics Teacher
33	Agus Yulianto, S. Pd	male	Chief officer
34	Fita Apriyani	female	Officer
35	Titi Byarwanti	female	Officer
36	Safitri yani	female	Officer
37	Neli Septasari, S. Pd	female	Officer
38	R. Fatimah, S. Pd. I	female	Officer
39	Rahayu Hermadi	male	Messenger
40	Sarwoto	male	Gardener

Source: Documentation result in Junior high school 3 Batanghari on Desember, 19th 2012.

3. The Structural School's Organization in the academic year of 2012/2013

The Head Master at SMP Negeri 3 Batanghari is Ngatemi,S.Pd and vice head master Drs. Budiono. Other teachers were subordinates. For figure of organization structure, see appendix 3.

4. Total Students at SMP Negeri 3 Batanghari in the academic year of 2012/2013

There are 445 students at SMP Negeri 3 Batanghari that can be identified as follow:

Table 4

The Total Students of SMP Negeri 3 Batanghari in the academic year 2012/2013

No.	Class	Sex		Amount
		Male	Female	
1	VII (seven)	70	60	130
2	VIII (Eight)	85	65	150
3	IX (Nine)	90	75	165
Amount				445

Source: observation of SMP Negeri 3 Batanghari in the academic year 2012/2013

5. Description of Finding

This research was conducted in 2 cycles. Action in cycle 1 and cycle 2 was conducted about two meetings, in each cycle and each

meeting in these cycles took 2 x 45 minutes. As it was mentioned before, each cycle consists of planning, acting, observing, documentation, and reflecting. In planning, researcher made lesson plan and researcher would teach the students by using these lesson plan. The material of this research was improve students' reading comprehension through short story spoof text.

a. Cycle I

1) Planning I

The learning was beginning at 12.15 p.m. (Wednesday, January 09th, 2013), all the students were ready to have subject and some of them look curious and asked to their friends why researcher was in their class. After that the teacher opening the learning process, then researcher was greeting the students and they answered. researcher introduced herself to the students and explained that researcher would be in class to do a research during English lesson about three weeks.

To know the students of reading comprehension before giving their treatment. Researcher asked them to read the text, and the title is The Lost of the 'Titanic' (taken from Developing skills, L.G. Alexander, p.30) and answer the questions about the text. The

time about 45 minutes, in this test, the students was difficult to finish their work, they said many reasons. But, researcher encouraged them to continue their work because it was so to know their ability in reading.

When the time finished, researcher asked the students to collect their work, there were many students complain that it was very difficult and some of them have not finished their work yet. In around 5 minutes researcher gave a little explanation about the materials and would be discussed in the next meeting.

Cycle I was divided into planning, action, observation, documentation, and reflection. Nevertheless, before the process of cycle writer is doing, the researcher conducted the pre-test to know the student's score early and it is used as comparison score with post test.

The result of the student's pre-test score can be explained, as follows:

Table 5

Students' Scores at Pre-test on Cycle I

No	Name	Score of Pre-test
1	AS	45
2	ASW	55
3	AH	60
4	AI	55
5	BH	55
6	BF	55
7	BA	55
8	BG	50
9	DM	55
10	DY	60
11	DA	70
12	EW	60
13	FW	55
14	FA	60
15	FE	60
16	FM	65
17	FL	55
18	JP	55
18	KN	50
20	MD	55
21	OV	55
22	PL	50
23	SO	55
24	RA	55
25	RW	55
26	RZ	65
Total		1475
Average		56.7%

Furthermore, we can see the table below:

Table 6
The Frequency of Students' Score at pre-test

No	Students' score	Frequency	Percentages (%)
1	90 – 100	0	0 %
2	70 – 89	1	4 %
3	59 – 69	7	27 %
4	<59	18	69%
Total		26	100 %

The table above showed that there was most of the students unsuccessful in achieving materials, occasionally it need improvement. The table above shows that there was one student who gave 70 – 89 and just seven students gave score 59 – 69. And eighteen students gave low score <59. The complete students were the students who fulfill the minimum standard at SMP Negeri 3 Batanghari at has the score 65. So writer could compare that the success students were be loss than not success students. And from the result pre-test, the researcher got the average of 56.7 % (pre-test), the result was unsatisfactory. It was the reason why the research used short story spoof text as the alternative media to increase the student's reading ability.

The first meeting was done on January 09th, 2013. It was opened by praying, greeting, checking the attendance list, and introducing the

researcher as a new teacher to the students by Mrs. Sih Budiwati, S.Pd. At the day, the researcher has taken the student's pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problem after taking the student's pre-test score. Therefore, the researcher directly prepared the lesson plan such as; the material, media, task and evaluation for the second meeting.

Below there were planning in this research:

- a) The researcher and the collaborator prepare the lesson plan, the material and spoof as media.
- b) The researcher and the collaborator identify the problem and found the causes of the problem.
- c) The researcher and the collaborator plant to give the task and evaluation.

2) Action I

The second meeting was done on January 10th, 2013. It was opened by praying, greeting, checking the attendance list and asking the condition of the students. The researcher as the teacher directly gave material about spoof text. . It is the realization from the planning that the

researcher and the collaborator have made. Here are the steps that the researcher does in the acting:

a) Treatment 1 (Thursday, January 10th, 2013)

- 1). The teacher explained about spoof.
- 2). The teacher defined the text of spoof.
- 3). The teacher explained about orientation (who, when, where) in spoof that including how many characters and who are they.
- 4). The teacher was tell about the events of spoof (with Explained more).
- 5). The teacher was tell about the twist of spoof (with Explained more).
- 6). The students discuss in a group about the orientation (who, when, where) in the text. Then the students make conclusion in a group and discuss the result of the group discussion together.

b) Treatment 2 (Friday, January 11th, 2013)

- 1). The teacher explained about the other of the language features (past tense, events, twist, adverb of place, adverb of time).

- 2). The students read the spoof silently.
- 3). The students find out the orientation (who, when, where) in spoof that including how many characters and who are they.

Secondly, the teacher gave the incomplete short story especially spoof text to the students and ask their to understand the text and so, the teacher direct correction together in front of class. After that, the teacher was asking to the students to identify the orientation, events, and twist of the text.

Then, the teacher was asking to the students to answer the question base on the text. Teacher asked to the students to wrote the correct answer in their paper and asked to some students to wrote in whiteboard. The teacher analyzed the answer with the students and gave the score.

At the end of the meeting, the teacher gave the post-test which consists ten exercises, five esay and five complete sentences of the incomplete text. Teacher asking the students to finish them individually. Thirty minutes to done ten exercises. Before the closing teacher asked the students studied at home and always gave motivation.

3) Observing I

The researcher presented 2 meetings in cycle I, the researcher as the teacher was given material about short story especially spoof text. Some students felt so happy and enjoyable with the situation of classroom whenever there are some students make condition of the class be noise. They also little did not know and were confuse when they finished the questions about past tense.

Here the explanation more on the next page of the result students' observation and post-test I score, as follows:

a) The Result of Learning Process

The result score of student's observation sheet, as follows:

Table 7

Table of the Result of Observation Sheet

No.	Name	Score of Students Activities	Percentages
1.	AS	2	50 %
2.	ASW	3	75 %
3.	AH	2	50 %
4.	AI	3	75 %
5	BH	2	50 %
6..	BF	2	50 %
7.	BA	2	50 %
8.	BG	3	75 %
9.	DM	4	100 %
10.	DY	3	75 %
11.	DA	3	75 %
12.	EW	2	50 %
13.	FW	2	50 %
14.	FA	2	50 %
15.	FE	2	50 %
16.	FM	2	50 %
17.	FL	2	50 %
18.	JP	2	50 %
19.	KN	2	50 %
20.	MD	2	50 %
21.	OV	2	50 %
22.	PL	3	75 %
23.	SO	4	100 %
24.	RA	2	50 %
25.	RW	4	100%
26.	RZ	2	50%
Total		57	60%

Source: Observation Sheet

Notes:

Indicators of the student's activities are:

- Ask to the teacher
- To answer the question
- Attention to the teacher
- To do the task

Scoring:

Score 1, with percentage 25 %

Score 2, with percentage 50 %

Score 3, with percentage 75 %

Score 4, with percentage 100 %

From four indicators above, it can be inferred that the learning process has done well. It looked on there are in the third indicators (attention to the teacher) has high score = 84.62% , and in the fourth indicators (To do the task) has score = 80.77%, in the second indicators (answer the question) has 46.15%, and then the first indicators (ask to the teacher) = 34.62%. It mean that it should increase in the next cycles. And then need focus on Indicators 1 and 2.

b) The result product on post-test I

The result of product on post test I (cycle I) has done on January 11th, 2013. So that, the researcher was take the post-test score for to know whether short story spoof text are able to increase reading comprehension. The result score of post test I, as follows:

Table 8

The Students' Score at Post-test I

No	Name	Score Cycle 1
1	AS	60
2	ASW	55
3	AH	60
4	AI	65
5	BH	65
6	BF	60
7	BA	65
8	BG	60
9	DM	70
10	DY	70
11	DA	75
12	EW	75
13	FW	60
14	FA	65
15	FE	55
16	FM	75
17	FL	65
18	JP	60
19	KN	55
20	MD	60
21	OV	65

22	PL	60
23	SO	70
24	RA	60
25	RW	65
26	RZ	75
Total		1670
Average		64.2%

Furthermore, we can see the table below:

Table 9
The Frequency of Students' Scores at post-test I

No	Students' score	Frequency	Percentages (%)
1.	90 - 100	0	0 %
2.	70 - 89	7	27 %
3.	59 - 69	16	62 %
4	<58	3	11 %
Total		26	100 %

Referring the table data above, it can be seen that the students are able to develop their reading comprehension in cycle I, it seen from the result score of post-test I, the highest score is 75 and the lowest score is 55, while the average score in VII.A grader is 64.2 %. Based on minimum mastery requirement (KKM), there were 16 students that passed the exam with score > 65 with the percentage 62 % in post-test I.

It can be seen on the progressing of the average score in every cycle, the average result score of pre-test and post-test show that there was progressing score. The average score pre-test in cycle I = 56.7% (pre-test), and in post-test I = 64.2% (post-test in cycle I), it was increasing 7.5 points. It means that cycle I was successful but not significant.

4) Reflecting

In this step, the researcher concluded that cycle I can successfully whenever the condition of learning process uncontrolled. It can be seen from the result of pre-test score and post-test I score that enough satisfied. Some problems that should be revised are some students find difficulties to understand the reading comprehension, some students have low in reading ability especially stressing sentences, some students have low to understand the english question, The teacher felt so hard to make students understand in learning process. Some students also still unfocused on learning process that make them have low score.

Based on the analyzing of learning process, the researcher concluded that this research should be continuing in cycle II.

b). Cycle II

1). Planning II

Cycle II are similar to cycle I, it was divide into planning, action, observing, and reflecting. The planning in the second cycle will be reference in doing action. Before the researcher and collaborator made a lesson plan they wanted to identify the problem in the classroom. Based on the students' result in cycle I, Some problems that should be revised are some students find difficulties to understand the reading comprehension, some students have low in reading ability especially stressing sentences, some students have low to understand the english question, the researcher concluded that the problems that faced by students was many students still don't know what was spoof text. Here is step that the writer can make in planning.

- a) The researcher and the collaborator prepare the lesson plan, the material and spoof as media.
- b) The researcher reviewed the last material and ask the feedback from the students.
- c) The researcher and the collaborator plant to give the task and evaluation for the first meeting and time allocation .

Based on the problem on the first cycle, the researcher made a lesson plane, the material that focused on the spoof text.

2). Acting II

Here are the steps that the researcher does in the acting:

The implementation of this cycle was doing on two meetings. This meeting was done on January 14th, 2013. This meeting was opening by greeting, checking attendance list, and motivating the students.

The researcher as the teacher gave material about spoof text that more explained orientation, events, and twist of the text, which in cycle I was to discuss yet. From it, the researcher hoped that the students would be understood spoof text especially about orientation, events, and twist and able to developing their reading comprehension. At firstly, the teacher was giving the spoof text. Teacher was asking the students to read the sentence and explained again about the spoof text.

Secondly, the teacher gave the incomplete spoof text especially how to find twist in the spoof text and ask to the student to translate

the text as they read and the teacher direct correction together in front of class. The teacher was asking the students to identify the orientation, events and twist of the text.

Then, the teacher was asking the students to answer the question based on the text. Teacher asked the students to write the correct answer in their paper and asked some students to write in whiteboard. Cycle II the students more conducive. When the time is over, the students tried to conclude the learning process at the day. After it, the teacher gave motivated to them.

The second meeting was conducted on January 17th, 2013, it is the post-test day. Model of test are essay and complete sentences of the incomplete text that consist of twenty exercises like the Post-test cycle I, asked students to finish individually.

3). Observing II

There is no any serious problem in this cycle. Although some of the students still confuse to understand the text. The students were confused when they found the meaning of the text.

In this step, the researcher presented two meetings in teaching short story (spoof). In the first meeting, the teacher gave material and

made the students enthusiasm. The media spoof text made the students interesting.

Based on the result of observation sheet on cycle II, the researcher indicated that learning process in cycle II are success. Then, the result score of post-test is very satisfied. Here are the explanations of it:

a) The Result of Learning Process

The result score of student's observation sheet, as follows:

Table 10

Table of the Result of Observation Sheet

No.	Name	Score of Students Activities	Percentages
1.	AS	3	50 %
2.	ASW	4	75 %
3.	AH	4	100 %
4.	AI	3	75 %
5	BH	3	50 %
6..	BF	4	50 %
7.	BA	3	50 %
8.	BG	2	50 %
9.	DM	3	50 %
10.	DY	3	75 %
11.	DA	3	75 %
12.	EW	3	50 %
13.	FW	3	50 %
14.	FA	3	50 %
15.	FE	4	50 %
16.	FM	3	50 %
17.	FL	3	50 %
18.	JP	4	100 %
19.	KN	3	50 %
20.	MD	3	50 %
21.	OV	3	50 %
22.	PL	4	75 %
23.	SO	3	50 %
24.	RA	4	100 %
25.	RW	3	75%
26.	RZ	2	50%
Total		79	83 %

Source: Observation Sheet

Notes:

Indicators of the student's activities are:

- Ask to the teacher
- To answer the question
- Attention to the teacher
- To do the task

Scoring:

Score 1, with percentage 25 %

Score 2, with percentage 50 %

Score 3, with percentage 75 %

Score 4, with percentage 100 %

From four indicators above, it can be inferred that the learning process has done well. It looked on there are in the third indicators (attention to the teacher) has high score = 93.10% , and in the fourth indicators (To do the task) has score = 82.30%, in the second indicators (answer the question) has 54.62%, and then the first indicators (ask to the teacher) = 42.30%. It mean that it increase in this cycles.

b) The result product on post test II

While, the result score of the post-test II as follows:

Table 11

The Students' Scores of Post-test II

No	Name	Score Cycle 2
1	AS	75
2	ASW	80
3	AH	90
4	AI	80
5	BH	80
6	BF	85
7	BA	85
8	BG	85
9	DM	75
10	DY	90
11	DA	95
12	EW	85
13	FW	80
14	FA	85
15	FE	85
16	FM	90
17	FL	80
18	JP	85
19	KN	80
20	MD	85
21	OV	85
22	PL	85
23	SO	85
24	RA	85
25	RW	80
26	RZ	90
Total		2290
Average		84.2%

Furthermore, we can see the table below:

Table 12
The Frequency of Students' Scores at Cycle II

No	Students' score	Frequency	Percentages (%)
1.	90 - 100	5	20%
2.	70 - 89	21	80%
3.	59 - 69	0	0%
4	<58	0	0 %
Total		26	100 %

Referring the table data above, it can be seen that the students are able to develop their reading comprehension, it can be seen from the result score of post-test II, the researcher were the highest score is 95 and the lowest score is 75, while the average score in VII A grader is 84.2 %. Based on minimum mastery requirement (KKM), all of the students gave score ≥ 70 with the percentage 100 % in post-test II. It means that cycle II are success.

D. Reflecting II

The teacher showed the students' mistakes and ask to them about their difficulties. The students said that they have a little problem to understand the reading comprehension.

Based on the observation of learning process in cycle II, it can be inferred that the result of cycle II was success. The researcher felt

satisfied about the result of the research. It looked 100% the students passed the exam that means the students' reading comprehension has developed.

Based on the result above, the researcher concluded that this research is successful and would be not continued in the next cycle.

B. Interpretation

In this session, the researcher will be discussed the interpretation of the result of the research. The researcher would like explained the result score by comparing the data, as follows:

1. The Result of Learning Process

The student's activities data is gotten from the percentage of active students on observation sheet. The table improvement of it as follows:

Table 13

Table of the Percentage of Student's Active in Cycle I and II

No.	Criteria	Cycle I	Cycle II
1.	Ask to the teacher	34.62%	42.30%
2.	Answer to the teacher	46.15%	54.62%
3.	Attention to the teacher	84.62%	93.10%
4.	To do the task	80.77%	82.30%

Source: Table of the Result of Observation Sheet

Based on the data above, it can be concluded that students felt comfortable with the learning process because we always discuss what we didn't know. Firstly, there are many students felt uncomfortable with the media of the teacher use like picture story. It looked on the result of observation sheet when cycle I that are 57 with 60 %. In addition, the result of observation when cycle II are 79 with 83 %.

2. The Result of the Product on Cycle I and II

In cycle I, English learning process was successfully, whenever the student's average score is low. Nevertheless, there is an improvement score of the students post-test I than pre test score. This is the table of illustration score in cycle I and cycle II, as follows:

Table 14
The Improving of Students' Scores at Pre-test, Post-test I and Post-test II in Cycle I and II

No	Subject	Cycle I		Increasing	Cycle II		Increasing
		Pre-test	Post-test Score I		Post-test Score I	Post-test Score II	
1.	AS	45	60	5	60	75	15
2.	ASW	55	55	0	55	85	30
3.	AH	60	60	0	60	90	30
4.	AI	55	65	10	65	85	20
5.	BH	55	65	10	65	80	15
6.	BF	55	60	5	60	85	25
7.	BA	55	65	10	65	85	20
8.	BG	50	60	10	60	85	25
9.	DM	55	70	15	70	75	10
10.	DY	60	70	10	70	90	20
11.	DA	70	75	5	75	95	20
12.	EW	60	75	15	75	85	10
13.	FW	55	60	5	60	80	20
14.	FA	60	65	5	65	85	20
15.	FE	60	55	-5	55	85	30
16.	FM	65	75	10	75	90	15
17.	FL	55	65	10	65	80	15
18.	JP	55	60	5	60	85	25
19.	KN	50	55	5	55	80	25
20.	MD	55	60	10	60	85	25
21.	OV	55	65	10	65	85	20
22.	PL	50	60	10	60	85	25
23.	SO	55	70	15	70	85	15
24.	RA	55	60	5	60	85	25
25.	RW	55	65	10	65	80	15
26.	RZ	65	75	10	75	90	15
Total Score		1475	1670	200	1670	2190	525
HigestScore		70	75	15	75	95	30
Average		56.7%	64.2%	7.5	64.2%	84.2%	20
Lowest Score		45	55	-5	55	75	10

In this research, pre-test and post-test cycle I and II had done. It is aimed to know the ability of the students before and after having a treatment. From the result of pre-test and post-test cycle I and II, we knows that there was an improving from the students result score. It can be seen from the average score pre-test = 56.7% , and in Post-test I = 64.2%, It was increase 7.5 points. And then, the average score at Post-test II = 84.25%, It was increase 20 points better than post-test I.

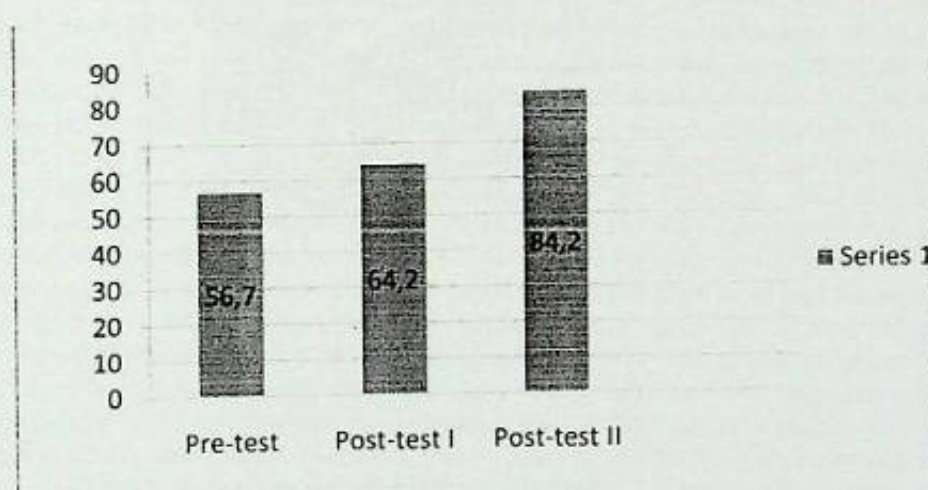
From the analysis was doing by the researcher, the students' result in pre-test that most of the students had difficulties in understand text. They were confused when they read the text. Beside that, from the post-test cycle I score, it can be seen that there was an improving (although a little) because the teacher had given the explanation about the problems in pre-test and said to the students that English something interesting. Thus, the teacher defined the material to the students and discuss text about Pantry, Absence, and pinguin.

In cycle II, process of teaching and learning stay on climax situation, there are very greatfull of students. Base on the data above it can be conclude that the research stoped in cycle 2 because all of the students get score ≥ 70 with the percentage 100 % in post-test II. It means that cycle II are success.

3. The Comparison of Pre-test and Post-test

Based on the explanation above, it can be inferred that, there was an increasing the student's reading comprehension through short story of spoof text. There was progress score, the average score pre-test = 56.7% , and in post-test I = 64.2%, It was increase 7.5 points. And then, the average score at post-test II = 84.2%, It was increase 20 points better than post-test I. The researcher shows the graph of the result pre-test, post-test I and post-test II, as follows:

Figure 2
Graph of the Result of Pre-test and Post-test



Source: Table of the Result Score of Student's Pre-test, Post-test I, and Post-test II

Based on the table above, it can be inferred that spoof text can increase the student's reading comprehension. It is supported by the increasing score of the students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based an analysis on chapter IV, the researcher would like to describe the conclusion that the students' reading comprehension can be increased by using short story especially spoof text in learning process. It can be seen on the progressing of the average score in every cycle, the average result score of pre-test and post-test I showed that there was progressing score. The average score pre-test in cycle I = 56.7, and in post-test I = 64.2. And then the average score at post-test II = 84.2, it was increasing 20 points better than post-test I.

Based on the result observation, students activity in the implementation of cycle I was 60% and cycle II was 83% active, it was increase 23%. Based on the result above, it could be said that spoof text could increase reading comprehension of students. This technique made the students were interested and motivated in the class. So that , they were felt so enjoy to do task. And, it also made them easier in studying the materials.

B. Suggestion

Based on the result of the research above, the researcher would like to suggestion as follow:

1. For Students

- a. The students must be active in learning process especially English subject.
- b. The students are suggested to increase their simple reading comprehension through short story spoof text.
- c. The students should be accustomed to learning past tense through spoof text.

2. For English Teacher

- a. The English teacher should have various media like spoof text to teach English, especially to develop the student's reading comprehension.
- b. The English teacher should prepare some books to improve their knowledge especially in English subject.
- c. In teaching reading, the teacher should give another assignment in order to exercise the students' ability.

3. For Headmaster

- a. The headmaster should support the English learning process by the preparing the facilitations and instruments completely.
- b. The headmaster is recommended to make the further research about increasing the students' reading comprehension through short story of spoof text.

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