

AN UNDERGRADUATED THESIS

**THE USE OF SHORT STORY TO INCREASE
THE STUDENTS' READING COMPREHENSION
AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 2
BATANGHARI EAST LAMPUNG**

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ENGLISH EDUCATION DEPARTEMENT**



STATE ISLAMIC INSTITUTE OF METRO

1439 H/2017 M

**THE USE OF SHORT STORY TO INCREASE
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AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 2
BATANGHARI EAST LAMPUNG**

**Presented as Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program**

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BATANGHARI EAST LAMPUNG**

ABSTRACT

By:

AYU OKTAVIANI

The goal of this study is to understand whether the use of short story could increase the students' reading comprehension at the eighth grade of junior high school 2 batanghari east lampung.

This research was classroom action research (CAR) which is done in two cycle. Each cycle consists of consisted of planning, acting, observing and reflecting. Observation, interview, documentation, and field note are used to collect the data. This research is conducted collaboratively with an English teacher of junior high school batanghari east lampung.

The result of this research shows in the first cycle, the average of pre-test score was 56.52 and post test score was 66.52. The score increase 10.00 point. In post test cycle II, the students average score was 77.77. The score increase 11.25. It can be concluded that using short story can improve students' reading comprehension at the eighth grade of junior high school batanghari east lampung.



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Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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RATIFICATION PAGE

No: B-2878/In.2&1/D/PP.00-9/11/2017

An undergraduate thesis entitled: THE USE OF SHORT STORY TO INCREASE THE STUDENT' READING COMPREHENSION AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 2 BATANGHARI EAST LAMPUNG Written by Ayu Oktaviani, student number. 13106697 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on November 08, 2017 at 10.00-11.00.

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**PENGUNAAN *SHORT STORY* UNTUK MENINGKATKAN
PEMAHAMAN MEMBACA SISWA
KELAS DELAPAN JUNIOR HIGH SCHOOL 2 BATANGHARI EAST
LAMPUNG**

ABSTRAK

Oleh:

AYU OKTAVIANI

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan *short story* dapat meningkatkan pemahaman membaca siswa kelas VIII SMP N 2 Batanghari Lampung timur.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) dan dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Observasi, tes, dokumentasi, wawancara dan catatan digunakan untuk mengumpulkan data. Penelitian ini dilakukan secara kolaborasi dengan guru Bahasa Inggris kelas VIII SMP N 2 Batanghari Lampung timur.

Hasil penelitian menunjukkan, pada siklus 1, nilai rata-rata pre-test adalah 56.52 dan nilai rata-rata post tes 66.52. Nilai meningkat 10.00 poin. Pada post tes siklus II, nilai rata-rata mereka adalah 77.77. Dari Post tes I dan Post tes II nilai meningkat 11.25. Sehingga, dapat disimpulkan bahwa penggunaan *short story* dapat meningkatkan kemampuan *reading comprehension* (pemahaman membaca) siswa kelas kelas VIII SMP N 2 Batanghari Lampung timur.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : AYU OKTAVIANI

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State that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are expected from the bibliographies mentioned.

Metro, July, 2017

The Writer

AYU OKTAVIANI
NPM.13106697

MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Read By Calling The Name Of Your God Who Created

Bacalah Dengan Menyebut Nama Tuhanmu Yang Menciptakan

(Q.S. 96:1)

Book Is A Window Of The World

(Thomas A.Kempis)

DEDICATION PAGE

This Undergraduate is dedicated for my beloved parents (sadiman and eni purwandri), my beloved friends and also all of people who always support, motivate and help me to finish my script. Thank you so much. And also for my almamater IAIN metro.

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. Praise is to Allah, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. The researcher is very grateful for the chances. He has given the researcher blessing and mercies to accomplish this undergraduated thesis entitled “the use of short story to increase the student reading comprehension at the eight grade of junior high school 2 Batanghari east lampung”.

First of all, the researcher would like to express her gratitude to Mrs. Dr. Widhiya Ninsiana, M.Hum as a Sponsor who has contributed his expertise and idea to assist the researcher. The researcher also wishes to express this thanks to Mr. Ahmad Subhan Roza, M.Pd as Co-Sponsor who has constantly given his time and guidance so that the researcher could finish this undergraduated thesis. The researcher also gives her thanks to her beloved family and all her friends who have given support and spirit, so the writer could finish this paper.

Finally, the researcher welcomes any suggestion and critic for the improvement this undergraduated thesis and hopefully this paper can contribute something to the betterment of English teaching and learning in general and useful for her and all the readers.

Metro, November 2017
The researcher,

Ayu oktaviani
St. N. 13106697

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CHAPTER I

INTRODUCTION

A. Background of Study

Recently, English become an international language. It is used to communicate among people in the different country. In Indonesia, English considered as the first foreign language and learned both formally or informally. In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Reading is one of the important skill that should be developed for the students. Reading is great importance in basic linguistic knowledge acquisition and english language learning.

Reading, as one of the language skills, is categorized into the area of receipted skill. It is the skill of reader or a group of reader to interpret information transferred by a writer. This skill is also realized by the ability of the readers to identify the rules of the language used by the writer to transfer the information s/he puts in the language she or he is writing. Reading is one of the skills that taught in English classes at the junior high school or senior high school

Reading activity can be influenced by many factors include the reading learning techniques, the reading learning materials, the students' ability, and the teacher competences. The problems of students' English reading subject are the students' difficult to understand the content texts and read a reading texts. This situation makes the students bored.

The writer had conducted pre survey on August 11th 2016, such as (1) the students have low motivation in English learning especially in reading. It makes the students do not give attention during learning process. (2) the students have not read properly. They often make mistakes in pronunciation, expression, intonation, or punctuation. (3) the student difficult to comprehend. Of course, it brings bad impact to their reading score.

The Table 1 below is the result of the students' English reading score of pre-survey at the class C of the Eighth Grade of Junior High School. The data can be seen as follows:

Table 1

The Students' English Reading Comprehension Score of Class C

No.	Score	Explanation	Frequency	Percentage
1	86– 100	Excellent	2	5%
2	71 – 85	Good	5	15%
3	55 – 70	Fair	11	30%
4	40 – 54	Bad	18	50 %
Total			36	100 %

Source : ledger of Mrs Hesty as the english teacher in junior high school 2 Batanghari

Referring the data above, it can be assumed that the students have low reading score. The highest score is 90 and the lowest score is 40. There are 7 students (20%) reached the minimum standard and 29 students (80%) that have no reach the score of minimum standard (MS) is 70. Based on the problems above, the writer tries to solve this problem. by using short story, because it is an effective medium to teach this level.

Short story refers to a work of fiction that is usually written in prose, usually in narrative format. A story usually about imaginary characters and events that is short enough to be read from beginning to end without stopping. Referring the problems. above, the writer interest to find out whether the use of short story can increase the students' reading comprehension of the eighth grade of Junior High School 2 Batanghari east lampung.

B. Problem Identification

Based on the background above, some problems are identify as follows:

1. The English reading learning process is bored.
2. The students have low reading motivation
3. The students have not read properly
4. The students have low reading comprehension

C. Problem limitation

From the Identification above, the writer focus on the students have low reading comprehension in learning process. Therefore, the writer limits the problem by the use of short story to increase the students reading comprehension at the eighth Junior High School 2 Batanghari East Lampung, because the students have low skill reading comprehension, so they still have difficulty to practice in reading comprehension.

D. Problem Formulation

Can short story increase the students' reading comprehension in English of the eighth grade of Junior High School 2 Batanghari Lampung Timur?

E. Objective of the Study

The objective of the study is short story to increase the students' English reading comprehension of the eighth grade of Junior High school.

F. The Benefits of Study

1. For the Student

As the motivation for the students to increase their reading comprehension.

2. For the Teacher

As the alternative medium for the teacher to teach reading comprehension.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Description

1. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

The term reading is commonly defined as a complex process in which the recognition and comprehension of the written symbol are influenced by reader perceptual skills, decoding skills, experiential backgrounds, mind sets, and reasoning abilities as they anticipate meaning on the basis of what they have read.

Another definition is also proposed by Anthony, Pearson and Raphael. They state reading is the process of constructing meaning through the dynamic interaction among reader's existing knowledge, the information suggested by the written language and the context of the reading situation.¹

In line with the concept of reading Albert J. Harris and Edward R. Sipay assert that reading is a result of interaction between the perception of graphic symbols that represent language and the reader's language skill, cognitive skills, and knowledge of the world.²

¹ Thomas S.C. Farrel., *Planning Lesson For A Reading Class*, (Singapore: SEAMEO Regional Language Center) 1986.

² Albert J. Harris and Edward R. Sipay, *How To Increase Reading Ability*, (Eighth Edition), (United States of America: Loegman, 1985)

Nikki Gamble and Sally Yates state that Reading involves processing the words on the page to create meanings³. We can infer that reading is a complex activity process which is very important involving the language and thought in order to get meaningful message, science or information sent by writer through printed language.

The explanation from statement above supported by Jean Wallace Gillet states that reading is a language ability and should be though in close and meaningful connection with whole spectrum of language skill, include: speaking, listening, writing, and thinking. Based on statement above conclude that reading is process of comprehending written symbols or graphic symbols. In that process a reader construction is influenced by several factors namely: perceptual skills, decoding skills, experiential backgrounds, cognitive skills and language ability⁴.

b. The Models of Reading

A reading model is a graphic attempt “to depict how an individual perceives a word, processes a clause and comprehends a text.” It means that reading describe the people to process a word and sentences and analysis it. There are three models of reading as follow:

³ Nikki Gamble and Sally Yates, *Exploring Children’s Literature: Teaching the Language and Reading of Fiction*. Great Britain: The Cromwell Press, 2002. p.122

⁴ Gillet, Jean Wallace And Temple Charles. *Understanding Reading Problems Assessment And Instruction, Fourth Edition*, (USA: Harper Collins Collage Publishers) 1990.

1) Top-down Model

Albert J. Harris and Edward R. Sipay state “in top-down models the reader’s prior knowledge and cognitive and linguistic competence play roles in the construction of meaning”. It means that top-down models describe the process of reading. The reader’s predictions about the text are rejected, confirmed, and refined. The comprehension process deals with the background knowledge to predict the meaning of the text. It means that the reader will read a text by reading the sentence, that tries to find the information by guessing the meaning.⁵

2) Bottom-up Models

Reading based on bottom-up models is essentially a process of translating graphic symbols into speech during oral reading or internal speech during silent reading. The reader then applies previously acquired listening comprehension skills. Most bottom-up theorists believe the written language is subservient to, or parasitic on, oral language: the only activity unique to reading “breaking the written code” it means that bottom-up models in reading, it is processing best describes to read.⁶

⁵ Aebersold, Jo Ann and Feld, Mary Lee. *From Reader to Reading Teacher*, Cambridge: Cambridge University Press 1997.

⁶ Nutall, Christine. *Teaching reading skills in a foreign language*. second edition. Oxford Heinemann . 1996

3) Interactive models

Interactive models are not merely compromise between bottom-up and top-down. In interactive models different processes are believed to be responsible for providing that shared with other processes. In interactive models the reader assumes either an active or passive role depending on the strength and accuracy of the hypotheses generated by top-down processing (Pearson and Kamil 1978). It means that interactive models recognize the interaction between bottom up models and top down models processes occur when a person reads a text.⁷

c. The Technique of Reading

Technique of reading can be distinguished as follows:

1) Reading aloud

This activity is intended to training the students with good pronunciation and utterance. Beside that, it is also done for teaching the correct stress and intonation in English.⁸

2) Silent reading

Silent reading is applied for the advanced English class. It is done for understanding the passage or the text. The teacher gives 5-

⁷ Nutall, Christine. *Teaching reading skills in a foreign language*. second edition. Oxford Heinemann, 272. 1996

⁸ Nutall, Christine. *Teaching reading skills in a foreign language*. second edition. Oxford Heinemann. . 1996

10 minutes for the students to read the text silently. Then, s/he gives the questions about the content of the text. The students can answer orally or written.

3) Reading comprehension

This activity concentrates to get information from the text. It is done for knowing whether the students have understood the contents of reading text or not, the teacher will give the questions to the students about the text. In this case, reading activity can be combined with speaking activity if the students answer orally. The students can write their answers or copy some of utterances or certain sentences from the text.⁹

4) Independent reading

If the students have been able to read silently or read loudly and read understanding, so they will concern to independent reading. The students need the time for seeing the written language or learning reading text and guessing the meaning of word contextually. Helping the students to become independent readers is the efforts of student language skills development.¹⁰

d. The Factors That Influence In Reading

⁹ Catherine ,Wallace. „Reading.’ In Carter, R., & Nunan, D. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. New York: Cambridge University Press (2001).

¹⁰Nunan, David. *Designing Taskes For The Communicative Classroom*.Cambridge university press 1989

Rachel L Mc Cormack and susan lee pasquarelli divide two factors that influence students' reading comprehension. The factors are.

1) Reader (internal factor)

a) Motivation

Motivated students are more engaged in reading, more confident, and more likely to comprehend successfully.

b) Comprehension skill

Students automatically note details that support main ideas, sequence ideas and use other skills.

c) Comprehension strategies

Students actively direct their reading, monitor their understanding, and troubleshoot problems when they occur.

d) Fluency

Students have adequate cognitive resources available to understand what they are reading when they read fluently.

e) Vocabulary

Students recognize the meaning of familiar words and apply word learning strategies to understand what they are reading.¹¹

2) Text (external factor)

a) Genres

¹¹Cubukcu, D. *Enhancing vocabulary development and reading comprehension through metacognitive strategies*. Issues in Educational Research, Great Britain: The Cromwell Press, 2002

Genres have unique characteristics and students knowledge of them provides a scaffold for comprehension.

b) Text structure

Students recognize the important ideas more easily when they understand the patterns that authors use to organize text.

c) Text features

Students apply their knowledge of the conventions and literary devices used in texts to deepend their understanding.

d) The teacher of reading

The teacher should be careful to choose and give the materials.¹²

e. Reading Strategies

Reading involves several strategies, they are:

1) Understanding reference words

Knowing reference words and able to identify the words or phrase will be useful and help us in reading the English text. Reference words are usually the short word and often in pronoun form: it, she, he, this, that, they, one, etc. Perhaps, these words are not important, but understanding them is very important.

2) Understanding phrase

Phrase is a group of words with certain structure that is used to convey information. There are many kind of phrase, namely: noun

¹² Dahmardeh, M, Communicative text books: *English language textbooks in Iranian secondary school. Linguistik online* . (United Stated Of America : Loegman, (2009).

phrase, verb phrase, adjective phrase, adverbial phrase, prepositional phrase, etc.

3) Understanding and analyzing the pattern of sentence

A sentence is a series of words that's used for extending an idea or message. At least, a sentence consists of subject and predicate.

4) Skimming

Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of the developing or supporting idea.¹³ Skimming is fast reading to find some certain facts. Below, there are steps how to skim:

- a) Make sure that we know what the information is looking for.
Make the questions to ourselves.
- b) Move our eyes fast from line to line, sentence to sentence.
- c) If we have found what've looked for, stop it.
- d) Read silently part of line or sentence that make us know what we want to know.
- e) Think about the questions.
- f) Does the information that is found can answer the questions?
- g) Write the answers for our questions.

¹³ H. Douglas Brown, *An Interactive Approach to Language Pedagogy*, San Francisco State University, 2001, p.308

5) Scanning

The purpose of scanning is to extract specific information without reading through the whole text. Scanning is reading fast for locating a specific information.¹⁴

The steps are:

- a) Determine what the information we will look for definitely, and think about the form of the information.
- b) Then, determine where will we need to look for the information
- c) Guide our eyes as fast as possible to the page until we find the information needed. Read accurately.
- d) When we have found what we need, stop, and don't read again.¹⁵

6) Previewing

Previewing is musing in the beginning of a text. The steps are: See the title. Does the title tell about reading material? If yes, we can determine the purpose of our reading activity.

7) Determining topic and main ideas

¹⁴ Nuttall, C. *Teaching Reading Skills in a foreign language*. Oxford: Heinemann education 1996.

¹⁵ Williams, Eddie. *Reading in the Language Classroom*. UK: Hert Fortshire Phoenix, elt. . 1996

Mikukecky suggest that “students” practice these skills in a developmental sequence from simple to more complex cognitive tasks. The sequence of exercises include; (1) Finding the topic from a list of words; (2) Recognizing the topic of a paragraph; (3) Identifying the main idea of a passage.¹⁶ A sentence often becomes a topic sentence. A sentence often becomes a topic sentence the sentence is a main idea of paragraph. Main idea of paragraph. Main idea can appear in the beginning, in the middle and in the end.

f. The Definition of Reading Comprehension

Based on cited in Wallace Most of reading process can be seen mostly as a cognitive activity Besides, it gives greater prominence to the students’ affective in engaging themselves into the text. Regarding the cognitive process and students’ engagement to the text, the terms of reading comprehension become a vital component in reading process.¹⁷

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to 1) decode what they read 2) make connections between what they read and what they already know 3) think deeply about what they have read. Comprehension involves prior knowledge of text structure, and an active search for information. The simplest

¹⁶ Thomas S.C. Farrell, *Planning Lesson for a Reading Class*, Singapore: Seameo Regional Language Center, 2002, p.35

¹⁷ Wallace, Catherine. „Reading.’ In Carter, R., & Nunan, D.. (2001). *The Cambridge Guide to Teaching English to Speakers* Erkaya, O. R. (2005). Benefits of using short stories in the EFL context. *Asian EFL Journal*, 8, 38-49 (2001).

definition of comprehension is to understand new information in light of what we already know.

According to definitions above, writers conclude that comprehension is a reading unitary process which requires delicate information, understand it with their background knowledge and experience.

There are many experts that have many different definitions of reading comprehension. Douglas Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.¹⁸ It means that reading comprehension purpose is to efficiency of reading. Furthermore, in reading activities, learner must have good reading comprehension to get information from the reading text.

According to Harris and Sipay, reading comprehension is the result of the interaction among the reader's perception of the graphic symbols that represent language, linguistic skill, cognitive skill, and knowledge of the world. Janette states a reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

¹⁸ Brown, Douglas, *teaching by principles an interactive approach to language pedagogy*: san francisco state university 2000. p.306

Based on the quotations above, the researcher can state that reading comprehension is about understanding written text. It is a complex activity that involves both perception and thought. Reading consists of two related processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one spoken language. Comprehension is the process of making sense of words, sentences and connected text.

B. The Concept of Short Story

a. The Definition of Short Story

Short story is a story, usually about imaginary characters and events that is short enough to be read from beginning to end without stopping. Story is the real language experience. It is the same with the song, story can be categorized as the story that can entertain or make happy the listeners or the readers, there are also other purposes, such as giving a message for good advisement or learning to other people. These stories have educational values or good examples.¹⁹

A short story is a brief work of [literature](#), usually written in [narrative](#) form. Short stories make use of plot, resonance, and other dynamic components to a far greater degree than is typical of an [anecdote](#). Short stories have no set length. Short story is an invented prose narrative shorter than a novel usually dealing with a few characters and aiming at

¹⁹ Collie, J., & Slater, S. *Literature in the language classroom. (5th ed.)*. Glasgow: Cambridge University Press. (1991).

unity of effect and often concentrating on the creation of mood rather than plot. A short written story usually dealing with few characters: a short work of fiction.

b. Characteristics of Short Story

As a concentrated form of narrative prose fiction, the short story has been theorized through the traditional elements: **exposition** (the introduction of setting, situation and main characters), **complication** (the event that introduces the conflict), rising action, **crisis** (the decisive moment for the protagonist and his commitment to a course of action), **climax** (the point of highest interest in terms of the conflict and the point with the most action) and **resolution** (the point when the conflict is resolved).

Because of their length, short stories may or may not follow this pattern. For example, short stories only occasionally have an exposition, more typically beginning in the middle of the action. However, the endings of many short stories are abrupt and open and may or may not have a moral or practical lesson. Characteristics of a short story will vary by creator. Short stories tend to be less complex than novels. Usually a short story focuses on one incident; has a single plot, a single setting, and a small number of characters; and covers a short period of time.

c. Learning Activity Using Short Story

In addition to develop reading ability, the short story can give the positive examples for the social life. Because of that, the teacher needs to choose the stories that are suitable with the social situation and condition.

a. Reading activity strategies

- 1) Initial attitude:
- 2) While reading; (makes comments: asks questions: challenges/evaluates: non-verbal responses).
- 3) After reading (student initiated response/action) ²⁰

d. The Procedures of Reading Learning Using Short Story

Generally, the steps for presenting the short stories are;

- 1) Opening usually begins with the words like “Once upon a time.....” or “One day.....”
- 2) Introducing the characters of the story by mentioning the names or showing the pictures of characters.
- 3) Mentioning the place and time of events.
- 4) The teacher pronounces the name of characters and the key words then the students follow him/her.
- 5) Telling the main events part by part, these can be done several times in questions form, the purpose is to check the students understanding.

²⁰ Peter Guppy and Margaret Hughes, *The development of Independent reading support explained*, Open University Press, Philadelphia: 1999, p.20

- 6) Giving the conclusion at the end of story.
- 7) Closing by asking the students about the content of story or asking for the story according to their opinion.

C. Improving Reading by Using Short story

The story is often considered giving the advantages and it is the famous authentic activity for the beginner (Pinter, 2006). By using story, the learners can learn the language, especially in reading. Besides that, for the teacher this activity can be used as the pleasure of teaching language.

Why use short stories? There are many good reasons for using short stories in the classroom. Bellow, the benefit short story are:

- a. Short stories are authentic. It makes students ready for the type of the language that students find outside the classrooms.
- b. Short story encourages interaction. Literary texts are often rich in multiple levels of meaning, and can be successfully used for discussions and communicating feelings or opinions.
- c. Short story and literature as a whole expands language awareness. Asking learners to examine sophisticated or non standard examples of language (which can occur in literary texts) makes them more aware of the norms of language use (Widdowson, 1975 as cited by Lazar 1993).
- d. By examining values in literary texts, teachers encourage learners to develop attitudes towards them. These values and attitudes relate to the world outside the classroom literature and as a result short stories are motivating. Literature has a high position in many cultures and countries. Therefore, students can experience a real sense of accomplishment at understanding a piece of literature. Also, literature is often more interesting than the texts found in course books.

In 1931, Douglas and Ralph Tyler in their book “What Readers Want to Read About” said that many readers lack suitable reading materials and they have liked to learn but the reading materials were too hard for them. The beginners who read well are more likely to read for pleasure.²¹

Reading ability depends on the students’ ability to accurately read a passage aloud quickly, with expression and inflection appropriate to the material. In reading activity, the learners are presented a story or section of text and the short story for the beginners. Then, they look for the information or retell the story in their own words to improve fluency and comprehension.

From the quotation above, it can be concluded that the reading materials must appropriate with the level of learners and the short story is one of the material that can be used to teach language, especially in reading section.

D. Action Hypothesis

Based on the theoretical review, the writer formulates hypothesis “short story can increase the students’ reading comprehension of the eighth grade students of Junior High School 2 Batanghari East Lampung”.

²¹ Brown, Douglas, *teaching by principles an interactive approach to language pedagogy*: san francisco state university 2000. p.306

CHAPTER III

RESEARCH METODOLOGY

A. Object of the Study

Object of the study is the use short story can increase the students reading comprehension at the eighth grade of Junior High School Batanghari. This study is a classroom action research. McNiff states that action research is a name given to particular way of researching your own learning²². It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be.

Moreover, Jean McNiff, action research was a term which refers to a practical way of looking at your own work to check that it is as you would like it to be.²³ It means that classroom action research is a form of inquiry that enables practitioners everywhere to investigate and evaluate their work in the class. From the explanation above, it can be inferred that classroom action research is a research in teaching and learning in the class which the aim is to solve problem or to repair something.

B. Setting and Subject of the Study

1. Setting of the Study

The research had be done in Junior High School 2 Batanghari where located in Sribesuki Lampung Timur.

2. Subject of the Study

The subject of this study is the students of class VIII of Junior High School 2 Batanghari Below the students data of class VIII

Table 3
The Students of Class VIII^c

Class	Sex		Total
	Male	Female	
VIII ^c	17	19	36

²² McNiff, Jean Whitehead, *Action Research: Principles and Practice*, Second Edition, London and New York, 2002, p. 15

²³ Jean McNiff, *Action Research for Professional Development: Concise advice for new and experienced action researchers*. (UK, Dorset: September Books, 2010), p. 8.

C. Classroom Action Research

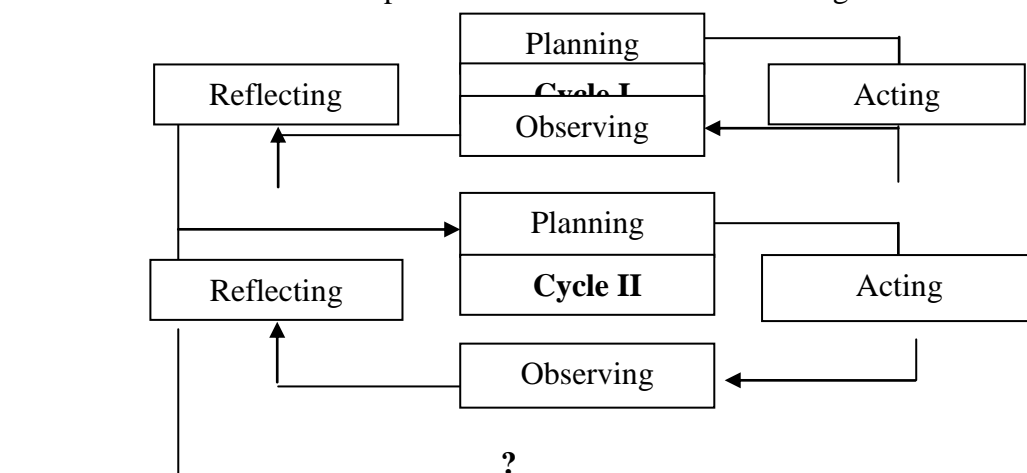
The study is aimed to increase teaching and learning process, so the research using classroom action research. The kind of this study is Classroom Action Research. According to Donald Ary, Action Research is an activity to take an action based on research and analyze the action taken.²⁴ Anne explains that Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even.

The aims of action research are:

1. To get a new innovation in learning
2. To develop the curriculum regional/national
3. To improve the education professionalism.

Action research is a form of *collective self-reflective* enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own social or education practices, as well as their understanding of these practices and the situations in which these practices are carried out.²⁵ It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be. Action research deals with social practice and it involves the direct interaction of teachers and group of students. It is portrayed as a cyclical spiral process involving step of planning, acting, observing, and reflecting. It is normal for a project to go through two or more cycles in an interactive process; the improvement of research can be seen from a series of cycles, each incorporating lesson from previous cycles.

Here is step of classroom action research design:



²⁴Donald Ary, et.al, *Introduction to Research in Education, Eighth Edition*, (USA: Wadsworth Cengage Learning, 2010) p.512.

²⁵ McNiff, Jean Whitehead. *Op.Cit.*, p.24



Picture 1. Spiral Classroom Action Research.²⁶

The Classroom action research (CAR) cycles are:

a. Cycle I

1) Planning

Planning is the first step in every activity, Researcher explains about what, why, when, where, who and how the action is done. Without planning, the researcher's activity will not focus. The planning was reference in doing action. the steps of planning are:

a) The researcher identified the problem causes and finds the problem solving.

b) The researcher made a lesson plan

c) The researcher prepared the material, approach and technique of teaching

d) The researcher prepared the source of learning

e) The researcher prepared format to observe and the instrument of evaluation.

2) Acting

Doing action is the second step in activity. It is the realization from the planning the researcher has made. Without the action the planning just imagination that never can be real. After finishing the planning, the learning process has done in the eighth grade of Junior High School 2 Batanghari. It described about teaching procedures of the research.

There are the steps that the researcher did in the action:

a) The teacher applied the lesson plan

²⁶ McNiff, Jean and Jack Whitehead, *Action Research: Principles and Practice Second Edition*, (London and New York : Routledge Falmer, 2002) p.41-42

- b) The teacher explained about the material
- c) The teacher applied the strategies of reading learning
- d) The teacher gave a text of short story
- e) The teacher asked one of students to read it in front of the class
- f) The teacher guided the students based on the lesson plan.

3) Observing

Observing is the activity of recording the even and action.²⁷ Based on the observation, the researcher can determine whether there is anything that the researcher has to be improved soon in order that the action can achieve the aim of researcher wants. The observation is done in teaching learning process. In this step, the researcher observed the process of teaching learning by using form of observation.

4) Reflecting

This step is reflection and evaluation to acting is done.²⁸ The reflecting is the fourth steps that researcher was done. The researcher tried to see and amuse again something that researcher has done. It was also knowing whether there was effect to the students' learning process.

By reflection, the researcher analyses and discusses result during teaching learning like the weakness and strength done by the researcher and the students during teaching learning process. The researcher decides that the next cycle focused on the weakness in preview cycle.

b. Cycle II

1) Planning

- a) The researcher identified the problem from the first cycle
- b) The researcher prepared a lesson plan
- c) The researcher prepared the material, method and teaching strategy
- d) The researcher prepared the source of learning

²⁷ *Ibid*, p. 19

²⁸ *Ibid.*, p.19

- e) The researcher prepared format to observe
- f) The researcher prepared the instrument of evaluation.

2) Acting

This stage designed based on the result of planning of cycle II.

3) Observing

In this step, the researcher observed the process of teaching learning by using format of observation to collect the data in action plan II.

4) Reflecting

The researcher compared the score of pre-test and post test. The researcher reviewed and reflected on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

D. Data Collection Technique

To collect the data, the researcher uses the method as follows:

1. Observation

Observation is the election modification, registration, and coding combination in behavior on organism situation that suitable with empires goals. The researcher used observation sheet. Observation sheet observed the students activates. The purpose of the observation is to explain the situation being investigated; activities, people, or individuals are involved in data collecting strategy in which the activities of subjects are visually examined.

2. Tests

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group.²⁹ The material in pre-test and post-test are different but have same difficulties. The type of the test is comprehension text. The test consists of pre-test and post-test.

- a. Pre-test

²⁹ *Ibid*, P. 90

Pre-test is given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b. Pos-test

The post-test is given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test. This step was done after the treatment.

3. Documentation

Documentation is data collection method by investigating object written such as book, magazine, document, note and others.³⁰ The researcher used this method to get the data about the history of the school, total of teachers, official employed and students at Junior High School 2 Batang Hari.

4. The Field Note

To collect the data more accurately, the researcher uses field note to make easy when analyze the data. Field note use to know students activities during teaching process. It is done after finishing of teaching learning process.

E. Data Analysis Method

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. A plan of analysis can and should be prepared in advance before the actual collection of material.³¹

Data analysis techniques that is used in this research is descriptive statistical analysis to find the average of students' score and percentage of students' score then, the result is matched by the minimum standard. Descriptive statistical analysis is concerned with numerical description of particular group observed and any similarity to those outside the group can not be taken for granted. The data describe one group and that one group only.³²

Data analysis will be conduct by quantitative data and qualitative data. The quantitative data will be conduct by step by taking the average score of

³⁰ *Ibid*, P.102

³¹ .Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, New Age International Publisher, New Delhi, 2006, P. 212

³² *Ibid*. P.224

the pre-test and post-test in cycle 1 and cycle 2. Qualitative data will be conducted by observation.

The formula to get the average of pre-test and post-test as follows:

$$\bar{x} = \frac{\sum x}{N}$$

Note: \bar{x} = Average score
 $\sum x$ = Total number of student's score
N = Total of Students.³³

F. Validity of the Study

“Validity is the extent to which the precision and accuracy of an instrument in performing the function of measuring”.³⁴ An instrument can be said valid if the instrument can show the data that is researched accurately.

There are four validities of study, such as: (1) democratize validity; it is where the researcher is given a chance to collaborate and review suggestion from related parties. Democratize validity is openness from teacher as implementer of classroom action research; (2) Content validity, it is asking how to relation between instrument with the purpose and the description of the materials that will be learned; (3) construct validity, refers to whether the instrument actually reflect the true theoretical meaning of a concept; (4) dialogic validity, where the researcher and collaborator discuss about the action that they do.

In this study, the researcher uses democratize validity because take a collaborator and need suggestion from related parties. The researcher uses the content validity because the researcher uses syllabus and lesson plan in teaching process.

G. Indicator of the Success

To know the result, the researcher had compare between pre test and post test. Then, the result is matched by minimum standard (MS) at the school at least 70. If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful, the other cycle is not needed.

³³ Donald Ary, et.al, *Introduction to Research in Education*,, p.108

³⁴ *Ibid.*, P.106

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. The History of junior high school 2 batanghari east lampung

Research location was accounted in junior high school 2 batanghari east lampung. It was located on sribesuki street, sribesuki, and district of batanghari that has wid about 12.500 m². It was built on may 16th, 1997 it had the facilities to support both the learning activity and extracurricular program. There were 416 students. The students divided in some classes. The researcher took the class VIII.

Since founded junior high school 2 Batanghari east Lampung, has been led by some principle. They are:

1. Tulus Suhariono (1977 – 1992)
2. Drs puguh astoto (1992 - 1994)
3. Iryanto S.P.d (1994 - 1996)
4. setiawan S.P.d (1996 - 1999)
5. Drs Sunardi M.P.d (1999 - 2002)
6. Dra. sunaryanti (2002 - 2007)
7. Dra. Ansory (2007 - 2012)
8. Mursidi S.P.d M.M (2012 –2017)

2. The Number of Students of junior high school 2 batanghari east lampung

There are 416 students of junior high school 2 batanghari east lampung. Each grade consists of tree classes. So, there are nine classes. The seventh grade consists of 143 students, the eighth grade consists of 146 students and the ninth grade consists of 127 students.

Table 3

The Number of Students of junior high school 2 Batanghari east Lampung

No	Class	Male	Female	Total
1.	VII	89	54	143
2.	VIII	63	83	146
3.	IX	62	65	127
Total		214	202	416

Source: students' data at junior high school 2 batang hari east lampung

B. Description of Finding

This research was done in two cycles, since the research indicator had been reached at the cycle II. Cycle I was done in june 5th - 12th june 2017 and the cycle II was done in june 12th and 17th, 2017. Each cycle consist of planning, acting, observing and reflecting.

1. Acting before doing treatment

a. Pre-test activity

The pre-test was done on Monday, June 5th, 2017. In this meeting, the researcher had introduction. The researcher asked them about reading and story, but they did not look interest. To know the students' reading comprehension ability, the researcher gave pre-test which consist of 20 multiple choice tasks. After they finished and

submitted the answer sheet, next teacher and students discussed about the material together. When the students read and make mistakes, the researcher corrected them. Most of them had difficulties in reading, especially to comprehend.

b. The Students' Pre Test Result

Almost all of students had not reach MS, 70. The result of students' pre test of the cycle I could be seen as follows:

Table 4
The Students' Score at Pre-Test

No	Name	Students' Score
1	AAB	50
2	AN	70
3	AS	80
4	ANS	60
5	BA	45
6	DA	55
7	DR	40
8	DM	55
9	EA	45
10	EMS	60
11	ENK	50
12	HMK	45
13	IM	65
14	KI	65
15	LM	45
16	LA	60
17	LMH	50
18	MY	55
19	MAA	60
20	MFA	65
21	MH	55
22	NA	50
23	RW	60
24	RAA	45
25	RF	55
26	RP _s	70
27	RNH	50
28	RPr	60
29	RL	55

30	RN	60
31	TS	70
32	TWA	75
33	UK	60
34	WS	55
35	YV	45
36	ZA	50
Total		2035
Average		56,52

Based on the table above, it can be seen that 4 students from 36 students were success and 32 students were not success. The highest score is 80 and the lowest is 40. The minimum standard for English in junior high school 2 batanghari east lampung is 70. From the table we know that the average of score is only 56.52. This is why the researcher uses short story to increase students' reading comprehension.

2. Cycle I

a. Planning

In the cycle 1, the prepared the lesson plan and the instrument of the research after the researcher discussed with the collaborator (Aris Munandar, S.Pd). Before the researcher and the collaborator made observation sheet and the lesson plan. They identified the problem in the classroom and make the lesson plan. The lesson is about reading narrative text.

b. Acting

The first meeting on Cycle 1 was on Monday, June 5th, 2017. In this meeting the researcher will evaluate the 36 students of VIII class (eighth grade). They will be given tasks. Based on the evaluation, the

students were expected to be able to achieve the minimum standard criteria in English lesson that was 70. This meeting was started by greeting, praying, and checking the attendance list. The teacher introduced short story in narrative form. Then, the researcher asked the students “guys, what do you know about narrative story? The students responded in various answers such: “narrative is the tell about story in the past, the story about imaginary character”. The researcher explained about narrative story, the generic structure and the purpose until the students understood. Then the teacher gave short narrative story entitled “The Lost Caterpillar” and asked them to read it. After the students finished reading the text, the researcher checked the students’ understanding of the instruction and question. Next, the students discussed the text in group and they answered the question. Time was over but the students finished the assignment yet. So, the students took them as homework.

The next meeting was on Monday, 12th June 2017. In this meeting, the researcher continued the material in the last meeting. The researcher asked the students about the homework and discussed it together. At the end of the meeting the researcher gave the post test. Kind of test were multiple choice consisted of 20 items.

c. Observing

1) The Success of the Product

In observation of teacher’s action the researcher presented two meetings in cycle I. In the second meeting, the researcher gave

treatment. In the last meeting, the researcher explained about the last material. The students were more active and interested in learning process. They can read better than before and answer some questions. And then the researcher gave the post test to know the increasing at the cycles I. The table below showed the result of student score at the post test cycle I:

Table 5
The Result of the Post-test of Cycle 1

No	Name	Students' Score
1	AAB	70
2	AN	75
3	AS	85
4	ANS	85
5	BA	60
6	DS	70
7	DR	60
8	DM	50
9	EA	55
10	EMS	80
11	ENK	60
12	HMK	65
13	IM	70
14	KI	80
15	LM	50
16	LA	80
17	LMH	50
18	MY	55
19	MAA	60
20	MFA	80
21	MH	70
22	NA	65
23	RW	70
24	RAA	55
25	RF	70
26	RP _s	80
27	RNH	65
28	RPr	80
29	RL	50
30	RN	75

31	TS	60
32	TWA	80
33	UK	65
34	WS	60
35	YV	45
36	ZA	65
Total		2035
Average		66,52

Based on the table above, we could see that 17 students (47%) from 36 students were success and 19 students (53%) were not success. The highest score is 85 and the lowest is 45. The average score is 66,52. It was higher than the result of pre test. But learning process is said success when 75% got score more than 70. The increasing can be seen as bellow::

Table 6
The Students' Score at Cycle I

No	Name	Students' Result			
		Pre-test	Post-test I	Increasing	Category
1	AAB	50	70	10	Increase
2	AN	70	75	5	Increase
3	AS	80	85	5	Increase
4	ANS	60	85	25	Increase
5	BA	45	60	15	Increase
6	DS	55	70	15	Increase
7	DR	40	60	20	Increase
8	DM	55	50	-5	Decrease
9	EA	45	55	10	Increase
10	EMS	60	80	20	Increase
11	ENK	50	60	10	Increase
12	HMK	45	65	20	Increase
13	IM	65	70	5	Increase
14	KI	65	80	15	Increase
15	LM	45	50	5	Increase
16	LA	60	80	20	Increase
17	LMH	50	50	0	Constant
18	MY	55	55	0	Increase
19	MAA	60	60	0	Increase
20	MFA	65	80	15	Increase
21	MH	55	70	5	Increase

22	NA	50	65	15	Increase
23	RW	60	70	10	Increase
24	RAA	45	55	10	Increase
25	RF	55	70	15	Increase
26	RPs	70	80	10	Increase
27	RNH	50	65	15	Increase
28	RPr	60	80	20	Increase
29	RL	55	50	-5	Decrease
30	RN	60	75	15	Increase
31	TS	70	60	-10	Decrease
32	TWA	75	80	5	Increase
33	UK	60	65	5	Increase
34	WS	55	60	5	Increase
35	YV	45	45	0	Constant
36	ZA	50	65	15	Increase
Total		2035	2395	360	Increase
Average		56,52	66,52	10.00	Increase

Based on the score table pre- tes and post- test at cycle 1 above, we can see the result of student increased. At the pre-test, the average was 56.52 and the post test 66.52. The average increased 10,00 point.

2) The Success of the Process

Researcher used the observation sheet and the table of students' observation sheet at the cycle I. The students' activities in cycle I can be seen on the table below:

Table 7
The Students' Activities Result in Cycle 1

No	Criteria of Process Success in English Learning	Result	
		2 nd Meeting	3 rd Meeting
1	Give attention to the teacher explanation	50%	66%
2	Read and comprehend the story	40%	55%
3	Mention the characters of the story	47%	58%
4	Retell the story on their own briefly	33%	40%

5	Answer questions based on the story	55%	72%
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Based on the table of observation above, we could see that in second meeting not all of the students were active. The highest activity was answering the question and the lowest activity was retelling the story on their own language briefly. But in the third meeting, their activity result was increased.

b. Reflecting

Based on the result of the post test in cycle I, it can be see that the students' score average in pre test 56.52 and in post test cycle 1 66.52. The average was increased 10,00 point. They were not fulfill MS. Most of the students got difficulty in comprehend because the students' were not interested and have no motivation. There were at least 75 % students should be got ≥ 70 to be success.

3. Cycle II

a. Planning

In the planning, the researcher plans the materials. Researcher prepare lesson plan to identify the problem and finds the cause of the problem, and prepared the materials.

b. Acting

The first meeting in cycle 2 was done on monday, june 12th 2017, before begin the learning process the researcher prepares the class like greetings, praying and checking attendance list. The teacher gave treatment after post test cycle 1. Then, the teacher gave a narrative story. Then ask one of the students to read in front if the class. After read the

text, the students were asked answer some question about the story. In the last meeting was on monday, june 12th 2017. To know students' reading comprehension, after giving the treatment, the students were given post-test that has to do individually. The test was multiple choices that consisted of 20 items.

c. Observing

1) The Success of the Product

On first meeting in cycle II, the researcher gave treatment till they understand. In the last meeting, the researcher gave the post test to know the result at the cycles II. In this meeting the students more active and interested. In the post test cycle II most of students got score ≥ 70 . The table below showed the student post test score at cycle II:

Table 8
The Result of the Post-test of Cycle II

No	Name	Students' Score
1	AAB	80
2	AN	85
3	AS	90
4	ANS	85
5	BA	65
6	DS	80
7	DR	70
8	DM	70
9	EA	70
10	EMS	85
11	ENK	75
12	HMK	70
13	IM	85
14	KI	85
15	LM	60
16	LA	85
17	LMH	75

18	MY	70
19	MAA	80
20	MFA	85
21	MH	80
22	NA	75
23	RW	80
24	RAA	70
25	RF	80
26	RP _s	90
27	RNH	70
28	RPr	85
29	RL	70
30	RN	85
31	TS	80
32	TWA	85
33	UK	80
34	WS	75
35	YV	70
36	ZA	75
Total		2800
Average		77.77

The table result of post test cycle II showed that 34 students from 36 students have reached the minimum standard (MS) and only 2 students failed. The result of post test showed that lowest score was 60 and the highest score was 90. The average score of post test was 77,77. It showed that almost all of the students were success. The result of post test cycle I and cycle II can be seen on the table bellow:

Table 9
The Students' Score at Post- Test Cycle I and Post- Test Cycle 2

No	Name	Students' Result			
		Post- Test Cycle I	Post-test Cycle II	Increasing	Category
1	AAB	70	80	10	Increase
2	AN	75	85	10	Increase
3	AS	85	90	5	Increase
4	ANS	85	85	0	Increase
5	BA	60	65	5	Increase
6	DS	70	80	10	Increase

7	DR	60	70	10	Increase
8	DM	50	70	20	Increase
9	EA	55	70	15	Increase
10	EMS	80	85	5	Increase
11	ENK	60	75	15	Increase
12	HMK	65	70	5	Increase
13	IM	70	85	15	Increase
14	KI	80	85	5	Increase
15	LM	50	60	10	Increase
16	LA	80	85	5	Increase
17	LMH	50	75	25	Increase
18	MY	55	70	20	Increase
19	MAA	60	80	15	Increase
20	MFA	80	85	5	Increase
21	MH	70	80	10	Increase
22	NA	65	75	10	Increase
23	RW	70	80	10	Increase
24	RAA	55	70	15	Increase
25	RF	70	80	10	Increase
26	RP _s	80	90	10	Increase
27	RNH	65	70	5	Increase
28	RPr	80	85	5	Increase
29	RL	50	70	20	Increase
30	RN	75	85	10	Increase
31	TS	60	80	20	Increase
32	TWA	80	85	5	Increase
33	UK	65	80	15	Increase
34	WS	60	75	15	Increase
35	YV	45	70	5	Increase
36	ZA	65	75	5	Increase
Total		2395	2800	405	Increase
Average		66,52	77.77	11.25	Increase

Based on the result table at post- test cycle I and post- test at cycle 2 above, we can see in the post- test cycle I, 19 students (53%) from 36 students were not success and 17 students (47%) were failed. In post- test cycle II 34 students (95 %) students were success and 2 students (5%) were failed. The average in post- test cycle 1 66.52 and at post test cycle 2 was 77.77. The average score increased 11.25

point. This test can be said succes because more than 70 % students were success to achieve the Minimum Standard 70.

2) The Success of the Process

The researcher used the observation sheet and the table of students' observation sheet at the cycle II. The students' activities in Cycle II showed almost all of the students active in the teaching learning process. They are more active than before. The result can be seen on the table below:

Table 10
The Students' Activities Result in Cycle II

No	Criteria of Process Success in English Learning	Result	
		4 th Meeting	5 th Meeting
1	Give attention to the teacher explanation	72%	91%
2	Read and comprehend the story	58%	86%
3	Mention the characters of the story	66%	88%
4	Retell the story on their own briefly	44%	72%
5	Answer the question based on the story	77%	97%

Based on the table above, we could see that the students' activity was higher than before. The students are more active. The highest activity was read and comprehends the story. It showed that the use short story can improve the students' reading comprehension.

d. Reflecting

Based on the result of observation learning process in cycle II, it could be said that the students' reading comprehension have reached the minimum standard. This successful was caused the researcher has revised and improved the instructional process in cycle II. In the cycle II, the students were also active to answer the question based on the story. They felt enjoy. So, the result, they could increase their reading comprehension and the researcher stopped in cycle II.

4. Interpretation

1. Improving the Students' Reading Comprehension through Short

Story at junior high school 2 batanghari east lampung

There were differences between result of pre-test and post-test at the eight graders of junior high school 2 batanghari east lampung. There was some increasing can be seen on the table above:

Table 11
The Increasing of Students Scores at Cycle 1 and Cycle II

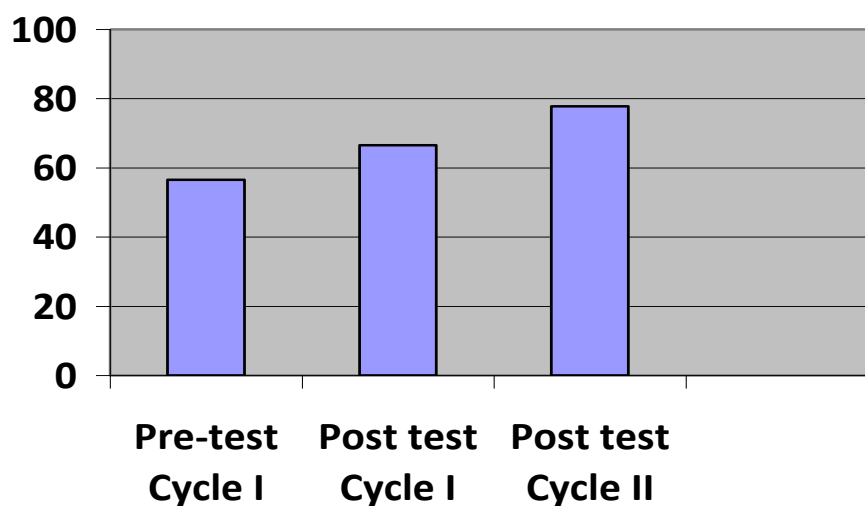
No.	Name	Students' Result				
		Pre-test Cycle I	Post-test Cycle I	Increasing	Post-test Cycle II	Increasing
1	AAB	50	70	20	80	10
2	AN	70	75	5	85	10
3	AS	80	85	5	90	5
4	ANS	60	85	25	85	0
5	BA	45	60	15	65	5
6	DS	55	70	15	80	10
7	DR	40	60	20	70	10

8	DM	55	50	5	70	20
9	EA	45	55	10	70	15
10	EMS	60	80	20	85	5
11	ENK	50	60	10	75	15
12	HMK	45	65	20	70	5
13	IM	65	70	5	85	15
14	KI	65	80	15	85	5
15	LM	45	50	5	60	10
16	LA	60	80	20	85	5
17	LMH	50	50	0	75	25
18	MY	55	55	0	70	15
19	MAA	60	60	0	80	20
20	MFA	65	80	15	85	5
21	MH	55	70	15	80	10
22	NA	50	65	15	75	10
23	RW	60	70	10	80	10
24	RAA	45	55	10	70	15
25	RF	55	70	15	80	10
26	RP _s	70	80	10	90	10
27	RNH	50	65	15	70	5
28	RPr	60	80	20	85	5
29	RL	55	50	5	70	20
30	RN	60	75	15	85	10
31	TS	70	60	10	80	20
32	TWA	75	80	5	85	5
33	UK	60	65	5	80	15
34	WS	55	60	5	75	15
35	YV	45	45	0	70	25
36	ZA	50	65	15	75	10
Total		2035	2395	380	2800	430

Average	56.52	66.52	10.00	77.77	11.25
Highest score	80	85		90	
Lowest score	40	45		60	

Based on the table above we could see there was increasing between pre- test, post- test I and post- test II. Almost all of the students got score more than 70. We could see the average score at pre-test = 56.52, in post-test I = 66.52. It increases 10,00 point. The average score at post-test II = 77.77. It increases 11,25 point. It means the MS had been reach. So, the research stopped in Cycle II. The following chart is to describe the analysis data result:

Figure 1. Increasing of Students Average Scores at Cycle 1 and Cycle II



1. Improving the Students' Reading Comprehension through Short Story in English Reading Process

There is any improving activity of eighth graders of junior high school 2 batanghari east lampung in Cycle 1 and Cycle 2. The improvement can be seen on the table below:

Table 12

The Improving of Students' Activities in Cycle 1 and Cycle 2

No	Criteria of Process Success in English Reading Learning	Percentages		Improving
		Cycle I	Cycle II	
1	Give attention to the teacher explanation	50%	91%	41
2	Read and comprehend the story	40%	86%	46
3	Mention the characters of the story	47%	88%	41
4	Retell the story on their own briefly	33%	72%	39
5	Answer the question based on the story	55%	97%	42

Based on the table of students' observation in Cycle I and Cycle II, we could see that the students' activities were increase. So, the use short story can improve the students' reading comprehension activity.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all data gathered in the Classroom Action Research, the researcher gets some conclusions of the research and some suggestions that support the research result.

A. Conclusion

Based on the result of the analysis of Chapter 4, it can be seen that in the Cycle 1 the average score of pre-test Cycle I was 56.52 and the average of post-test in Cycle I was 66.52. In the post-test in cycle II the average score is 77.77. There are some progresses after giving treatment by using short story. It means that the use story can increase the students' reading comprehension. It could be seen from the students' score result. The use short story in teaching reading, especially reading comprehension can improve the students' reading comprehension at the Eighth Grade of junior high school 2 Batanghari east Lampung. The students are more interested because because the story is short enough to be read. So, they are not bored and the students' score increase.

B. Suggestion

The researcher proposes some suggestions as follow:

1. The teacher should apply the right method in learning process. Choose appropriate method can influence the students' ability in English, especially reading comprehension. Use short story is one of the appropriate media in English learning process because students' can be

active and enjoy in learning process. So, this media can increase the students' reading comprehension.

2. The teacher should prepare lesson plan to make the instructional runs well. On the other hand, the teacher should prepare a good media, method, or strategy but it should suitable with the lesson plan and the material.
3. The students should be more active and interested in learning process, especially in English program. Because, english is compulsory subject and very important.
4. The headmaster should be more care to the teacher and to the students in learning process, especially English .

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APPENDICES

Standar Kompetensi : Membaca

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	<ul style="list-style-type: none"> Teks Essai berbentuk <i>narrative / recount</i> Ciri kebahasaan Teks Essai berbentuk <i>narrative / recount</i> Tujuan komunikatif teks esai <i>narratif / recount</i> Langkah retorika <i>narrative / recount</i> 	<ol style="list-style-type: none"> Tanya jawab mengembangkan kosakata berdasarkan gambar cerita populer Tanya jawab menggali informasi dalam cerita berdasarkan gambar Mendengarkan teks <i>narrative / recount</i> yang dibaca guru Membaca nyaring teks <i>narrative / recount</i> dengan ucapan dan intonasi yang benar Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca Menentukan tujuan komunikatif teks <i>narrative / recount</i> yang di baca Menentukan langkah retorika dari teks <i>narrative / recount</i> yang di baca Menentukan ciri kebahasaan teks <i>narrative / recount</i> yang di baca Membaca teks <i>narrative / recount</i> lainnya 	<ul style="list-style-type: none"> Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i> Mengidentifikasi berbagai makna teks <i>narrative / recount</i> Mengidentifikasi tujuan komunikatif teks <i>narrative / recount</i> Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i> 	<p>Tes lisan</p> <p>Tes tulisan</p>	<p>Membaca nyaring</p> <p>Pilihan ganda</p> <p>Isian singkat</p> <p>Pertanyaan tertulis</p>	<p><i>Read the story aloud.</i></p> <p><i>Choose the right answer based on the text.</i></p> <p><i>Complete the following sentences using the information from the text.</i></p> <p><i>Answer the following questions based on the text.</i></p>	4 x 40 menit	<ol style="list-style-type: none"> Buku teks yang relevan Buku cerita bahasa Inggris Gambar - gambar terkait cerita

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	<ul style="list-style-type: none"> • Teks fungsional : - undangan - pengumuman - pesan • Tujuan komunikatif • Ciri kebahasaan 	<ol style="list-style-type: none"> 1. Mencermati teks fungsional pendek terkait materi 2. Menyebutkan jenis teks fungsional yang dicermati 3. Membaca nyaring teks fungsional terkait materi 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menyebutkan ciri-ciri teks fungsional yang dibaca 6. Membaca teks fungsional pendek lainnya dari berbagai sumber 	<ul style="list-style-type: none"> • Mengidentifikasi berbagai informasi dalam teks fungsional • Mengidentifikasi tujuan komunikatif teks fungsional • Mengidentifikasi ciri kebahasaan teks fungsional 	Tes tulis	PG	<i>Choose the right answer by crossing, a,b,c or d</i>	2 x 40 menit	<ol style="list-style-type: none"> 1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

THE OBSERVATION OF STUDENTS' ACTIVITIES

Topic : **Meeting** :
Sub Topic : **Day/Date** :

No	Name	Give attention to the teacher explanation	Read and comprehend the story	Mention the characters of the story	Retell the story on their own briefly	Answer the question based on the story
1	Ahmad Abi Basuki					
2	Ahmad Ngalwi					
3	Ahmad Sofyan					
4	Azizah Nurlela Sari					
5	Beny Agustian					
6	Dandi Syahrian					
7	Desi Romayah					
8	Dicky Mustofa					
9	Eka Andria					
10	Eka Mulya Sari					
11	Enti Nur Khalifah					
12	Helen Mustika Karin					
13	Imam Muzaky					

14	Kiki Indriani					
15	Linda Maryani					
16	Lukman Adam A					
17	Luluk Muhidatul H					
18	Mita Yunianti					
19	M. Abdul Aziz					
20	M. Firman A					
21	Muqimatul Hasanah					
22	Nila Alfiatun Nikmah					
23	Ratri Wulandari					
24	Resti Anggi Anita					
25	Rian Fauzi					
26	Rico Prasetya					
27	Riski Nur Hidayati					

28	Risky Pratama					
29	Risma Linda Z					
30	Risma Nur'aini					
31	Tedi Sahara					
32	Tri Wahyuni Anjarwati					
33	Usfatun Khasanah					
34	Wulan Suci R					
35	Yenata Violita Sari					
36	Zainal Arifin					
Average						

LESSON PLAN 1

School : Smp N2 Batanghari
Subject : English
Class/Semester : VIII

Standard Competence : The understanding of the meaning in the short functional and short simple essay of narrative / recount to interact with environment.

Basic Competence : To respond the meaning on functional text accurately, fast, and receipted to interact with environment.

Indicators :

1. To identify rhetorical steps, purpose of narrative text
2. To identify meaning of narrative text
3. To find out the information to answer the question based on the story

The purpose of teaching learning process:

In the ends of meeting the students are able to find out the content of the text trough the indicators given.

The Material : Narrative Story

Time of allocation : 2 X 40 Minutes

The Scenarios of Teaching Learning Process:

a. Pre-Teaching

1. Greet the students.
2. Pray and check the attendance list.
3. Ask some question to warm up related to the materials

b. While-Teaching

1) Exploration

a. The teacher explain what the topics today.

- What is the narrative text?
- Explain the generic structure of narrative text.
- Explain the purpose of narrative text.

b. The teacher gives the text for each students.

c. The teacher teach students to read the text.

2) The teacher checking the students understanding Elaboration

- a) The teacher asking the student to answer the question about the text and asking them to discuss.

- b) The teacher helps the student needed.
- 3) Confirmation
 - a) The teacher asks the students to tell the information from the passage
 - b) The teacher asks students to summarize the passage.
 - c) If there is difficulty the teacher help the students.

2. Post Activity

- 1) The teacher make a conclusion of the material given.
- 2) The teacher closes the meeting.
- 3) Leave taking.

Sources :

- a. Short narrative story
- b. Basic English Book

Assessment :

- a. Kind of assessment : Written test
- b. Type : Multiple choice
- c. Instrument :

THE CROW AND A FOX

Once upon the time, there was a perched crow on a branch of a tree. She had stolen a big piece of cheese. She enjoyed it very much.

A sly fox, which wanted the cheese for him, came up and spoke politely to her, "Oh Miss Crow, how beautiful you are! What a lovely beak. What lovely feathers you have! What pretty eyes! You'd be the most beautiful bird in the world, if you could sing."

Very pleased to hear all what fox praise, Miss Crow felt proud. She gave a loud croak to show that she could sing. Of course, when she opened her beak, the cheese fell down. Quickly, Mr. Fox took it and ran away. He laughed loudly. Miss Crow could not do anything, except regretted what she had done.

- 1. What kind of story the text above?
 - a. Descriptive
 - b. Recount
 - c. Anecdote
 - d. Narrative

2. Who are the characters in the story?
 - a. The cock and the fox
 - b. The fox and his wife
 - c. The crow and the fox
 - d. The crow and cheese
3. What is the fox want to steal from the crow?
 - a. Love
 - b. Cheese
 - c. Money
 - d. Praise
4. What is the purpose of the text?
 - a. To amuse and to educate
 - b. To announce something
 - c. To describe a crow
 - d. To offer something
5. A sly fox. What is the meaning of underline word?
 - a. Licik
 - b. Bodoh
 - c. Sombong
 - d. Jahat
6. What is character of the fox?
 - a. Honest
 - b. Kindhearted
 - c. Arrogant
 - d. Sly/tricky
7. How the fox make the crow felt the cheese?
 - a. Make the crow sing aloud
 - b. Open the crow's mouth
 - c. Ask to the crow
 - d. Beat the crow
8. What a lovely beak! What is the meaning of underline word?
 - a. Ekor
 - b. Belalai
 - c. Paruh
 - d. Sayap
9. What the crow did after the fox stole her cheese?
 - a. Cried
 - b. Regretted
 - c. Felt down
 - d. Happy
10. What is the moral message of the story?
 - a. Don't be a liar
 - b. We must be careful with someone praise
 - c. Don't be lazy
 - d. Fox is tric

THE VAIN LITTLE MOUSE

Long time ago, a little mouse lived in a beautiful house. One day, when she was sweeping the floor, she found a coin. She said, "With this coin, I am going to buy a nice red bow for my hair. I will look beautiful."

After bought a nice red bow, she wore it. She was really beautiful with her red bow in her hair. She sat next to the window, so that everybody could see her.

Then, came a donkey. "Little Mouse, you do look so pretty," said the donkey. Then he asked, "Will you marry me?" And she asked, "What will you do at night?" "I will bray like this," said the donkey. And he brayed. "Oh no, I'll get frightened," said the mouse.

After that, the dog came and asked, "You are so beautiful. Why don't you marry me?" "What will you do at night?" asked the mouse. "I will bark like this," said the dog. And he barked. "Oh no, you make me scared," said the mouse.

Finally, a cat came and asked her, "Beautiful Little Mouse, will you marry me?" the mouse asked, "And what will you do at night?" "I will sing like this," said the cat. And he sang a beautiful song. The mouse surprised to hear cat's voice and she said, "Yes, I will marry you."

So, they got married. But on the wedding night, guess what! The cat did not sing his beautiful song. He ate the vain little mouse.

11. How many characters in the story above?

- a. 2 b. 3 c. 4 d. 5

12. Where is the story take place?

- a. In the jungle c. In the cat's house
b. In the garden d. In the mouse's house

13. What was she going to buy with her coin? She was going to buy...

- a. A dress c. Shoes
b. A nice red bow d. House

14. How was the mouse look like? The mouse was...

3.B

4.A

5.A

6.D

7.A

8.C

9.B

10.B

11.C

12.D

13.B

14.B

15.D

16.C

17.D

18.A

19.C

20.A

d. Rubric scoring

Maximum score= 100

$$\text{Score} = \frac{\text{Right answer}}{4} \times 100 = \dots$$

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Batanghari, July 2017

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Mengetahui,

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LESSON PLAN 2

School : Smp N2 Batanghari
Subject : English
Class/Semester : VIII

Standard Competence : The understanding of the meaning in the short functional and short simple essay of narrative / recount to interact with environment.

Basic Competence : To respond the meaning on functional text accurately, fast, and receipted to interact with environment.

Indicators :

4. To identify rhetorical steps, purpose of narrative text
5. To identify meaning of narrative text
6. To find out the information to answer the question based on the story

The purpose of teaching learning process:

In the ends of meeting the students are able to find out the content of the text trough the indicators given.

The Material : Narrative Story

Time of allocation : 2 X 40 Minutes

The Scenarios of Teaching Learning Process:

a. Pre-Teaching

4. Greet the students.
5. Pray and check the attendance list.
6. Ask some question to warm up related to the materials

b. While-Teaching

- 4) Exploration
 - d. The teacher explain what the topics today.
 - What is the narrative text?
 - Explain the generic structure of narrative text.
 - Explain the purpose of narrative text.
 - e. The teacher gives the text for each students.
 - f. The teacher teach students to read the text.
- 5) The teacher checking the students understanding Elaboration
 - c) The teacher asking the student to answer the question about the text and asking them to discuss.
 - d) The teacher helps the student needed.
- 6) Confirmation
 - d) The teacher asks the students to tell the information from the passage
 - e) The teacher asks students to retell the story on their own
 - f) If there is difficulty, the teacher helps the students.

3. Post Activity

- 4) The teacher make a conclusion of the material given.
- 5) The teacher closes the meeting.
- 6) Leave taking.

Sources :

- c. Short narrative story
- d. Basic English Book

Assessment :

- e. Kind of assessment : Written test
- f. Type : Multiple choice
- g. Instrument :

A. Choose the right answer by crossing on a, b, c, or d for the following question THE LOST CATERPILLAR

One day, seven worms were walking happily. Their mother was leading them. They had just had their breakfast on a big tree near the river.

“Come on, Children. Let’s go home“, mama worm said. Suddenly, a cricket said, “your last child is ugly!” ”Ugly?” asked mama worm. She looked at the child; he was not the same as her children. “Hey, Ugly!” she said, “you are not my child. Go away!”

The little brown worm walked away. He was very sad. When he was near a lake, he talked into the lake. “Ouh, how ugly I am.” “Oh, I find you my child,” he hear a voice. The worm looked around. There was a big beautiful caterpillar and her children. They looked the as same as he.

“They may call you ugly,” said mother caterpillar. ”You are the most beautiful child in the world. One day, you will turn into a beautiful butterfly.”

Finally, the worm live happily ever after with his caterpillar mom and her children.

1. This text is in the form of...
 - a. Expository
 - b. Recount
 - c. Narrative
 - d. Descriptive
2. The function of text is...
 - a. To retell an event
 - b. To amuse and educate the readers
 - c. To announce something
 - d. To describe the particular thing
3. Who is the main character of the story?
 - a. Butterfly
 - b. The lost caterpillar
 - c. The cricket
 - d. Mama worm
4. Where did the story happen?
 - a. In the village
 - b. In the jungle
 - c. In the city
 - d. In the Lion’s house
5. Why mama worms said that he was ugly? Because ...
 - a. he was different from her
 - b. he was the last child
 - c. he was naughty
 - d. he was lazy
6. Why was he different from his family? Because....
 - a. he was the youngest child
 - b. he was sick
 - c. he was step child
 - d. he was not a worm
7. He talked into the lake. (part 3), the underlined word means...
 - a. Berbicara

- b. Menangis
 - c. Tertawa
 - d. Mendengar
8. What verb the most use in the story?
- a. Simple present tense
 - b. Simple past tense
 - c. Past continuous tense
 - d. Past perfect tense
9. The story above have ending.
- a. Tragedy
 - b. Happy
 - c. Sad
 - d. Funny
10. Learning that can we take from the text is...
- b. Greedy is bad habit
 - c. To be polite with the parent
 - d. Don't judge people from the appearance
 - e. Caterpillar is beautiful

Answer key:

1.C

2.B

3.D

4.B

5.A

6.A

7.A

8.A

9.C

10.C

h. Rubric scoring

Maximum score= 100

$$\text{Score} = \frac{\text{Right answer}}{10} \times 100 = \dots$$

Collaborator

Batanghari, July 2017

Researcher

Aris Munandar, S.Pd

NIP. 19710505 199802 1 001

Ayu Oktaviani

NPM : 13106697

Mengetahui,

Head Master of SMPN 2 Batanghari

MURSIDI, S.Pd, M.M

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LESSON PLAN 3

School : Smp N2 Batanghari
Subject : English
Class/Semester : VIII

Standard Competence : The understanding of the meaning in the short functional and short simple essay of narrative / recount to interact with environment.

Basic Competence : To respond the meaning on functional text accurately, fast, and receipted to interact with environment.

Indicators :

7. To identify rhetorical steps, purpose of narrative text
8. To identify meaning of narrative text
9. To find out the information to answer the question based on the story

The purpose of teaching learning process:

In the ends of meeting the students are able to find out the content of the text trough the indicators given.

The Material : Narrative Story

Time of allocation : 2 X 40 Minutes

The Scenarios of Teaching Learning Process:

a. Pre-Teaching

7. Greet the students.
8. Pray and check the attendance list.
9. Ask some question to warm up related to the materials

b. While-Teaching

- 7) Exploration
 - g. The teacher explain what the topics today.
 - What is the narrative text?
 - Explain the generic structure of narrative text.
 - Explain the purpose of narrative text.
 - h. The teacher gives the text for each students.
 - i. The teacher teach students to read the text.
- 8) The teacher checking the students understanding Elaboration
 - e) The teacher asking the student to answer the question about the text and asking them to discuss.
 - f)The teacher helps the student needed.
- 9) Confirmation
 - g) The teacher asks the students to tell the information from the passage
 - h) The teacher asks students to summarize the passage.
 - i) If there is difficulty the teachers help the students.

4. Post Activity

- 7) The teacher make a conclusion of the material given.
- 8) The teacher closes the meeting.
- 9) Leave taking.

Sources :

- e. Short narrative story
- f. Basic English Book

Assessment :

- i. Kind of assessment : Written test
- j. Type : Multiple choice
- k. Instrument :

Directions: Read the story. Answer the questions below by cross a, b, c, or d

YOU ARE BEAUTIFUL AS YOU ARE

There was once a crow who did not like his feathers. He looked at himself. Then he says, "I wish I were a peacock!"

"You are beautiful as you are!" the other crows insisted.

"How plain and dull you seem to me!" he'd complain, and flew off to admire peacocks. The peacocks strutted about with their colorful tail feathers outstretched. To the delight of the crow, some of the peacock's feathers laid on the ground when the peacock left.

Crow flew down to the ground and stuck the feathers into his wings and tail. He attached a few sticking up from his head. "Now I am as beautiful as a peacock," he said.

But, when he went to join them in their strutting, the peacocks poked and pecked him. "You are not a peacock," they said. "Don't imitate us!"

Bruised and still dragging some broken peacock feathers in his tail, he returned home. He flew in desperate and sadness. After all his insults, no one wanted his company! He felt so lonely.

As he sat alone, the other crows said, "It's foolish to try and be what you're not. Learn to love the feathers you have got!"

1. Who is the main character in the story?
 - a. The crow
 - b. The peacocks
 - c. The feather
 - d. The lion
2. "I wish I were a peacock!" What is the meaning of underlined word?
 - a. Gagak
 - b. Ayam
 - c. Merak
 - d. Sapi
3. What happen with the crow?
 - a. He felt in love
 - b. He was desperate
 - c. He argued with his friend
 - d. He didn't like his feather
4. Why the crow didn't like her feathers?
 - a. The crow's feathers was black
 - b. His feathers was not as beautiful as peacock's feathers
 - c. His feathers was dirty
 - d. His feathers was imitation
5. The crow said, "I wish I were a peacock." The statement means that...
 - a. He looked like a peacock
 - b. He is not a peacock

- c. He imitated a peacock
d. He felt in love to peacock
6. Crow flew down to the ground. The underlined word means....
a. Berlari c. Berjalan
b. Terbang d. Memakan
7. What the crow did to imitate the peacock?
a. Walked like a peacock
b. Married with a peacock
c. Flew like a peacock
d. Stuck the peacock's feathers into his wings and tail
8. He sat alone. The underlined word means....
a. Duduk c. Berjalan
b. Berdiri d. Berlari
9. What happens when the crow went to join the peacocks?
a. The peacock welcomed at him
b. The crow was serve like a king
c. The peacock threw him away
d. The peacock pocked and pecked him
10. From the story we can learn that...
a. Don't be arrogant
b. Don't be lazy
c. Don't be who you are not, just be your self
d. Don't do be a liar

The Legend of Rainbow

A long time ago, there was a farmer who had a small farm. One day he found that a wall that he had just built was knocked down. He was angry but the farmer did not know who or what did it. The farmer decided to find who do that.

One evening, he heard something strange near the wall. Then he ran to see what that was. He was surprised. There were three star maidens. When they saw the farmer, they tried to escape. Two of the star maidens could run and escape but one of them was left behind.

The farmer then caught the star maiden. She was beautiful. The farmer felt in love with her. Afraid to lose the star maiden, the farmer hid her magical wings so she could not fly anymore. The farmer and the star maiden got married.

Time went by they live together and got a handsome baby boy. They lived happily for a long time. Until one day, the star maiden found her magical wings near their house. She wore her wings back and flew with her son next to her. The farmer was alone and heartbroken.

The gods saw the tears of the farmer. They felt pity of him so they decided to build a bridge of different colors for him to climb to the sky and see his son and wife. They lived happily ever after

11. What was the story tell about?
a. Farmer's field
b. Farmer love story
c. The happening of rainbow
d. Farmer's son
12. Who are the main characters in the story?
a. Farmer and star maiden
b. Farmer and the God
c. God and farmer
d. Farmer and his family
13. Why was the farmer angry?
a. His farm was destroyed
b. His wall was stolen
c. His plants was die
d. The wall that just he had built was knocked down
14. He heard something strange near the wall. What is the meaning of underlined word?
a. Meminta
b. Merasakan
c. Mendengar

- d. Melihat
15. Why was the farmer hid her magical wings?
- He likes the wings
 - Afraid to lose the star maiden
 - He want to sell the wings
 - He hates the wings
16. What made the farmer heart broken?
- His wife was die
 - His wife and son went
 - The magical wings was lose
 - His farm was destroy
17. How did the farmer see his son and wife?
- Climb the rainbow to the sky
 - Fly by plane
 - Ride horse
 - Call them down from the sky
18. Who was made the colorful bridge?
- The farmer
 - The starmaiden
 - The God
 - Farmer's son
19. What was the story have happy or sad ending?
- Sad
 - Happy
 - Tragedy
 - Ambiguous
20. The gods saw the tears of the farmer. (Paragraph 4) What is the underlined word mean?
- Mendengar
 - Melihat
 - Merasakan
 - Meminta

Answer key:

- A
- C
- D
- B
- B
- B
- D
- A
- D
- C
- C
- A
- D
- C
- B
- B
- A
- C
- A

1. Rubric scoring
Maximum score= 100
Score = $\frac{\text{Right answer} \times 100}{20} = \dots$

Collaborator

Batanghari, July 2017

Researcher

Aris Munandar, S.Pd

NIP. 19710505 199802 1 001

Ayu Oktaviani

NPM : 13106697

Mengetahui,

Head Master of SMPN 2 Batanghari

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LESSON PLAN 4

School : Smp N2 Batanghari
Subject : English
Class/Semester : VIII

Standard Competence : The understanding of the meaning in the short functional and short simple essay of narrative / recount to interact with environment.

Basic Competence : To respond the meaning on functional text accurately, fast, and receipted to interact with environment.

Indicators :

10. To identify meaning of narrative text
11. To find out the information to answer the question based on the story

The purpose of teaching learning process:

In the ends of meeting the students are able to find out the content of the text trough the indicators given.

The Material : Narrative Story

Time of allocation : 2 X 40 Minutes

The Scenarios of Teaching Learning Process:

a. Pre-Teaching

10. Greet the students.
11. Pray and check the attendance list.
12. Ask some question to warm up related to the materials

b. While-Teaching

- 10) Exploration
 - j. The teacher explain what the topics today.
 - What is the narrative text?
 - Explain the generic structure of narrative text.
 - Explain the purpose of narrative text.
 - k. The teacher gives the text for each students.
 1. The teacher teach students to read the text.
- 11) The teacher checking the students understanding Elaboration
 - g) The teacher asking the student to answer the question about the text and asking them to discuss.
 - h) The teacher helps the student needed.
- 12) Confirmation
 - j) The teacher asks the students to tell the information from the passage
 - k) The teacher asks students to summarize the passage.
 - l) If there is difficulty the teacher help the students.

5. Post Activity

- 10) The teacher make a conclusion of the material given.
- 11) The teacher closes the meeting.

12) Leave taking.

Sources :

- g. Short narrative story
- h. Basic English Book

Assessment :

- m. Kind of assessment : Written test
- n. Type : Multiple choice
- o. Instrument :

Directions: Read the story. Answer the questions below by cross a, b, c, or
The Legend of Rainbow

A long time ago, there was a farmer who had a small farm. One day he found that a wall that he had just built was knocked down. He was angry but the farmer did not know who or what did it. The farmer decided to find who do that.

One evening, he heard something strange near the wall. Then he ran to see what that was. He was surprised. There were three star maidens. When they saw the farmer, they tried to escape. Two of the star maidens could run and escape but one of them was left behind.

The farmer then caught the star maiden. She was beautiful. The farmer felt in love with her. Afraid to lose the star maiden, the farmer hid her magical wings so she could not fly anymore. The farmer and the star maiden got married.

Time went by they live together and got a handsome baby boy. They lived happily for a long time. Until one day, the star maiden found her magical wings near their house. She wore her wings back and flew with her son next to her. The farmer was alone and heartbroken.

The gods saw the tears of the farmer. They felt pity of him so they decided to build a bridge of different colors for him to climb to the sky and see his son and wife. They lived happily ever after

2. What was the story tell about?
 - a. Farmer's field
 - b. Farmer love story
 - c. The happening of rainbow
 - d. Farmer's son
3. Who are the main characters in the story?
 - a. Farmer and star maiden
 - b. Farmer and the God
 - c. God and farmer
 - d. Farmer and his family
4. Why was the farmer angry?
 - a. His farm was destroyed
 - b. His wall was stolen
 - c. His plants was die
 - d. The wall that just had built was knocked down.
5. He heard something strange near the wall. What is the meaning of underlined word?
 - a. Meminta
 - b. Merasakan
 - c. Mendengar
 - d. Melihat
6. Why the farmer hid her magical wings?
 - a. He likes the wings
 - b. Afraid to lose the star maiden
 - c. He want to sell the wings
 - d. He hates the wings
7. What made the farmer heart broken?
 - a. His wife was die
 - b. His wife and son went
 - c. The magical wings was lose
 - d. His farm was destroy
8. How did the farmer see his son and wife?
 - a. Climb the rainbow to the sky
 - b. Fly by plane

- c. Ride horse
d. Call them down from the sky
9. Who was made the colorful bridge?
a. The farmer c. The God
b. The starmaiden d. Farmer's son
10. What was the story have happy or sad ending?
a. Sad c. Tragedy
- b. Happy d. Ambiguous
11. The gods saw the tears of the farmer. (Paragraph 4) What is the underlined word mean?
a. Mendengar c. Merasakan
b. Melihat d. Meminta

Answer key:

1. C
2. A
3. D
4. C
5. B
6. B
7. A
8. C
9. B
10. B

p. Rubric scoring

Maximum score= 100

$$\text{Score} = \frac{\text{Right answer}}{10} \times 100 = \dots$$

Collaborator

Batanghari, July 2017

Researcher

Aris Munandar, S.Pd

Ayu Oktaviani

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LESSON PLAN 5

School : Smp N2 Batanghari
Subject : English
Class/Semester : VIII

Standard Competence : The understanding of the meaning in the short functional and short simple essay of narrative / recount to interact with environment.

Basic Competence : To respond the meaning on functional text accurately, fast, and receipted to interact with environment.

Indicators :

12. To identify meaning of narrative text
13. To find out the information to answer the question based on the story

The purpose of teaching learning process:

In the ends of meeting the students are able to find out the content of the text trough the indicators given.

The Material : Narrative Story

Time of allocation : 2 X 40 Minutes

The Scenarios of Teaching Learning Process:

a. Pre-Teaching

13. Greet the students.
14. Pray and check the attendance list.
15. Ask some question to warm up related to the materials

b. While-Teaching

- 13) Exploration
 - m. The teacher explain what the topics today.
 - What is the narrative text?
 - Explain the generic structure of narrative text.
 - Explain the purpose of narrative text.
 - n. The teacher gives the text for each students.
 - o. The teacher teach students to read the text.
- 14) The teacher checking the students understanding Elaboration
 - i) The teacher asking the student to answer the question about the text and asking them to discuss.
 - j) The teacher helps the student needed.
- 15) Confirmation
 - m) The teacher asks the students to tell the information from the passage
 - n) The teacher asks students to summarize the passage.
 - o) If there is difficulty the teacher help the students.

6. Post Activity

- 13) The teacher make a conclusion of the material given.
- 14) The teacher closes the meeting.

15) Leave taking.

Sources :

- i. Short narrative story
- j. Basic English Book

Assessment :

- q. Kind of assessment : Written test
- r. Type : Multiple choice
- s. Instrument :

Directions: Read the story. Answer the questions below by cross a, b, c, or

THE LOST CATERPILLAR

One day, seven worms were walking happily. Their mother was leading them. They had just had their breakfast on a big tree near the river.

“Come on, Children. Let’s go home“, mama worm said. Suddenly, a cricket said, “Your last child is ugly!” “Ugly?” asked mama worm. She looked at the child; he was not the same as her children. “Hey, Ugly!” she said, “You are not my child. Go away!”

The little brown worm walked away. He was very sad. When he was near a lake, he talked into the lake. “Ouh, how ugly I am.” “Oh, I find you my child,” he heard a voice. The worm looked around. There was a big beautiful caterpillar and her children. They looked the as same as he. “They may call you ugly,” said mother caterpillar. ”You are the most beautiful child in the world. One day, you will turn into a beautiful butterfly.”

Finally, the lost caterpillar live happily ever after with his caterpillar mom and brother.

- 11. This text is in the form of...
 - a. Expository
 - b. Recount
 - c. Narrative
 - d. Descriptive
 - f. **In the jungle**
 - g. In the city
 - h. In the Lion’s house
- 12. The function of text is...
 - a. To retell an event
 - b. To amuse and educate the readers
 - c. To announce something
 - d. To describe the particular thing
 - e. **he was different from her**
 - f. he was the last child
 - g. he was naughty
 - h. he was lazy
- 13. Who is the main character of the story?
 - e. Butterfly
 - f. The lost caterpillar
 - g. The cricket
 - h. Mama worm
 - 15. Why mama worms said that he was ugly? Because ...
 - e. **he was different from her**
 - f. he was the last child
 - g. he was naughty
 - h. he was lazy
- 14. Where did the story happen?
 - e. In the village
 - 16. Why was he different from his family? Because....
 - e. he was the youngest child
 - f. he was sick
 - g. he was step child
 - h. **he was not a worm**
- 17. He talked into the lake. (part 3), the underlined word means...
 - a. Berbicara
 - b. Menangis
 - c. Tertawa

- d. Mendengar
18. What verb the most use in the story?
- Simple present tense
 - Simple past tense**
 - Past continuous tense
 - Past perfect tense
19. The story above have ending.
- Tragedy
 - Happy
 - Sad
 - Funny
20. Learning that can we take from the text is...
- Greedy is bad habit
 - To be polite with the parent
 - Don't judge people from the appearance**
 - Caterpillar is beautiful

YOU ARE BEAUTIFUL AS YOU ARE

There was once a crow who did not like his feathers. He looked at himself. Then he says, "I wish I were a peacock!"

"You are beautiful as you are!" the other crows insisted.

"How plain and dull you seem to me!" he'd complain, and flew off to admire peacocks. The peacocks strutted about with their colorful tail feathers outstretched. To the delight of the crow, some of the peacock's feathers laid on the ground when the peacock left.

Crow flew down to the ground and stuck the feathers into his wings and tail. He attached a few sticking up from his head. "Now I am as beautiful as a peacock," he said.

But, when he went to join them in their strutting, the peacocks poked and pecked him. "You are not a peacock," they said. "Don't imitate us!"

Bruised and still dragging some broken peacock feathers in his tail, he returned home. He flew in desperate and sadness. After all his insults, no one wanted his company! He felt so lonely.

As he sat alone, the other crows said, "It's foolish to try and be what you're not. Learn to love the feathers you have got!"

11. Who is the main character in the story?
- The crow
 - The peacocks
 - The feather
 - The lion
 - The crow's feathers was black
 - His feathers was not as beautiful as peacock's feathers
 - His feathers was dirty
 - His feathers was imitation
12. "I wish I were a peacock!" What is the meaning of underlined word?
- Gagak
 - Merak
 - Ayam
 - Sapi
13. What happen with the crow?
- He felt in love
 - He was desperate
 - He argued with his friend
 - He didn't like his feather
14. Why the crow didn't like her feathers?
15. The crow said, "I wish I were a peacock." The statement means that...
- He looked like a peacock
 - He is not a peacock
 - He imitated a peacock
 - He felt in love to peacock

16. Crow flew down to the ground. The meaning of underlined word is....
- c. Berlari
 - d. Terbang
 - e. Berjalan
 - f. Memakan
17. What the crow did to imitate the peacock?
- e. Walked like a peacock
 - f. Married with a peacock
 - g. Flew like a peacock
 - h. Stuck the peacock's feathers into his wings and tail
18. He sat alone. The underlined word means....
- c. Duduk
 - d. Berjalan
 - e. Berdiri
 - f. d. Berlari
19. What happens when the crow went to join the peacocks?
- e. The peacock welcomed at him
 - f. The crow was serve like a king
 - g. The peacock threw him away
 - h. The peacock pocked and pecked him
20. From the story we can learn that...
- e. Don't be arrogant
 - f. Don't be lazy
 - g. Don't be who you are not, just be your self
 - h. Don't do bad things to other people

Answer key:

1.C

2.B

3.D

4.B

5.A

6.A

7.A

8.A

9.C

10.C

11.A

12.C

13.D

14.B

15.B

16.B

17.D

18.A

19.D

20.C

t. Rubric scoring

Maximum score= 100

$$\text{Score} = \frac{\text{Right answer}}{20} \times 100 = \dots$$

Collaborator

Batanghari, July 2017

Researcher

Aris Munandar, S.Pd

NIP. 19710505 199802 1 001

Ayu Oktaviani

NPM : 13106697

Mengetahui,

Head Master of SMPN 2 Batanghari

MURSIDI, S.Pd, M.M

NIP.19600715 198503 1 012

The Condition Of Building Of Junior High School 2 Batanghari East

Lampung

No	Building	Number
1	Classrooms	14
2	Library	1
3	Principals' room	1
4	Teacher room	1
6	Administration room	1
7	Teachers' Toilets	2
8	Students' Toilets	4
9	Yard	1
10	Mosque	1
11	Cooperation	1
12	BK room	1
13	Parking Area	1

(source: archieve of Junior High School 2 Batanghari East Lampung)

Teachers and Staffs of Junior High School 2 Batanghari East Lampung

No	Name	Education	Position	Subject
1	Mursidi, S.Pd, M.M	S1	Head Master	IPA
2	Dra. Elvina maya puspa	S1	Waka Kuri	MTK
3	Rohmanu, S.Pd	S1	Waka Siswa	TIK
4	Dimiyati, S.Pd	S1	TEACHER	IPS
5	Solihin, S. Pd	S1	TEACHER	IPA
6	Abulis, S. Pd. I	SI	TEACHER	PAI
7	Pujiono Syafi'i, S.Pd	S1	TEACHER	IPS
8	Bambang Purnomo	S1	TEACHER	B.INDO
9	Drs. Rudiyantoko	S1	TEACHER	IPA
10	Dra. Nurhayati	S1	TEACHER	PKN
11	Dra. Ida Royani	S1	TEACHER	IPA
12	Hesti Tumirah, S. Pd	S1	TEACHER	B.INGGRIS
13	R. Firman Hadiyatno, S. Pd	S1	TEACHER	PENJAS
14	Septy Fanigia, S. Pd	S1	TEACHER	B.Indo
15	Yulita, S. Pd	S1	TEACHER	KETRAMPILAN
16	Drs. Radius Noorie, M.Pd	S1	TEACHER	MTK
17	Suwarno, S. Pd	S1	TEACHER	B.INGGRIS
18	Basrodin, S. Pd	D 2	TEACHER	KERTANGKES
19	Sumirah, S.Pd	S1	TEACHER	BIOLOGI
20	Parwono	S1	TEACHER	B.INDO
21	Sudiyono, S. Ag	S1	TEACHER	BK
22	Wilujeng, S.Pd.	S1	TEACHER	B.INDO
23	Aris Munandar, S. Pd	S1	TEACHER	B.INGGRIS
24	Siyo, S. Pd	D3	TEACHER	TIK
25	Riswani, S. Pd	S1	TEACHER	B.LAMPUNG

26	Herolisa Germato, S. Pd	S1	TEACHER	SENI BUDAYA
27	Celly Novita, S. Pd	S1	TEACHER	MTK
28	Jafar Susasi, S. Ag	S1	TEACHER	BK
29	Dra. Siti Wastiati	S1	TEACHER	PAI
30	Marsiyani, S.Pd.I	S1	TEACHER	BK
31	T a s l a m	S1	Ka.TU	TU
32	Sri Handayani	S1	TU	TU
33	Mahfud Sidiq, S. Ag	S1	TU	TU

DOCUMENTATION
1.PRE TES
THE RESEARCER EXPLAIN THE MATERIAL



2. CYCLE 1
THE RESEARCHER GIVES THE TREATMENT TO STUDENTS ABOUT
MEDIA SHORT STORY



THE STUDENTS READ THE MATERIAL ABOUT SHORT STORY



3. CYCLE II GIVES NEW MATERIAL





**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Ayu Oktaviani
NPM : 13106697

Jurusan : TBI
Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jumat 18-9-2019		<input checked="" type="checkbox"/>	REVISI cover. motto Chapter III chapter v.	
			<input checked="" type="checkbox"/>		
			<input checked="" type="checkbox"/>		

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No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	18 - Juli - 2017	✓		Revisi cover Revisi abstrack Revisi acknowledgment Revisi daftar isi Revisi chapter I, II, III	
2	31 Agus Juli 2017	✓		Revisi abstrack Revisi chapter I Revisi chapter IV Revisi chapter V.	
3	14/8/17	✓		Acc to Murnyana	

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Ayu oktaviani was born at Bunga Mayang, Oktober 18th, 1994. She is the second child of Sadiman and Eni purwandari.

Enrolling in SDN 02 Bunga Mayang since 2001-2007. She decided to extend her study in SMP N 2 Bunga Mayang 2007-2010. This is the time that the writer was falling in love with English. After graduating from SMP N 2 Bunga Mayang, she continued her study in Senior High School 17 baradatu way kanan for three years 2010-2013. Nevertheless, IAIN Metro has become her next direction to go on her study in the academic year of 2013 after one year from her graduation. She has been in English Education Study Program since the academic year of 2013 up to now.