AN UNDERGRADUATE THESIS

**THE USE OF SHORT STORY
TO IMPROVE THE STUDENTS' READING COMPREHENSION
AMONG THE EIGHTH GRADERS MTS TAKHASSUS AL-QUR'AN
AL-FALAHIYAH BATANGHARI EAST LAMPUNG
IN ACADEMIC YEAR OF 2020/ 2021**

BY:

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Student Number: 1501070278

**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTEMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2021 M**

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Presented as Partial Fufillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Department

By:
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TARBIYAH AND TEACHERS TRAINING FACULTY

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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AL-FALAHIYAH BATANGHARI EAST LAMPUNG**

ABSTRACT

**By:
NAUFAL RAFIQ YUSUF**

The purposes of this research are to determine whether the use of Short Story can improve the students' mastery of Reading Comprehension and students' learning activities of eighth graders MTs Takhassus Al-Qur'an Al-falahiyah Batanghari in the academic year 2020/2021.The researcher had outlined the problems in this research that focused on Reading Comprehension. It related on the problem identification that the students have low motivation to learn English especially in Reading Comprehension, they have insufficient Reading Comprehension, and they are not interested about the learning method in the class. They always feel bored in English class.

Furthermore, kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consist of planing, acting, observing and reflecting. Object of this research is the students' reading comprehension. In collecting the data, theresearcher used test, observation, documentation, and field note. This research was conducted in a collaborative study with an English teacher of the eighth graders MTs Takhassus Al-Qur'an Al-falahiyah Batanghari East Lampung.

Finally, the invention of this research shows that there was improving from cycle I to cycle II. The result from the data in cycle I, it was gained the average score of pre-test was 53 the post test was 63. Post test from cycle II was gained the average score 75. The result of cycle II was higher than the result of post-test at cycle I. It means that the use of Short Story in Reading Comprehension can improve the students'Reading Comprehension and learning activity at The Eighth Graders MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari East LampungIn Academic Year Of 2020/2021.

Keywords: *Reading Comprehension, Short Story.*

**PENGGUNAAN MEDIA CERITA PENDEK
UNTUK MENINGKATKAN PEMAHAMAN MEMBACA SISWA DI
KELAS DELAPAN MTS TAKHASSUS AL QUR'AN AL-FALAHIYAH
BATANGHARI EAST LAMPUNG**

ABSTRAK

OLEH :

NAUFAL RAFIQ YUSUF

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Cerpen dapat meningkatkan kemampuan membaca dan aktifitas pembelajaran pada siswa kelas delapan MTs Takhassus Al-Qur'an Al-falahiyah Batanghari Lampung Timur pada tahun pelajaran 2020/2021. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan pemahaman dalam membaca. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi yang rendah untuk belajar bahasa Inggris khususnya membaca, mereka mempunyai kemampuan membaca yang kurang, dan mereka juga tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu merasa bosan pada saat kelas bahasa Inggris.

Selanjutnya, jenis penelitian ini adalah penelitian tindak kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan membaca siswa. Dalam pengumpulan data, peneliti menggunakan test, observasi, dokumentasi dan catatan lapangan. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa inggris kelas delapan MTs Takhassus Al-Qur'an Al-falahiyah Batanghari Lampung Timur.

Akhirnya, temuan penelitian ini menunjukan bahwa ada peningkatan dari siklus I ke siklus II. Hasil dari data pada siklus I, mendapatkan nilai rata-rata pre-test adalah 53 dan post test 63 dan dari siklus II diperoleh nilai rata-rata 75. Hasil siklus II lebih tinggi dari hasil post-test pada siklus I. Hal ini dapat disimpulkan bahwa penggunaan media Cerpen dalam kemampuan membaca dapat meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran pada siswa kelas delapan MTs Takhassus Al-Qur'an Al-falahiyah Batanghari Lampung Timur tahun ajaran 2020/2021.

Kata Kunci : *Kemampuan Pemahaman Membaca, Short Story.*

APPROVAL PAGE

Title : THE USE OF SHORT STORY TO IMPROVE THE STUDENTS' READING COMPREHENSION AMONG THE EIGHTH GRADERS MTS TAKHASSUS AL-QUR'AN AL-FALAHIYAH BATANGHARI EAST LAMPUNG IN THE ACADEMIC YEAR 2020/2021

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APPROVED BY:

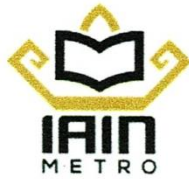To be examined (Munaqosyah) in Tarbiyah Faculty of State Islamic Institute (IAIN) of Metro.

Metro, 08 November 2021

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NOTIFICATION LETTER

Number   : -
Appendix   : 1 (One) Bundle
Matter   : **In order to hold the Munaqosyah of Naufal Rafiq Yusuf**

> To The Honorable,
> The Dean of Tarbiyah and
> Teacher Training Faculty
> State Institute of Islamic
> Studies (IAIN) of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to an undergraduate thesis which is written by:

Name   : Naufal Rafiq Yusuf
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Department   : English Education
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the Munaqosyah. Thank you very much.

Wassalmu'alaikum Wr. Wb

Pembimbing I	Metro, 08 November 2021 Pembimbing II
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NOTA DINAS

Nomor   : -
Lampiran   : 1 (Satu) Berkas
Perihal   **: Pengajuan Munaqosyah**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
di__
     Tempat

AssalamualaikumWr.Wb.

     Setelah kami adakan pemeriksaan dan bimbingan seperlunya, maka skripsi penelitian yang disusun oleh:

Nama   : Naufal Rafiq Yusuf
NPM   : 1501070278
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris
Judul   **:THE USE OF SHORT STORY TO IMPROVE THE STUDENTS' READING COMPREHENSION AMONG THE EIGHTH GRADERS MTS TAKHASSUS AL-QUR'AN AL-FALAHIYAH BATANGHARI EAST LAMPUNG IN THE ACADEMIC YEAR 2020/2021**

     Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalmu'alaikum Wr.Wb.

Pembimbing I

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RATIFICATION PAGE

No: B-4648/ In.28.1/D/PP.00.9/ 11 /2021

An Undergraduate Thesis entitled: The Use of Short Story to Improve The Students' Reading Comprehension Among The Eighth Graders MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari East Lampung In The Academic Year of 2020/2021. Written by: NAUFAL RAFIQ YUSUF, Student Number 1501070278, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, November 8th 2021 at 09:00 – 11:00 am.

BOARD OF EXAMINERS :

Chairperson   :Dr.Dedi Irwansyah, M.Hum   (.......................)

Examiner I   : Dr. Ahmad Subhan Roza, M.Pd   (.......................)

Examiner II   : Trisna Dinillah Harya, M.Pd   (.......................)

Secretary   : Yeni Suprihatin, M.Pd   (.......................)

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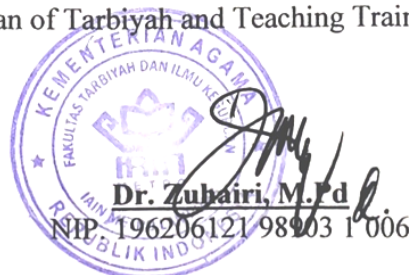
STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

    Name   : Naufal Rafiq Yusuf

    NPM   : 1501070278

    Faculty   : Tarbiyah and Teacher Training

    Department   : English Education Department

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

Metro, 8 November 2021

The Writer,

NAUFAL RAFIQ YUSUF

St. N. 1501070278

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Naufal Rafiq Yusuf

NPM   : 1501070278

Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 8 November 2021

Penulis,

NAUFAL RAFIQ YUSUF
NPM. 1501070278

MOTTO

لَا يُكَلِّفُ ٱللَّهُ نَفْسًا إِلَّا وُسْعَهَا

"Allah does not charge a soul except (with that within) its capacity."**(QS. Al-Baqarah 2:286)**

"If you don't walk today, you'll have to run tomorrow." -- **(Peter Night)**

ACKNOWLADGEMENTS

In the name of god Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Allah has given His gift to the researcher that he could accomplish this Undergraduate thesis. May Shalawat and Salam always be given to our prophet Muhammad SAW, who has brought us from the darkness to the lightness in the world.

This undergraduate thesis is entitled "The Use of Short Story to Improve The Students' Reading Comprehension among The Eighth Graders MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari East Lampung".

The writer would like to express his sincere gratitude to his sponsor Dr. Dedi Irwansyah, M.Hum, and co-sponsor, Trisna Dinillah Harya, M.Pd that have guided him to give understanding and motivation in the process of completing this undergraduate thesis. His gratitude also goes to:

1. Dr. Hj. Siti Nurjanah, M.Ag. The Rector of State Institute for Islamic Studies of Metro (IAIN Metro).
2. Dr. Zuhairi, M.Pd as the dean of the Tarbiyah and Teacher Training Faculty.
3. Mr. Andianto, M.Pd. the Head of English Education Department.
4. Mr. Yusro Hadi, and Mrs. Suwariyah, as my parent, my beloved younger sister (Rini Alawiyah), Thank you so much for your best support, financial and your pray in finishing this undergraduate thesis.
5. All lecturers of English Education Department who have taught and educated the researcher during her study at IAIN Metro.
6. His beloved Friends in English Education Department.

As human being the researcher realized that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes he has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, 8 November 2021

The Writer.

NAUFAL RAFIQ YUSUF

St.N**: 1501070278**

TABLE OF CONTENTS

BIBLIOGRAPHY

APPENDICESS

DOCUMENTATION

CURRICULUM VITAE

LIST OF TABLES

LIST OF FIGURE

Figure   **Page**

LIST OF APPENDIXES

CHAPTER I
INTRODUCTION

A. Background of Study

English becomesan international language recently. It is used to communicate among people in a different country. In Indonesia, English is considered as the foreign language and learned both formally or informally.

In English, there are four skills that should be mastered, namelylistening, speaking, reading, and writing.Reading, as one of the language skills, that have to be mastered by the students. It is the skill of the reader of a group of readers to understand 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[1].Reading is one of the skills taught in English classes at the junior high school or senior high school. Hornby defines that "reading is to look at and understand something written or printed"[2].

Reading activity can be influence by many factors includingreading learning techniques, the reading learning materials, the students' ability, and the teacher competence. Most students still have reading problem such as difficulty to pronounce the words in the texts, difficulty to understand the texts, and low mastery of vocabulary. That all

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[1]SanggamSiahaan, *The English Paragraph*, GrahaIlmu, Yogyakarta, 2008, p.3.
[2] As-Hornby, *Oxford Advanced Learners Dictionary,*New York: Oxford University Press, 2000.p.343.

make the students have low interest and scores in reading. Beside, the English teachers just give text and ask the students to read. This situation makes the students feel bored. Consequently,The teacher as an instructor and educator must plan the teaching activity systematically.

To know more problem in teaching-learning process in English subject at the eighth grade students' of MTsTakhassus Al-Qur'an Al-Falahiyah Batanghari, the writer had interviewed the English teaching on Monday, Jun 22th 2020. The problem are: students have not good motivation in English learning, especially in reading skill. As a result, the students did not give attention during learning process. The students find it difficult to comprehend. It brings not good impact to their reading score. The other problem that the writer found was that the students are not familiar with the vocabulary on the texts. They are difficult understand the main idea and the content of the reading.

In line with the problem of reading, the researcher finished pre-survey to know the students reading problem at MTsTakhassus Al-Qur'an Al-Falahiyah Batanghari. Pre-survey was conducted on Monday,June 22th, 2020while the pre-survey results are illustrated in the following table:

Table 1.1

**The Data of Pre-Survey of Reading Comprehension of the Eighth Graders
at MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari**

No	Name	MMC	Score	Note
1	AFZ	70	70	complete
2	AZ	70	50	incomplte
3	CT	70	70	complete
4	FN	70	50	incomplte
5	GW	70	50	incomplte
6	IN	70	60	incomplte
7	LS	70	70	complete
8	NDN	70	60	incomplte
9	MDN	70	50	incomplte
10	MAH	70	40	incomplte
11	NS	70	50	incomplte
12	NAQ	70	50	incomplte
13	NFN	70	60	incomplte
14	ROF	70	50	incomplte
15	RLN	70	40	incomplte
16	SLM	70	50	incomplte
17	SK	70	50	incomplte
18	SZL	70	80	complete
19	WMA	70	50	incomplte
20	YMP	70	60	incomplte
21	ZSN	70	60	incomplte
22	ZS	70	50	incomplte
23	ZA	70	40	incomplte
24	ZAA	70	50	incomplte
25	ZAN	70	70	complete
26	ZAS	70	70	complete
Total			**1.450**	
Average			**55**	

Source : *The result of Pre-test on Monday, June 22th, 2020.*

The table 1.1 below is the result of the students' English reading score of pre-survey at the class A of eight grade of MTsTakhassus Al-Qur'an Al-Falahiyah Batanghari. The data can be seen as follows:

Table 1.2

The Students' Reading Comprehension Score of Class A

No.	Grade	Categorize	Frequency	Percentage
1	≥70	Complete	4 students	15%
2	<70	Incomplete	22 students	85%
Total			26 students	100%

Source: English teacher's archives, taken on the pre-survey on Monday,June 22th, 2020.

Based on the table of pre-survey result above, it is investigated that 85% of the students have insufficient reading comprehension. It is because there are 22 of 26 students who are not able to pass MMC grade. Meanwhile, the percentage of students that are able to read well is 15%. It is because there are just 4 of 26 students who are able to pass MMC grade. It means that most of the students have low reading comprehension . They feel difficult in reading comprehension.Based on the problems above, the writer tries to solve this problem, by using short story. Because it is an effective tools to teach this level. Short Story refers to a work of fiction character that is usually written in narrative format to help students imagination a Story. A story is usually about imagination characters and events that are short enough to be read from beginning to end without stopping. [3]

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[3] As-Hornby, *Oxford Advanced Learners Dictionary*, New York: Oxford University Press, 2000,p.1235

The writer chooses short story because it makes English learning fun and brings lot of ethics. Therefore, they can enjoy English learning with the reading activity using a variety of short stories. The students can also improve their vocabulary and find a good pronunciation of word that found on the stories. According to Irwansyah,Nurgiyantoro, and Sugirin the insertion of Islamic traditions and using familiar vocabulary in reading materials may increase the acceptability of the text. [4]

On another hand, short stories make the students enjoy the learning process and get knowledge in the learning process because they were introduced to some stories that contain new characters, vocabularies, and also the story teaches the moral value for the students. As a result, the researcher is interested in finding out whether the use of Short stories can improve the students' reading comprehension at the eighth graders of MTsTakhassus Al-Qur'an Al-Falahiyah Batanghari in the academic year 2020/2021.

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[4]DediIrwansyah, BurhanNurgianto, Sugirin.*Literature-Based Reading material for EFL students*: a case of Indonesia Islamic University. XLingual, Volume 13, Issue 3, June 2019.

B. Problem Identification

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

1. The students have not good reading motivation.

2. The students have not good reading comprehension.

3. The students are difficult in determining main idea.

4. The students are not familiar with the vocabulary of the texts.

C. Problem Limitation

Some of the problems that have been identified above are limited by the writer, that is only they do have not the good ability of reading comprehension. Therefore, the writer has researched by using the research method Class Room Action Research (CAR) at the eighth-grader of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari in the academic year 2020/2021.

D. Problem Formulation

The problem formulation of this research is "can the use of short story improve the students' reading comprehension in English at the eighth graders of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari in the academic year 2020/2021?"

E. Objectives of the Study

The objectives of the study is to know whether short story can be use to improve the students' reading comprehension in English at the eighth graders of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari in the academic year 2020/2021.

F. The Benefit of Study

At the end of this research the writer suggest that this research was given contribution to the students, teacher, and writer himself.

1. For the Student

This research can be expecte to benefit students by providing alternative teaching media; through the media, students can be more motivated in the reading process. Therefore, it is expected that students' reading skills can improve.

2. For the Teaching

The teacher will improve their experiencein teaching reading by using short story. The teacher can solve the problem of reading teaching. With this strategy also, helping teachers by create boring learning processes in the classroom.

3. For the Other Writer

This research is expected to be a reference for the next researcher to improve reading comprehension ability using short story. This study is useful as a guideline for the next researcher, regarding

the application of short story in teaching reading comprehension ability in class.

G. Prior Research

This study was carried out by considering several previous studies related to the use short story in Improving Students' Reading Coprehension ability. The first prior research is reading comprehension skills in Hebron District conducted by Sultan, Nafi, Qabaja, Al-abed[5]. The research sample of the first prior research is the Hebron District. The research method used by the first prior research is quantitative research method. The results of the first prior research prove that the assessment increases after using Short Story.

The second prior researchconducted by Lasaiba. The second prior research uses short stories in english teaching.[6] The research method used by the second prior research is a quantitative. The results of the second prior research prove that using short stories is effective in English teaching for PAI learners of IAIN Ambon on learners' perception.

Furthermore, the third prior research was conducted by Pourkalhor, Kohan.[7] The research method of the third prior research is

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[5]Ameera Sultan, Jamal Nafi, Ziad Qabaja, Suad Al-abed "*The effect of using short stories on the development of 5th graders' reading comprehension skills in Hebron District*" Journal of English Language and Literature Studies Vol.5, No.4, pp.1-27, May 2018.
[6]Djamila Lasaiba "The *Effectiveness Of Using Short Stories In English Teaching For Pai Learners Of Iain Ambon On Learners' Perception*" Journal Fikratuna Volume 7, Nomor 2, Juli-Desember 2015.
[7]Omid Pourkalhor, Nasibeh Kohan "*teaching reading comprehension through short stories in advance classes*" Asian Journal Of Social Sciences & HumanitiesVol. 2 No. 2 May 2013.

qualitative. The results of the thrid prior research prove that using short story is beneficial used in the process of teaching reading.

Based on the above research, there are similarities and differences between previous research and research that was conducted by the researcher. The similarity between the previous research and the research are conducted by Short Story. Furthermore, the difference between previous research is the type of research that uses qualitative and quantitative research while the research that was conducted by the author is a classroom action research.

CHAPTER II
THEORETICAL REVIEW

A. The Concept of Reading Comprehension

1. The Defition of Reading

Nunan states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.[8] It means that reading is a process of getting information from a text and knowing the true meaning of a text. Harmer argues, reading is useful for language acquisition.[9] In other words, reading is also used to improve language skills.

Brown highlights reading is likewise a skill that teachers simply expects learners that aquire. Basic, beginning-levels textbooks in foreign language presuppose a student's if only because it's a book that is medium..[10] It is in the process learning to get information in beginning level of bottom.

Based on some definition above, the research can make a concluded that reading is activity to get the meaning or what the writer wants and to get information of the text. Reading is also basic of language

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[8]David Nunan, *Practical English language Teaching: Young Learners, (*New York:McGraw- Hill, ESL/ELT, 2005), p. 69
[9]Jeremy Harmer, *How To Teach English* (Cambridge: Longman, 1987), p.101
[10]H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, Sun Francisco: California, 2003,p.185

and the important thing for student to be mastered, especially in learning English.

2. Definition of Comprehension

According to RAND Reading Study Group, comprehension is the process of eliciting and making meaning through interaction and involvement with written language.[11] It mean that reading comprehension includes the ability to understand the meaning of the material being studied.

Serravalo defined Comprehension is at the heart of what it means to really read.[12] In other word comprehension is something that has been read and knows meaning in the heart of a reader.

Comprehension is extremely complex and we have taught ways to simplify it in order to make both instruction and assessment more manageable.[13] In other word comprehensionmake simple for understanding to direction in reading.

From the explanation above, it can be concluded that reading comprehension is an interactive process between readers, the purpose of reading is to get information from a reading text. Then, understanding the reading text needs some skills that should be mastered by the reader. Reading needs ability to understand the text.

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[11]Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, 'How Can Students Improve Their Reading Comprehension Skill?', *Journal of Studies in Education* 6, no. 2, (Iran: Canadian Center of Science and Education, 2016): 230.

[12]Jenniver Serravalo, *Teaching Reading in Small Groups*, (Heinemann, 2010), p, 43

[13]Joanne Schudt Caldwell, Comprehension Assessment A Classroom Guide, (New York: The Guilford Press, 2008), p.25

3. Definition of Reading Comprehension

According to Zorrela, reading comprehension means understanding what has been read.[14] It means, reading activity is used to understands the text to get the main idea after reading.

Reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text.[15] In other word, reading is a process to build up to make a motivation to understand a text.

Reading comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[16] Reading comprehension is "the process of constructing a meaningful meaning from a text.

Based on the definition above, reading comprehension is an activities are used for word understanding, vocabulary development, and also for understanding, remembering, reviewing texts to get main ideas after reading.

4. Strategies of Reading Comprehension

Reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal

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[14]Nadia Zorrela,Increasing*The Students' Reading Comprehension Through Choral Reading Strategy* At Seventh Grader Of Private Islamic Junior High School Jami' Al KautsarTapungHilir, Skripsi, (Department of English Education, Faculty of Tarbiyah And Teacher Training State Islamic University of Sumatera Utara, 2017), p. 25

[15]John T. Guthrie, Alan Wigfield, Kathleen C. Perencevich, *Motivating Reading Comprehension,* (Mahwah: New Jersey, 2004), p.227.

[16] Ibid. p 45

of improving some aspect of comprehension.[17] There are some strategies which can be used by the readers are:

a. Skimming

Skimming is a kind of swift reading to find the general content or idea of the text rapidly.[18]It means that, while the readers read the text to achieve main idea or general content, the readers just skim the text to gain it without read word by word.

b. Scanning

Brown defines that the readers activity to look for some specific information of the text without reading through the whole text. [19] In other words, the readers only read certain part of the text to look for specific information from the text. It can help the readers get the specific point without spending much time to finish reading the text.

c. Identifying topics and main ideas

Mikulecky in Farrel proposes the learners train some tasks for developing cognitive exercise, namely: getting the topic from a list of vocabularies, identifying the topic of a text, and recognizing the

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[17] Danielle S. McNamara, *Reading Comprehension Strategies,* (USA: Lawrence Erlbaum Associates, 2007), p. 6

[18] Beatrice S. Mikulecky and Linda Jeffries, *Advantages Reading Power: Extensive Reading Vocabullary Building, Comprehension Skills, Reading Faster.* (USA: Pearson Education, 2007), p. 70

[19]H. Douglas Brown, *Teaching by Principles,* (San Francisco: San Francisco State University,2000), p. 308

mainidea of means.[20] It means that knowing the topic and main idea is extremely important in reading comprehension.

d. Use of Questions

According to Dreher and Gambrell in Guthrie questioning refers to students make questions of writing self-initiated about the passage before and during reading to help them comprehend the text and topic from the text.[21] It means that asking questions is effective way to more comprehend what the content of the text is being read.

5. Reading Comprehension Measurements

To know how far the students' reading skill should be measured use the assessment of reading skill. There are many kinds of questions of reading skill they are:[22]

a. Pronominal Question, Imperatives.

The questions enquire learners to make a written answer which can range in length from a single word to several paragraphs. Usually for reading skill, short answers are required and these forms of questions are called short answer question.

b. True/False, Yes/No, Alternatives Question, Multiple-choice.

In these questions the answer is contained within the questions or instructions. Multiple-choice question focuses on detail and more

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[20] Thomas S.C. Farrel,*Planning Lesson for a Reading Class,* (Singapore: SEAMEO Regional Language Cetre, 2002), p. 1
[21]Ibid., p. 294
[22]I.S.P. Nation, *TeachingESL/EFL Reading and Writing, (*New York : Routledge, 2009), p.77-79

general aspect on the text. The correct answer is not always shorter or longer than the distractor.

c. Transfer Information.

In complete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.

It can be interpreted that measurement of reading can use several types of questions, there are pronominal questions, true/false, and information transfer. Pronominal questions are the form of one single and the answer is written and not too long. In addition true /false is a question consisting of one sentence, and transfer of question information in the form of filling in a diagram.

To know the achievement of reading comprehension ability should be measured by using the assessment of reading. There are the measurements of reading comprehension related to Grenall and Swan, as follows:[23]

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[23] Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for Advanced students: Teacher's book,* (USA: Cambridge University Press, 1994), p.34.

Table 2.1
The Measurement of Reading Comprehension

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	Total	100

B. The Concept of Short Story

1. The Definition of Short Story

The short stories distinctive features,namely, its modernity, brevity, and variety make it appealing andinteresting to language learners.[24] Therefore, in short stories is moreusing literary devices to tell the story, and the short story is more simpleto learn reading comprehension.

Upreti states that the short story, unlike apoem, i.e, does not depend on a verse, presentation, and rhymes or matters for its organization.[25] It means, the short stories have a variety of choice for different interests and tastes.

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[24]Ghasemi. P and Hajizadeh. R. *Teaching L2 Reading Comprehensionthrough Short Story*, (IACSIT Press, Singapore 2011), p.1

[25]Upreti, K. *Teaching Short Stories: Challenges andIssues*, Kathmandu: Tribhuvan University, 2012.

According to Hills, short story is a prose narrative glibly described as "shorter than a novel".[26] In the other words, a short story is different from a sketch because "a short story tells of something that happened to somebody.[27] It means that the stories are very short to read and usually just tell about something that happened.

Based on the statement above the researcher concludes that short story can be defined as fiction work o prose that has character. the short stories also can beused with all levels (Beginner to advanced), all ages (Young learners toadults) and all classes.

2. **The Types of Short Story**

There are some types of story that usually used, there are:

1) Descriptive story

It is a story which describes a particular person, place or thing.[28]

2) Narative story

Someone tells a narative story in order to entertain, stimulate emotion or to teach.[29]

3) Recaunt story

It retells for the purpose of informing or entertaining.[30]

In this research, the reseacher use narative story beacause it is suitable story to be given and used in this students' level.

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[26]Rust Hills, "*Writing in General and the Short Story in Particular*", Boston: Houghton Mifflin, 1987, p.1.
[27] Ibid, 2.
[28] Joko Siswanto, et all,*Let's Talk Grade VII for Junior High School (SMP / MTs),* Bandung: Pakar Raya, 2005, p.130.
[29]Bachtiar Bima M., Cicik k, *Let's Talk Grade VII, (Bandung: Pakar Raya, 2005)*, p.31
[30]*Ibid*, p.173.

3. **The Element of Short Story**

There are five element of short story, as follow:

a. **Title**

Short story titles can serve one or several purposes, the most common of which are as follows:

1) For the name of the main character
2) To provide a scene, or setting, a story.
3) To suggest a major incident.
4) To mention several objects that play an important role in the story.
5) To give the tone of the story.
6) To arouse curiosity.

b. **Beginning**

The opening paragraphs of a story can have a variety of purposes, one of which is the most common:

1) To begin the action of the story, either by incident or by conversation.
2) To introduce characters, with descriptions or comments.
3) To state or suggest a central idea of the story.
4) To tell how the story was written or published.

c. **Plot**

The plot of the story can be described as "what the character likes." Plots can be classified based on their probabilities in three groups: probable, impossible, or impossible. In realistic fiction, the plot is always possible; in romantic fiction may not be possible or impossible.

d. Character

The character of short story should answer the following questions:

Are there many or little characters?

1) Is the character alive?

There are two ways to show character traits. The first is with author comments, such as when Irving said, "Rip is a simple, kind person," etc. The second is to let characters show their characteristics through their words and actions. This is called the dramatic method.

e. Settings

To confirm the setting of the short story there are some question used to check the completeness of setting as follows:

1) Is the time and place of the story clearly stated, or do you deduce it from ordinary cues?
2) Is surrounding made clear? Does the author provide a lot of details on the appearance of village roads, interior houses, etc.?
3) Are there many descriptions about nature?
4) In describing people, do the authors provide their features? Their figure? Their dress?

In some stories, characters or backgrounds are deliberately blurred, as in an image an artist can give us an outline that weakens a dark background, to give a certain atmosphere or move to the picture.[31]

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[31]Benjamin A Heydrick, "*Types Of The Short Story"*, (New York: Blibiolife 2008), p.14-19.

4. Language of Short Story

In the short story, language has a multitude of other roles, beyond simple achieving the narration. For instance, in any description of the setting and the setting, whether it be lonely room or crowded city, will be chosen carefully for its connections with the theme as well as the action, the language (enhanced by symbol and imagery) will have the theme implicit in it. The language will also create style, will imply the author's tone, will be used for atmosphere or mood, may be a foreshadowing device of the plot, will certainly depend on the point of view from which the story is told (for language and style and tone are entirely independent with the angle of narration, the point of view chosen), and may contribute to the characterization of the point-of-view figure.[32]

5. Characteristics of Successful Short Story

A successful short story will show a more harmonious relationship between parts to the whole, and parts to parts, than is usually found in a novel. Everything must work with the others. Everything enhances everything else, is interrelated with everything else, cannot be separated from everything else - and all this is done perfectly.[33]

6. The function of short story

A short story can show how someone's character. Or a story can show extraordinary circumstances where the character breaks or jolts out of the story line. In rare cases, a story can show how a character loses his

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[32]*Ibid*, p.4.
[33]*Ibid,* p. 4.

last chance to leave. But in any case, action in fiction is not static action. This is made with constant movements such as figures circling around the urn but not going anywhere. Such behavior patterns are explained at the beginning of the story to create characterization. Or they are suggested at the end of the story as a result of action, this shows what character is happening in the story.[34]

7. Learning Activity Using Short Story

In additional to develop reading ability, the short story can given the positive examples for the social life. Because of that, the teacher needs to choose the stories that are switable with social situation and condition. Reading activity strategies;

a) Initial attitude;
b) While reading; (makes comments: ask question: challenges/evaluates: non-verbal responses).
c) After reading (students initiated response/action).[35]

8. The Procedures of Reading Learning Using Short Story

Generally, the steps for presenting the short stories are;

a) Opening usually begins with the words like "Once upon a time .... "or"One day ...."
b) Introducing the characters of the story by mentioning the names or showing the pictures of characters.
c) Mentioning the olace and time of events.

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[34]Rust Hills, "*Writing in General.* , p. 9.
[35]Parter Grappy and Margareret Hughes, *The Development of Independent Reading Support Explaned*, (Philadelhia: University Pres, 1999), p.20

d) The teacher pronounces the name of characters and the key words then the students follow him/her.

e) Telling the main events part. These can be done several time in question from. It is to cheek the students understanding.

f) Giving the conclusion at the end of story.

g) Closing by asking the students about the content of story or asking for the story according to their opinion.36

9. Benefits of Using Short Story

Acording to Pinter, the story is often considered giving the advantages and it is the famous authentic activity for the beginner.[37] By using story, the learners can learn the language, especially in reading. Besides that, for the teacher this activity can be used as the plasure of teaching language.

The benefit short story are ;

a. Short story enrich learners' vocabulary.

b. Short story are motivating and can help develop positive attitudes towards the foreign language.

c. Short story can develop the imagination of students.

d. Short story can also improve students' speaking skill.

e. Short story helps students to write more creatively.

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[36] Kasihani K.E, Suyanto, *English For Young Learner*, (Jakarta: Bumi Aksara 2007), p.127-128.
[37]Pinter, A, *Teaching young languagelearners*, (Oxford: Oxford University Press 2006), p.6.

C. Action Hypothesis.

Base on the theoritical review, the writer formulates hypothesis;"The use of Short Story can improve reading comprehension ability and learning activity among the eighth graders of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari East Lampung"

CHAPTER III
RESEARCH METHODOLOGY

A. Variables and Definition of Operational Variables

1. Variables of Research

This research consists of two variables; they are independent and dependent variables. The independent variable in this research is short story that was implemented to improve the students' reading comprehension ability in easy way. This media is useful to make the students to understand the main idea of each paragraph.

The dependent variable of this research is reading as one of the four of language skills that has to be mastered by the students in order to be able to get information, or idea from the text what the researcher mean.

2. Definition of Operational Variables

Operational definition is the definition that base on characteristic of the things that will be defined. It can be observe or measure. Meanwhile, variable can be define as an attribute of a person or a subject which varies from object to object.[38] According to Raymond mark the definition an operational tells us what activities or operation we need to perform to measure a concept or variable.[39] Based on the statement, the definition operational of the variable in this research are:

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[39] Allen Rubin & Earl R Babie, *Esential research Method for Social Work, (* Engaged Learning: United State of America,2010), p.70.

a. Dependent Variable

Dependent variable is variable that depends on the independent variable. It is the outcomes or results of influence of the independent variable. Dependent variable of this research is reading comprehension that was implemented to improve students' reading comprehension in an interesting way. It is expected that the students do not feel bored in learning English. This strategy is very useful for improving students' reading comprehension in class.

Then the researcher was collected the data by using multiple choice test, the test is 10 item.The indicators of this variable are:[40]

1) The students are able to identify main idea of the text and answering the question well.

2) The students are able to identify the communicative purpose of the text.

3) The students are able to comprehend in forming words and building English sentences.

b. Independent Variable

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment, independent variable of this research is Short Story. There are some of indicators that indicate the students be able to achieve the objectives of this strategy as follows:

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[40]Joan F. Groeber, *Designing And Using Rubric For Reading and Language Arts*, (New Dehli:Corwin press, 2007), P30

The students are able to read and comprehend the story.

    1) The students can mention the characters of the story.

    2) The students are able to answer the question based on the story.

B. Setting of The Research

    Classroom action research was conducted at MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari. The setting of the research in41 Batangharjo, Kec. Batanghari, Kab. Lampung Timur.

C. Subject of the Research

    The subject of this research is the students of the tenth grade of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari. The data can be seen below:

Table 3.1
The Number of Students

No	Grade	Sex		Total
		Male	**Female**	
1	**VIII**	**0**	**26**	**26**

Based on the table above, there are 26 female students at the eighth grade. The only a class that all of students are female.

D. Action Plan

1. Classroom action research

According to McNiff and Whitehead, action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.[41]

In addition, Ary, assert that action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that take no account of local conditions.[42] It means that researcher focus on the use of action research in education.

Meanwhile, Patrick defines action research is referred to variously as a term, process, enquiry, approach, flexible spiral process and as cyclic.[43] It means that action research is reflection to use to review the previous action and plan the next one.

From several theories, it can be inferred that the classroom action research is a dynamic process that has our aspects, action, observing, and reflecting in every cycles, it is do the class to improve the quality of learning practice.

Classroom action research (CAR) has various models but in this research,the researcher uses O'leary's research design. According to

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[41]Jean McNiff and Jack Whitehead, *All You Need To Know About Action Research*, (London: Saga pulications, 2006), 7.

[42]Donald Ary, *Introduction to Research in Education 8th Edition*, (Wadsworth: Cengage Learning,2010, 2006), 512.

[43]Patrick J. M. Costello, *Action Research*, (British: Library Cataloguing-in-Publication Data, 2003), 5.

O'leary action research is a cyclical process that takes shape as knowledge emerges.[44] This phase can be seen by following figur:
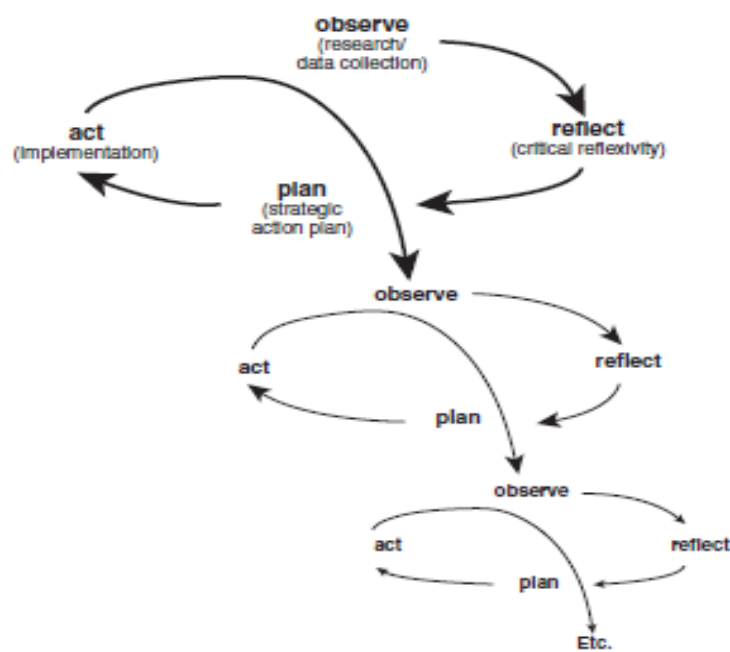
Figure 3.1.Zina O'leary[45]

This figure describes the sequence of the research which is proceeding by planning, following by action, observation, and reflection that implement in each cycle in spiral system. The assumption is if the determine out came in the first cycle cannot be achieve or there may be found new problem, so it wascontinued and resided in the next cycle that have same phase on the first cycle.

In this case, the researcher was conducted classroom action research of the tenth grade at MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari.

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[44]Zina O'leary, *Doing The Essential Guide To Doing Research*, (London: SAGE Publications, 2004), 140.

[45] Ibid, 141.

1. The steps in the research

   There are four steps in cycle. They are planning, action, observation, and reflection, if the first has failed and the cycle must review again in the second cycle and so on that can be illustrate by like this procedures as follows:

   a. Cycle 1

      1) Planning

         In this first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in reading that occur in the classroom and concluding the finding in preliminary study. Then the researcher was prepared some plans to conduct the classroom. They are the following:

         a) The researcher prepares the lesson plan including learning procedure, media, and relevant material to be applied in acting phase.

         b) The researcher prepares learning resource for students. The researcher determines the strategy to be applied in acting phase. In this case, the researcher uses random textstrategy to improve reading comprehension.

         c) The researcher prepares observation format and also evaluating format to evaluate the student's activity after learning process.

         d) The researcher designs the criteria of success.

2) Action

In the second phase, the researcher collaborated to implement the action that has been arranged in planning phase. These activities are implemented on the following step:

a) Pre-teaching activity

1) The researcher starts the lesson by greeting the students.

2) The researcher and students pray together.

3) The researcher checks students' attendance.

4) The researcher informs to the students about the competence, the indicator and the objectives that should be achieve.

b) While-teaching activity

1). The researcher explains the characteristic of short story that usually begins with the words like ' Once upon a time..'' or "One day..".

2). The researcher Introduces the characters of the story by mentioning the names of characters.

3). The researcher and the students discussion the setting of short story that include the place and time.

4). The researcher pronounces the name of characters and the key words then the students follow him/her.

5). The researcher and students discussion the main event of short story part by part by asking the question to student.

6). The researcher gives the conclusion of short story.

7). The researcher closes the learning process by asking the students about the content of story or asking for the story according to their opinion.

c) Post teaching activity

1) The researcher gives positive feedback to the students.

2) The researcher and the students conclude the learning topic that has been discussed.

3) The researcher greets the students in end of the meeting.

4) After giving treatment in cycle 1, the researcher gives the post-test. The instrument which is giving to the students has different type from the instrument which is giving in the pre-test.

3) Observation

In the third phase, the researcher investigatesthe students' activity, their participations, class situation during learning process, and researcher performance by using structure observation form and made note the overall activities. Furthermore, the researcher also collects the data from the post test and result of student's activity. The researcher observes the overall activities to find out the effectiveness of learning process which have be occurs and the result is concluding and discussing in reflecting phase.

4) Reflection

        In the fourth phase, the researcher tries to see and think again something that researcher has done. It also to know whether there is influence to the students' learning process. By reflecting, the researcher can get information the strength and the weakness from the action that the researcher has been done. If the researcher still find the problems, the researcher will conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

a. Cycle 2

1) Re-Planning

        In the first phase, when the researcher finds the problem in the first cycle, the researcher repairs the problem in the next cycle. It is explained as a follow:

a) The researcher analyses the reflection result to obtain the solving problem.

b) The researcher revises and prepare the lesson plan based on the problem appear in the previous cycle including learning procedure, media, and relevant material to be apply in acting phase.

c) The researcher rearranges observation format and also reform the evaluation format to improve the plan indicators that have not been achieved yet in the previous cycle.

2) Action

In the second phase of cycle two, the researcher applies the same steps in previous cycle, but the researcher applies the revise plan such as lesson plan, material, and instrument for evaluation. The activities they are:

a) Pre teaching activity

(1) The researcher starts the lesson by greeting the students.

(2) The researcher and students prays together.

(3) The researcher checks student's attendance.

(4) The researcher informs to the students about the competence, the indicators and objectives that will be achieve.

b) While teaching activity

1). The researcher explains the characteristic of short story that usually begins with the words like ' Once upon a time.." or "One day..".

2). The researcher Introduces the characters of the story by mentioning the names of characters.

3). The researcher and the students discussion the setting of short story that include the place and time.

4). The researcher pronounces the name of characters and the key words then the students follow him/her.

5). The researcher and students discussion the main event of short story part by part by asking the question in the student.

6). The researcher given the conclusion of short story.

7). The researcher closes the learning process by asking the students about the content of story or asking for the story according to their opinion.

1) Post teaching activity

(1) The researcher gives positive feedback or reinforcement to the students.

(2) The researcher and students concluded the learning topic that have been discussed.

(3) The researcher greets the students in the end of the meeting.

3) Observation

In the third phase, the researcher investigate the students' activity, their participations, class situation during learning process, and researcher performance by using structure observation form and made note the overall activities. Furthermore, the researcher also collects the data from the post test and the result of students' activity.

4) Reflection

In the fourth phase, the researcher discusses and analyses about the data that have been collected from all the activities from the acting phase until observing phase to find out whether the implementation of card sort run successful or unsuccessful in the second cycle and also compare the students' improvement from cycle one until cycle to find out the students' achievement. If there is find good improvement based on the criteria of success that have determine before, the researcher did not continue the action in next cycle.

E. Data Collection Techniques

The data was collected by using method as follows:

1. Test

The researcher used the reading test as a method of data collection to measure the use of short story to students' reading comprehension. Researcher measure reding comprehension using reading pre-test and post-test.

After the treatment, the student has a post-test. The form and the procedure of the post-test are the same as pre-test. In this case, the researcher conduct the test in order to know the reading skill of the eighth grade of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari. The test includes of pre-test and post-test. Both of the tests are in form of asking the students' to read the text.

2. Observation

      Observations are systematically recorded rather than stored only in personal memory, and are carefully interpret and analyses, again employing systematic and plan procedures.[46]It means that observation is a data collection strategy in which the activities of subjects are visually examine. In this research the researcher was observed the learning process of the eighth graders of MTS Takhassus Al-Qur'an Al-Falahiyah Batanghari.

3. Documentation

      Documentation may refer to particular individuals, as with school records and reports about pupils, or may concern more 'macro' issues, as with one of her Majesty's Inspectorate reports on the physical state of schools,it can have a number of features.[47]It means that documentation is note of information in the form of documentation. The resarcher usedthis method to get data about the eighth graders of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari.

4. Field Note

      Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, times and feelings.

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[46]Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (Noida: Gopsons Papers Ltd, 2006),p.58.
[47]Ibid,273.

F. Data Collection Instrument

1. Reading Test

   To identify the students' reading ability of the tenth grade of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari, the researcher was apply the reading test. The itself consist of the intruction to students to read short stories properly and correctly. The researcher used reading test as a data collection instrument to measure students' reading ability of the students about the topic of reading subject.

   Furthermore, the researcher measured the test consists pre-test and post-test. Finally, the researcher gave students instructions to read short stories. Every student must read the story properly.After that, the researcher explains about short story. Last but not least, the researcher gives an instruction to read short story one more time and complete several question about short story of multiple choice to know the student improvement of student ability in reading test.

2. Observation Sheet

   In order to observe the learning activity and each cycle, the researcher usedan observation sheet. It is used to observe the following items:

   a. The students' attention on the teacher's explanation.

   b. The students' activeness in asking and answering the question.

   c. The students' activeness in whole class activity.

   d. The students' ability in doing the task from the teacher.

e. The students' activeness in the group activity.

3. Documentation Sheet

The researcher used the documentation sheet to complete the research information about:

a. The history of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari.

b. The vision and mission of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari.

c. The condition teachers and officials employes in MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari.

d. The quantity of the students of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari.

e. The condition of building and the sketch of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari.

f. The organization structure of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari.

g. The writing worksheet, course overviews and classroom materials of the students at MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari.

4. Field Note Sheet

The field note supports the data from the research. It is aimed at recording the process of teaching and learning. The field note consists of some notes on students' behavior during the teaching learning process and theweaknesses and obstacles founded in this research. Therefore, the researcher is able to see the students' progress on their

writing skills.Then, it details on the teaching and learning process such as:classroom situation, classroom management, classroom interaction, classroom interaction between teacher and students, classroom interaction betweeen students and students.

G. Data Analysis Method

Data analysis technique was used by taking the average score and the percentage of the pre-test and post-test. The researcher used a statistical technique. In scoring the test, the students score is counted with the following formula:[48]

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

Notes:

$\overline{X}$ = The sample mean

$\sum X$ = The sum of individual score

N   = The number of score in the sample

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows:[49]

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

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[48]Timothy C Urdan, *Statistics in Plain English, Third Edition.* (Hoboken: Taylor & Francis, 2010), 14.

[49]Neil A Weiss, *Introductory Statistics* (Boston, MA.: Addison-Wesley, 2012),41.

Notes:

P   = Percentage

F   = Frequency

N   = Number of observation

Moreover, to know the result the researcher compare between pre-test and post-test. The result was matched by the minimum standard in this school at least 70.

H. Indicators of Success

The indicator of students successful in English reading ability of using Short Story can be seen in the criteria of students improvement in learning process as a result follows:

The research categorized successful if 77% of the students can achieve the passing grade of English subject that is 70. In addition, 77% of the students are active in learning process.

CHAPTER IV
RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the research

1. Description of Research Location

The general description of a research location intended as complementary data, subjectively certainly pays attention to some important things related to the condition of the school. These are the history of the school, the geography of the school, the condition of the school building, and the organizational structure of the school.

a. History of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari

This classroom action research was conducted at MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari that is located at Jl.Raya Batanghari, Batangharjo, Batanghari, Lampung Timur. MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari was built in 2015. This school was built on the donated land 2000m2 area that was donated on, December 22th, 2014.

The condition of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari was growing, the number of students was increasing from year to year,and the number of teachers was increasing as needed. Also, facilities and infrastructures were more sufficient. The establishment and development of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari could not be separated from all of the

principals that had led this school. The principals that had been led this school are:

a) Ky.Hasyim As'ari, M.Pd.I   (2016 – 2018)

b) Mustaqim, S.Pd.   (2018 – Present)

b. Teacher and Official at MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari East Lampung

Teacher and Official at MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari East Lampung, the numbers of teachers and official employers in MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari East Lampung in the academic year of 2020/2021 are that can be identified as follows:

Table 4.1

The Teacher and Official at MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari East Lampung in The Academic Year of 2020/2021

No	Name	Occupation
1	Mustaqim, S.Pd.I	Headmaster
2	Ahmad Masruri, S.Pd	Teacher
3	Rijal Ertanto L, S.Pd	Teacher
4	Niswatul Khoiroh, S.E	Teacher
5	Abdul Mutholib, S.A.P	Teacher
6	Suci Rahmawati, S.Sy	Teacher
7	Hasan Basri, S.Pd	Teacher
8	Ahmad Masruri, S.Pd	Teacher
9	Muhamad Kholid, S.Pd	Teacher
10	Irmayani, S.Pd	Teacher
11	Muhammad Yusuf khoirudin, S.Pd	Teacher
12	Novian Kemilianto, S.Pd	Teacher
13	IinWahyuni, S.Pd	Teacher
14	Hendra Rizkiya, S.Pd	Teacher
15	DikiPangestu, S.E	Official Employe

Source: Documentation of The Profile of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari East Lampung 2021.

c. **The Quantityof the Students of MTs Takhassus Al-Qur'an Al-Falahiyah**

There are 126 students of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari East Lampung. The seven graders consist of two classes with 52 students. The eight graders consist of two classes with 47 students, and the nine graders consist of one classeswith 27 students. The quantities of the students at MTs Takhasus Al-Qur'an Al-Falahiyah Batanghari Lampung Timur that could be identified as follows:

Table 4.2

Students Quantity of MTs Takhasus Al-Qur'an Al-Falahiyah Batanghari In The Academic Year 2020/2021

VII	VIII	IX	The total of the class VII + VIII + IX
52	47	27	126

Source: Documentation of The Profile of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari East Lampung 2021.

d. **The Shcool Identity and The Map of of MTs Takhasus Al-Qur'an Al-Falahiyah Batanghari.**

School Identity of MTs Takhasus Al-Qur'an Al-Falahiyah

Number of School : 121218070098

Name of School   : SMA Negeri 1 Trimurjo

Adress   : Jl.Raya Batanghari, Batangharjo, Batanghari, East Lampung.

Postal Code   : 34181

Email   : mts.alfalahiyahbt@gmail.com

e.   **The Building of MTs Takhassus Al-Qur'an Al-Falahiyah**

The facilities of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari East Lampung are 1 Headmaster, 1 teacher room, 5 classrooms, and the etc, can be seen on the table below:

Table 4.3

Building of MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari East Lampung In The Academic Year 2020/2021

No	Names of Building	Total
1	Headmaster Room	1
2	Teacher Room	1
3	Classroom	5
4	Administration Room	1
5	Students Council	1
6	Computer Laboratorium	1
7	Library	1
8	Mosque	1
9	Art room	1
10	Canteen	1
11	Kitchen	1
12	Toilet	4
13	Student Parking Area	1

Source: Documentation of The Profile of MTs Takhassus Al-Qur'anAl-Falahiyah Batanghari East Lampung 2021.

2. The Description of Research Data

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consist of two meetings and each meeting takes 2x45 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class the researcher made lesson plan. The action of this research was done by using short srory to improve the students' reading comprehension.

a. Pre-test

The researcher conducted a pre-test on Monday, July 12th, 2021. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their reading comprehension before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was multiple choice consisted 10 items. Then, the students' pre-test results of the students' as follow:

Table 4.4

The Students' Reading Comprehension Pre-Test Result

No	Name	MMC	Score	Note
1	AFZ	70	60	Incomplte
2	AZ	70	50	Incomplte
3	CT	70	80	Complete
4	FN	70	50	Incomplte
5	GW	70	40	Incomplte
6	IN	70	50	Incomplte
7	LS	70	70	Complete
8	NDN	70	50	Incomplte
9	MDN	70	40	Incomplte
10	MAH	70	40	Incomplte
11	NS	70	50	Incomplte
12	NAQ	70	50	Incomplte
13	NFN	70	70	Complete
14	ROF	70	50	Incomplte
15	RLN	70	40	Incomplte
16	SLM	70	40	Incomplte
17	SK	70	40	Incomplte
18	SZL	70	70	Complete
19	WMA	70	60	Incomplte
20	YMP	70	50	Incomplte
21	ZSN	70	50	Incomplte
22	ZS	70	40	Incomplte
23	ZA	70	40	Incomplte
24	ZAA	70	50	Incomplte
25	ZAN	70	70	Complete
26	ZAS	70	70	Complete
Total			**1370**	
Average			**53**	
Highest Score			**80**	
Lowes Score			**40**	

Source: *The pre-test result of reading comprehension tenht graders of MTs Takhasus Al-Qur'an Al-Falahiyah Batanghari,Monday, July 12th, 2021.*

Based on the table above, it can be seen that 6 from 20 students were complete, besides 20 students were incomplete. The average from the data was 57. To know about percentages' from the score of pre-test can be seen on the table as follows:

Table 4.5

The Frequency of Student's Grade in Pre-Test

No	Grade	Frequency	Percentages	Explanation
1	≥70	6	23 %	Complete
2	<70	20	77 %	Incomplete
Total		26	100%	

Source: *The pre-test result of reading comprehension tenth graders of MTs Takhasus Al-Qur'an Al-Falahiyah Batanghari, July 12th, 2020*
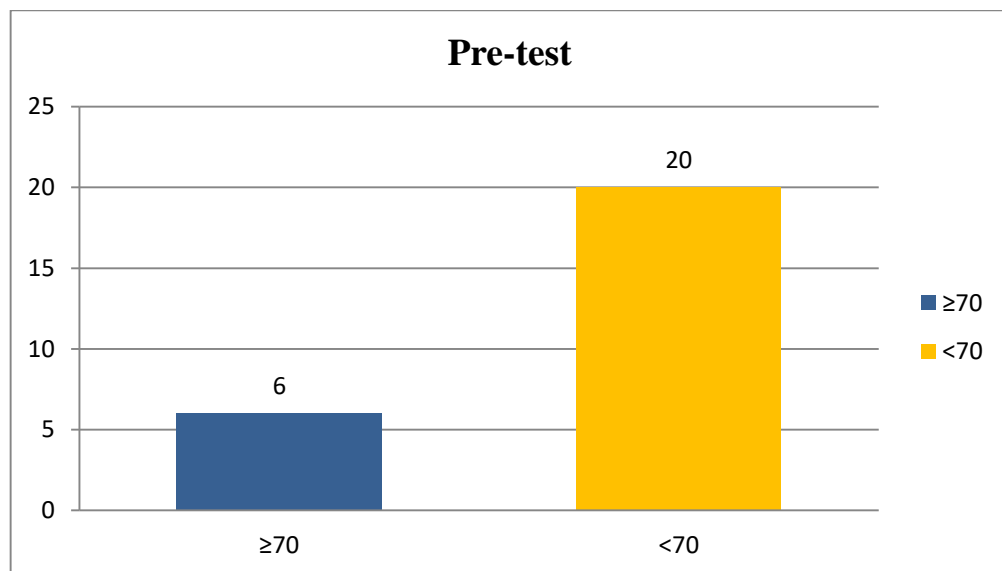
Figure 4.3 The Percentage of the Students' Grade Pre-test

Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson at MTs Takhasus Al-Qur'an Al-Falahiyah Batanghari

was 70. It can be seen that only 6 students (23%) got score up to the standard, and then 20 students (77%) got score less than the standard. That is the reason the researcher used Short Story to improve the student's reading comprehension.

b. Cycle 1

1) Planning

Based on the result pre-test score, the researcher has identified and found the problems after taking the student's pre-test score. After that, the researcher prepared several things related to the teaching and learning process in the classroom such as English subject lesson plan, the material, and the observation sheet that contains about list of students' name and their learning activities and evaluation.

2) Acting

a) The first meeting

The first meeting was conducted on Thursday, July 15th 2021, and was followed by 26 students. The meeting was started by praying, greeting, checking student's attendance lists, giving motivation, and asking about student's conditions.

At first, the researcher explained about Short Story to students, how to apply Short Story. Then, the researcher gave the students a short story text, a narrative text titled "Malin Kundang". The researcher explains the characteristic of short

story that usually begins with the words like ' Once upon a time..'' or "One day..". The researcher asks the students to read first. After that, the researcher gives some questions to students, how many characters in the story. Students also answer that there are 3 characters first, Malin Kundang who has the character of "arrogant" and Mrs. Malin Kundang who has the character "good" and also the wife of Malin Kundang who had the character of "arrogant". The researcher and the students discussed the setting of the short story, the researcher asked the students: "where did the incident occur ?" the students answered: "on the coast of the island of Sumatra ". the researcher repeats the characters and keywords and then asks students to follow. The researcher and the students discuss the main event part by part asking the students: "why did malin kundang invite curse into stones?" The students replied : " because Malin Kundang disobeyed his mother.". The researcher also gave a conclusion from the story "that we must not be ungodly to parents", then the researcher asked the students for opinions about the story that had been explained. Students answered " this story is a very good mr, because gives a good moral message that is not to be ungodly".

Then, the researcher closed the teaching learning process by gretting the students.

b) The second meeting

The second meeting was conducted on Friday, July 16th 2021 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking the attendance list and asking the students' condition.

At first the researcher explained about Short Story to students, how to apply Short Story. Then, the researcher gave the text of the students' short story, a narrative text titled "Timun Mas". The resercher explains the characteristic of short story that usually begins with the words like ' Once upon a time.." or "One day..". The researcher asked the students to read first, after that the researcher gave some questions to the students, how many characters in the story, the students also answered there are 4 characters, the first was Timun Mas's father who was "good" and Mrs. Timun Mas (bok darmi) with the character "good", Timun Mas who has the character "Courageous and Obedient to Parents", and also the Giant who has the character "Evil and Cruel", the resercher and the students discussed the setting of short story. The reserch asked the students : "where did the event occur?. The students answered : "in a village". The researcher repeats the characters and keywords and then asks students to follow. The Researcher and the students discuss the main event part by part by asking

the students : "How does Timun Mas escape from the Giant?".

The students replied : "Timun Mas ran very fast and brought a provision given by his mother". The researcher gave the conclusion of the story "Don't give up easily". Then the researcher asked for opinions from students about the story that was explained. Students also answered "this story very good mr, because it gives a good moral message which is don't ever promise if you can't keep it".

The next activity was closing, the meeting ended with greeting.

c) **Post-Test I**

Post-Test I was conducted on Friday, July 16th 2021. The researcher gave post-test I with similar task on pre-test before. The researcher gave reading test for students. There were 10 multiple choice. The students' post-test I result can be seen as follow :

Table 4.6

The Students' Reading Comprehension Post-Test I Result in Cycle I

No	Name	MMC	Score	Note
1	AFZ	70	70	Complete
2	AZ	70	60	Incomplte
3	CT	70	80	Complete
4	FN	70	80	Complete
5	GW	70	50	Incomplte
6	IN	70	60	Incomplte
7	LS	70	70	Complete
8	NDN	70	60	Incomplte
9	MDN	70	50	Incomplte
10	MAH	70	50	Incomplte
11	NS	70	70	Complete
12	NAQ	70	70	Complete
13	NFN	70	70	Complete
14	ROF	70	60	Incomplte
15	RLN	70	50	Incomplte
16	SLM	70	50	Incomplte
17	SK	70	50	Incomplte
18	SZL	70	80	Complete
19	WMA	70	80	Complete
20	YMP	70	60	Incomplte
21	ZSN	70	60	Incomplte
22	ZS	70	50	Incomplte
23	ZA	70	50	Incomplte
24	ZAA	70	60	Incomplte
25	ZAN	70	70	Complete
26	ZAS	70	70	Complete
Total			**1.630**	
Average			**63**	
Highest Score			**80**	
Lowes Score			**50**	

Source: *the result of students reading comprehension post-test I cycle I on Friday, July 16th 2021.*

Table 4.7
The Frequency of Students Grade in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥70	11	42%	Complete
2	< 70	15	58%	Incomplete
	Total	26	100 %	

Source: The result of post-test I at MTs Takhasus Al-Qur'an Al-Falahiyah Batanghari Lampung Timur on Friday, July 16th 2021.
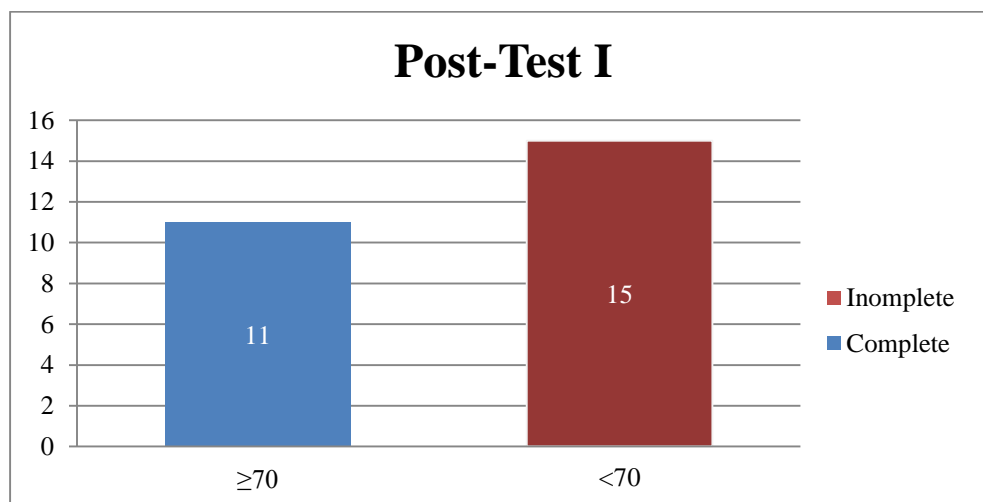
Figure 4.4 The Percentage of the Students' Grade Completeness on Post-test I

Based on the table, it could be inferred that there were 11 students (42%) who passed the post-test I and 15 students (58%) who failed the post-test. The highest score was 80 and the lowest score was 50.Based on the post-test I results, the researcher calculated the average grade that is 63. The criterion of students who successful in mastering the material was students who got minimum mastery criteria of subject English is 70. Then, 60% students could achieve the improvement score above 70.

3) Observing

The observation was done by researcher during teaching and learning process. The researcher observed the student's learning activities at classroom.

Table 4.8

Table of result student's activities cycle I

No	Student's Activities	Frequency	Percentages
1	Read and comprehend the story	20	77%
2	Mention the characters of the story	15	57%
3	Answer the question based on the story	17	65%
Total		199%	
Average Percentage		66%	

Source: the result of student's activities Cycle 1 on Friday, July 16th 2021.

Based on table student's activities, it could be concluded that there were 19 students (77%) are able to read and comprehend the story. 9 students (57%) are able to mention the characters of the story and 14 students (65%) are able to answer the question based on the story.

4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between pre-test grade and post-test I grade was as follows:

Table 4.9

The Comparison of Students' Pre-Test and Post-Test I in Cycle I

	Low Score	High Score	Total Score	Average Score
Pre-Test	40	80	1370	53
Post-Test I	50	80	1630	63

Table 4.10
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

No	Description	Test	
		Pre-Test	Post-Test I
1	Complete	6	11
2	Incomplete	20	15
	Total	26	26

Then, the graph of comparison students' Reading Comprehension based on the result of pre-test and post-test I in cycle I could be seen as follow:
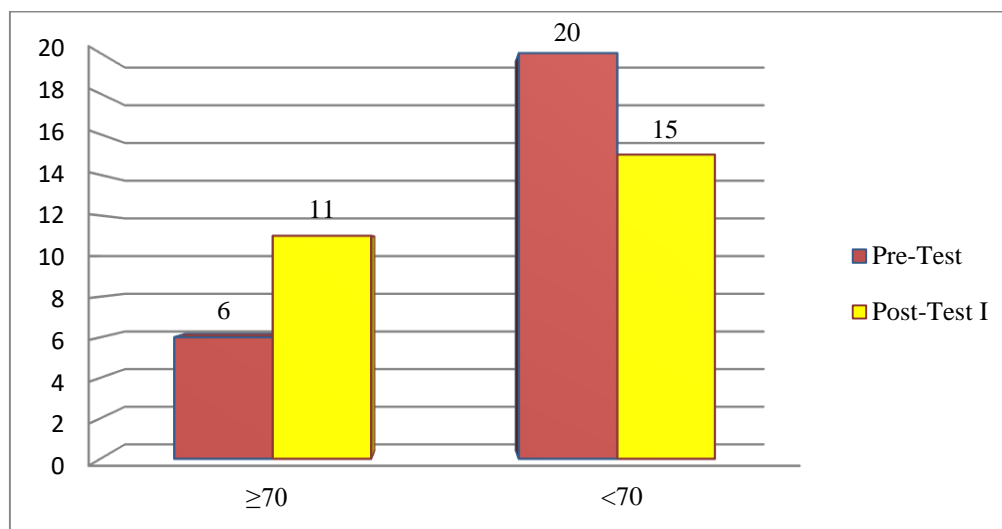
Figure 4.6 The Comparison of Percentage of the Students' Grade Completeness based on Pre-test and post-test I

The table and the graphic above, in pre-test it could be seen that total from 26 students, it could be concluded that 23% or 6 students were able to achieve the minimum mastery criteria that is ≥ 70. Then the students who did not achieve the minimum mastery criteria were 77% or 20 students among interval < 70. In post-test I, it could be concluded that 42% or 11 students among the interval ≥70 students, was complete the minimum mastery criteria. Then those who were not able to achieve the minimum mastery criteria were 58% or 15 students among interval <70. The average grade of pre-test was 57 and average grade of post-test I was 63. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful. Because of the indicator of success could not be achieved yet that was 70% of the total students must pass the criteria.

Regarding to the result of student's post-test I grade and the observation of student's learning activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they get difficulties to answer the question and some students achieved failure in test of cycle I. Therefore, the researcher had to continue in cycle II which consists of planning, acting, observing, and reflecting.

a. Cycle 2

1) The first meeting

a) Planning

The researcher prepared several things in the teaching and learning process such as lesson plan, student's attandance list.

b) Acting

The first meeting in cycle II was conducted on Thursday, July 22th 2021. The researcher began the lesson by praying, greeting students, checking attendance list and asking student's condition. the topic of this meeting is the teacher given example of short story.

The topic of this meeting about Short Story to students, how to apply Short Story. Then, the researcher gave the text of the students' short story, a narrative text entitled "Roro Jonggrang". The resercher explains the characteristic of short

story that usually begins with the words like ' Once upon a time..." or "One day..". The researcher asks the students to read first, after that the researcher gives some questions to students, how many characters in the story. Students also answer that there are 2 characters first, Roro Jonggrang who has the character "good manners, not keeping promises" and Bandung Bondowoso who characterized as "gallant, powerful, arrogant, arrogant, and cruel". The researher and the sudents discussed the setting of short story, the resercher asked the students : "where did that event take place?. The students answered "in the Kingdom of Java". the researcher repeats the characters and keywords and then asks students to follow. The Researchers and the students discuus the main event part by part by asking the students : "How do roro jonggrang fool the jinn bondowoso?" students replied : "roro jongrang hit mortar and burned straw to fool the john bondowoso". The researcher also gave a conclusion of the story "don't like breaking promises", then the researcher asks students for opinions about the story that has been explained. Students answered "this story is very good mr because it gives a good moral message that is never promise if you can't keep it" .

The next activity was closing, the meeting ended with greeting.

2) **The second meeting**

a) **Planning**

The researcher prepared several things in the teaching and learning process such as lesson plan, students attandance list, text narrative.

b) **Acting**

The second meeting in cycle II was conducted on Friday, July 23th 2021. The researcher began the lesson by praying, greeting students, checking attendance list and asking student's condition. The researcher giving some explanation more about short story.

The topic of this meting about Short Story to students, how to request Short Story. Then, the researcher gave the text of the students' short story, a narrative text titled "Snow White". The resercher explains the characteristic of short story that usually begins with the words like ' Once upon a time.." or "One day..". The researcher asked the students to read first, after that the researcher gave some questions to the students, how many characters in the story, the students also answered there are 3 characters, the first Snow White who had the character "Shy, kind, diligent," and stepmother with the character of "cunning, evil", and also the dwarf with the character of "good". The resercher and the students discussed the setting of short story. The resercher asked the students :"where did the event occur?". The students answered

"in the Kingdom and in the Forest". The researcher repeats the characters and keywords and then asks students to follow. The researchers and the students discuus the main event part by part by asking the students : "Why does Snow White want to be taken by her stepmother?". The students answered, because her stepmother did not like the beautiful snow princess". The researchers gave conclusion from this story "We must not be jealous", then researchers ask opinions of students about the story that has been explained. Students answered "this story is very good mr, because it gives a good moral message that is we must always help to help", the next activity was closing, the meeting ended with greeting.

3) Post-Test 2

Post-Test II was conducted on Friday, July 23th 2021 for 2x45 minutes. The researcher gave post-test II to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post-test II. The result of the student test in post-test II was better than test in post-test I before.

Table 4.11

The Students' Reading Comprehension Post-Test II Result in Cycle II

No	Name	MMC	Score	Note
1	AFZ	70	80	Complete
2	AZ	70	80	Complete
3	CT	70	90	Complete
4	FN	70	80	Complete
5	GW	70	60	Incomplte
6	IN	70	80	Complete
7	LS	70	80	Complete
8	NDN	70	80	Complete
9	MDN	70	60	Incomplte
10	MAH	70	70	Complete
11	NS	70	80	Complete
12	NAQ	70	80	Complete
13	NFN	70	80	Complete
14	ROF	70	70	Complete
15	RLN	70	60	Incomplte
16	SLM	70	60	Incomplte
17	SK	70	70	Complete
18	SZL	70	90	Complete
19	WMA	70	90	Complete
20	YMP	70	70	Complete
21	ZSN	70	80	Complete
22	ZS	70	70	Complete
23	ZA	70	60	Incomplte
24	ZAA	70	80	Complete
25	ZAN	70	80	Complete
26	ZAS	70	80	Complete
Total			1.960	
Average			75	
Highest Score			90	
Lowes Score			60	

Source: The result of post-test II at VIII of MTs Takhasus Al-Qur'an Al-Falahiyah Batanghari on Friday, July 23th 2021.

Table 4.12

The Frequency of Students' Grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥70	21	81%	Complete
2	< 70	5	19%	Incomplete
	Total	26	100 %	

Source: The result of post-test II of Tenth grade at MTs Takhasus Al-Qur'an Al-Falahiyah Batanghari on Friday, July 23th 2021.
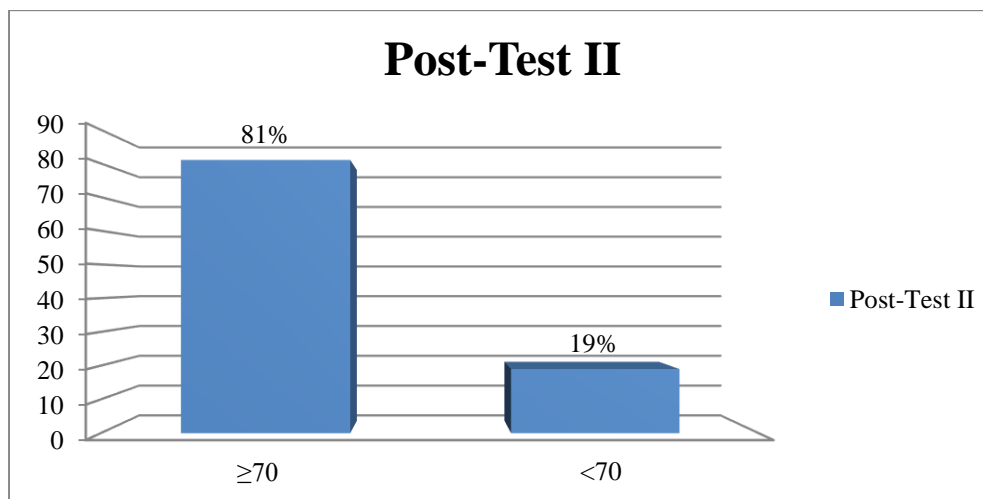

Figure 4.10 The Percentage of the Students' Grade Completeness on Post-test II

Based on the result above, it could be inferred that 21 students (81%) were successful and 5 other students (19%) were not successful. Based on the post-test II results, the researcher calculated the average grade that is 75. It was higher than post- test I in cycle I.

c) **Observing**

The observation was done by researcher during teaching and learning process. The researcher observed the student's learning activities at classroom.

Table 4.13
Table of result student's activities cycle II

No	Student's Activities	Frequency	Percentages
1	Read and comprehend the story	23	88%
2	Mention the characters of the story	20	76%
3	Answer the question based on the story	20	76%
Total Students		26	
Average Percentage		80%	

Source: the result of student's activities Cycle II on Friday, July 23th 2021.

The table above showed that the students' learning activity in cycle II was improved. The students' learning activity that had high percentage were that 26 students (86%) are able Read and comprehend the story. 25 students (80%) are able to Mention the characters of the story. 25 students (83%) students are able to answer the question based on the story.

d) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Short Story, in reading comprehensionwas improved.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post-test I grade and post-test II grade could be compared on the following table.

Table 4.14

The Comparison between Post-Test I Grade and Post-Test II Grade

	Low Score	High Score	Total Score	Average Score
Post-Test I	50	80	1630	63
Post-Test II	60	90	1960	75

Table 4.15

The Comparison of Students' Grade in Post-Test I and Post-Test II

No	Description	Test	
		Post - Test I	Post - Test II
1	Complete	11	21
2	Incomplete	15	5
	Total	26	26

Then, the graph of comparison students' reading comprehension post-test Igrade and post-test II grade could be seen as follow:
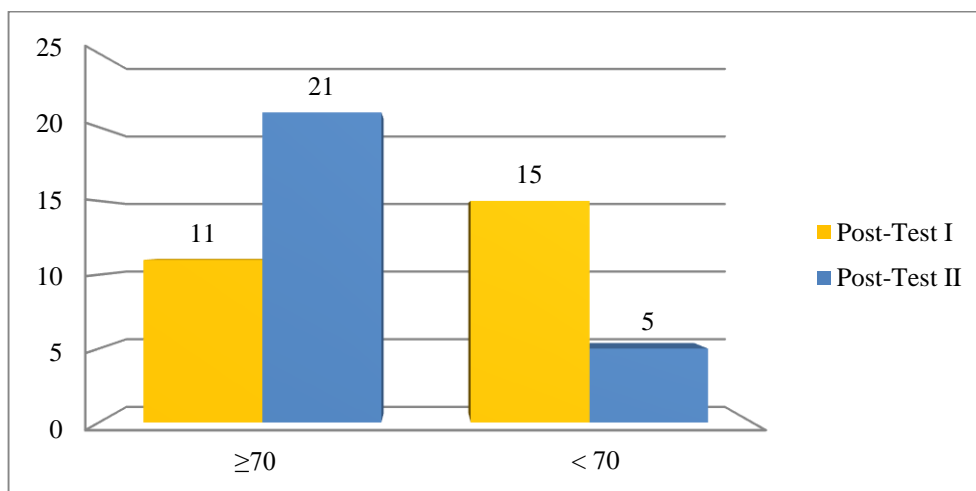
Figure 4.12 The Percentage of Comparison of Students' Grade on Post-test I and Post-test II

Based on the graphic above, it could be seen that the grade of the students in post-test II was various it could be inferred that were 21 students (81%) who passed the post-test II and 5 students (19%) who failed the post-test II. It can be seen that there was an improving from post-test I and post-test II. The average score in post-test I is 63. and the average score in post-test II is 75. It means that the indicator of success of this research had been achieved because there was 70% students were able to achieve grade 70. It indicated that the students' reading comprehension was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Short Story improve the students' reading comprehension.

B. Discussion

The researcher used short story to make students are able to read the text in learning English and made students mastery reading comprehension. There was an increasing score of the students' pre-test, post-test I and post test II in cycle I and cycle II. This is the result score, as follows:

Table 4.16

The Result Score of Students' Pre-test, Post-test I and Post-test II

No	Name	Cycle I			Cycle II		Criteria
		Pre-test	Post-test I	Improving %	Post test II	Improving %	
1	AFZ	60	70	17%	80	50%	Improve
2	AZ	50	60	20%	80	60%	Improve
3	CT	80	80	0%	90	14%	Improve
4	FN	50	80	60%	80	60%	Improve
5	GW	40	50	25%	60	50%	Improve
6	IN	50	60	20%	80	75%	Improve
7	LS	70	70	0%	80	60%	Improve
8	NDN	50	60	20%	80	60%	Improve
9	MDN	40	50	25%	60	14%	Improve
10	MAH	40	50	25%	70	40%	Improve
11	NS	50	70	40%	80	50%	Improve
12	NAQ	50	70	40%	80	50%	Improve
13	NFN	70	70	0%	80	75%	Improve
14	ROF	50	60	20%	70	29%	Improve
15	RLN	40	50	25%	60	50%	Improve
16	SLM	40	50	25%	60	40%	Improve
17	SK	40	50	25%	70	60%	Improve
18	SZL	70	80	14%	90	75%	Improve
19	WMA	60	80	33%	90	50%	Improve
20	YMP	50	60	20%	70	60%	Improve
21	ZSN	50	60	20%	80	14%	Improve
22	ZS	40	50	25%	70	14%	Improve
23	ZA	40	50	25%	60	50%	Improve
24	ZAA	50	60	20%	80	60%	Improve
25	ZAN	70	70	0%	80	14%	Improve
26	ZAS	70	70	0%	80	60%	Improve
Total		1370	1630	544%	1960	1217%	
Average		53	63	21%	75	47%	

From the increasing each cycle, it could be know that the used of Short Story can improve the students' reading comprehension ability, because the students were able to red the narrative text, they could improve their reading skill. It can be seen from the average 53 to 63 in cycle I, become 75 in the cycle II. It means that the students could achieve the target, the target is 70% students gained score 70.

Tabel 4.17

Frequency complete of the students' score on Pre-test, Post-test I, Post test II

Name	Frequency	Percentage	Category
Pre-test	6	23%	Complete
Post Test 1	11	42%	Complete
Post Test 2	21	81%	Complete

Source: The result of post-test I at MTs Takhasus Al-Qur'an Al-Falahiyah Batanghari

Based on the explanation of pre-test, cycle I and cycle II. There was an improving of the students who got score up to the standard from the pre-test to the post-test I, and from post-test I to the post-test II. From 6 students (23%) in pre-test to 11 students (42%) in post-test I and become 23 students (81%) in post-test II.

It is investigated that there is an improvement on the students complete grade and total of grade of the students who passed the least from pre-test, post-test I, and post-test II. From the explanation, the researcher concludes that the research is succesful and it can be stopped in the cycle II because the indicator of success 70% of students got grade ≥70 are reached.

Table 4.18

The Increasing Result of The Students' Activities in Cycle I & Cycle II

No	Students' Activity	Cycle I	Cycle II	Increasing
1.	Read and comprehend the story	77%	88%	11%
2.	Mention the characters of the story	57%	76%	19%
3.	Answer the question based on the story	65%	76%	11%
	Total	199%	240%	41%
	Average	66%	80%	14%

The increasing result of the students' learning activities in cycle I and cycle II are improve. Read and comprehend from 77% become 88%, mention the characters of the story from 57% become 76%, The students are able to answer the question based on the story from 65% become 76%. The result of students' activities in cycle I and cycle II, there are improvement in students' learning activities.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the used *Short Story*, there was an improvement in the teaching and learning process of reading as well as the students' reading comprehension. The findings of the research in Cycle 1 and Cycle 2 were presented below:

1. The implementation of the *Short Story* improved students' reading comprehension Ability. It helps the students read strategically and allowed them to have practices, identify meaning and function of the sentence.

2. The implementation of the *Short Story* improved students' learning activity. The students were encouraged to be active in giving their ideas. They discussed their reading and used the media to find out the contents in the story such as the title, beginning, plot, characters and settings to understand the text.

B. Suggestions

In connection with the conclusions and implications above, some suggestions are directed to the English teacher, the students and other researchers.

1. To English teachers

The teachers are suggested to use the *Short Story* in teaching English especially in reading in order that the student can improve their ideas in the class and understand the material that is delivered by the teacher, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher. They also should consider on the topic of the text that influences students' enthusiasm in reading.

2. To the students

The students should manage themselves to always have positive attitude toward English lesson. They should know what is really important for them to comprehend the text. Always practicing and equipping the right reading startegy are useful to comprehend the text better and improve their vocabulary. Furthermore, they should participate more active in the process of teaching and learning. They should also manage themselves to work in pairs, in groups, or individually.

3. To other researchers

This research only deals with the use of *Short Story* to improve students' reading comprehension. Therefore, it is suggested that the other researchers may explore this media using a different type of research such as experimental or correlational ones.

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APPENDIXES

Nomor   : B-0395/In.28.1/J/TL.00/01/2020
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA MTS TAKHASSUS AL-QUR'AN AL-FALAHIYAH
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**NAUFAL RAFIQ YUSUF**
NPM	:	1501070278
Semester	:	10 (Sepuluh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE USE OF ISLAMIC SHORT STORY TO IMPROVE THE STUDENTS' READING COMPREHENSION AMONG THE EIGHTH GRADERS MTS TAKHASSUS AL-QUR'AN AL-FALAHIYAH IN ACADEMIC YEAR 2019/ 2020

untuk melakukan *pra-survey* di MTS TAKHASSUS AL-QUR'AN AL-FALAHIYAH.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Januari 2020
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SURAT KETERANGAN BALASAN IZIN PRA-SURVEY

No: 023/D/Pra.Survey/MTsS.TQ/PP.AF/IV/2021

Yang bertanda tangan dibawah ini Kepala, MTS Takhassus Al-Qur'an Al-Falahiyah Batang Hari Kabupaten Lampung Timur, menerangkan bahwa :

Nama Mahasiswa	:	Naufal Rafiq Yusuf
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Bedasarkan surat dari Fakultas Keguruan dan Ilmu Pendidikan (FKIP) INSTITUT AGAMA ISLAM NEGERI METRO. Nomor : B-0395/ln.28/D.1/j/TL.00/01/2020, tertanggal 28 Januari 2020, perihal Permohonan izin *pra-survay*.

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di MTS Takhassus Al-Qur'an Al-Falahiyah Batang Hari Kabupaten Lampung Timur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Batangharjo, 08 April 2021

Kepala Sekolah Madrasah Tsanawiyah

Takhassus Al-Qur'an Al-Falahiyah

MUSTAQIM, S.Pd.I

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

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No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	Jum'at 3/7 2020	✓	Acc. Capter I continue to Chapter II.	
2.	Senin 23/11 2020	✓	Acc. chapter II continue to Chapter III	
3.	Senin 8/02 2021	✓	Elaborate more about test	
4.	Selasa 23/02 2021	✓	Acc. chapter III continue to 1st Advisor.	

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	24/03/ 2021	~	Bibliography → Download buku Pedoman penulisan Skripsi di metrouniv → lihat p. 17	
			Perbaiki cara penulisan Bibliography	
	07/04 2021		Acc for Proposal Seminar	

Diketahui :
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Nomor   : 1329/In.28.1/J/TL.00/05/2021
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Perihal   : SURAT *BIMBINGAN SKRIPSI*

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Dedi Irwansyah (Pembimbing 1)
Trisna Dinillah Harya (Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

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Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
    a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
    b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 Mei 2021
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S U R A T   T U G A S
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Nama	:	**NAUFAL RAFIQ YUSUF**
NPM	:	1501070278
Semester	:	13 (Tiga Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS TAKHASSUS AL-QUR`AN AL-FALAHIYAH, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF SHORT STORY TO IMPROVE THE STUDENTS` READING COMPREHENSION AMONG THE EIGHTH GRADERS MTS TAKHASSUS AL-QUR'AN AL-FALAHIYAH BATANGHARI EAST LAMPUNG IN ACADEMIC YEAR OF 2020/ 2021".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 26 Juli 2021

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,

———————————

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

Nomor   : B-3010/In.28/D.1/TL.00/07/2021
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS TAKHASSUS AL-QUR`AN AL-FALAHIYAH
di-
     Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3011/In.28/D.1/TL.01/07/2021, tanggal 26 Juli 2021 atas nama saudara:

Nama   : **NAUFAL RAFIQ YUSUF**
NPM   : 1501070278
Semester   : 13 (Tiga Belas)
Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS TAKHASSUS AL-QUR`AN AL-FALAHIYAH, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF SHORT STORY TO IMPROVE THE STUDENTS` READING COMPREHENSION AMONG THE EIGHTH GRADERS MTS TAKHASSUS AL-QUR'AN AL-FALAHIYAH BATANGHARI EAST LAMPUNG IN ACADEMIC YEAR OF 2020/ 2021".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Juli 2021
Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
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SURAT KETERANGAN BALASAN IZIN RESEARCH

No: 036/D/RESEARCH/MTsS.TQ/PP.AF/VII/2021

Yang bertanda tangan dibawah ini Kepala, MTS Takhassus Al-Qur'an Al-Falahiyah Batang Hari Kabupaten Lampung Timur, menerangkan bahwa :

Nama Mahasiswa	:	Naufal Rafiq Yusuf
NPM	:	1501070278
Jurusan	:	Tadris Bahasa Inggris
Semester	:	13 (Tiga Belas)

Akan mengadakan penelitian pada Tahun Pelajaran 2020/2021, untuk izin melakukan research /Izin Penelitian yaitu pembuatan Skripsi Dengan judul : **""THE USE OF SHORT STORY TO IMPROVE THE STUDENTS` READING COMPREHENSION AMONG THE EIGHTH GRADERS MTS TAKHASSUS AL-QUR'AN AL-FALAHIYAH BATANGHARI EAST LAMPUNG IN ACADEMIC YEAR OF 2020/ 2021".**

Bedasarkan surat dari Fakultas Keguruan dan Ilmu Pendidikan (FKIP) INSTITUT AGAMA ISLAM NEGERI METRO. Nomor: B-3011/In.28/D.1/TL.01/07/2021, tanggal 26 Juli 2021, perihal Permohonan izin Research
Pada dasarnya kami mengizinkan sepanjang tidak menganggu proses belajar mengajar di MTS Takhassus Al-Qur'an Al-Falahiyah Batang Hari Kabupaten Lampung Timur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Batangharjo, 29 Juli 2021
Kepala Sekolah Madrasah Tsanawiyah
Takhassus Al-Qur'an Al-Falahiyah

MUSTAQIM, S.Pd.I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-382/In.28/S/U.1/OT.01/06/2020

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: NAUFAL RAFIQ YUSUF	
NPM	: 1501070278	
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris	

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070278.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 08 Juni 2020
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd
NIP.195808311981030 1001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Naufal Rafia yusuf
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Fakultas : Tarbiyah (FTIK)
Angkatan : 2015
Telah menyerahkan buku berjudul : English Vocabulary in Use
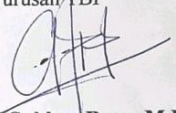
Metro, 08 Juni 2020
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
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SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama :
NPM :
Fakultas :
Angkatan :
Telah menyerahkan buku berjudul

Metro,
Ketua Jurusan TBI

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Naufal Rafiq Yusuf   Jurusan : TBI
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	03/08 2021	V	Acc for Munaqosyah	

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

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	16/08 2021		Acc for Munaqosyah	

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SILABUS MTs Takhassus Al-Qur'an Al-Falahiyah

Mata Pelajaran   : Bahasa Inggris

Kelas   : VIII

Kompetensi Inti :

KI 1:   Menghargaidan menghayatiajaran agama yang dianutnya.

KI 2:   Menghargai dan menghayatiperilakujujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percayadiri, dalamberinteraksisecaraefektifdenganlingkungansosial dan alamdalamjangkauanpergaulan dan keberadaannya

KI 3:   Memahami dan menerapkanpengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahunyatentangilmupengetahuan, teknologi, seni, budayaterkaitfenomena dan kejadiantampakmata.

KI 4:   Mengolah,   menyaji, dan menalardalamranahkonkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranahabstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuaidengan yang dipelajari di sekolah dan sumber lain yang samadalamsudutpandang/teori.

Kompetensi Dasar	Materi Pokok/ MateriPembelajaran	KegiatanPembelajaran	Penilaian	Alokasi Waktu	Sumbe Belajar
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks	**Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda** *Fungsi sosial* Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. *Struktur text* **(gagasan utama dan informasi rinci)** a. Menyebutkan nama orang, binatang, benda dan nama bagian-	**Mengamati** • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derkriptif. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang	2 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat

penggunaan nya .	bagiannya yang dipilih untuk dideskripsikan b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks: kurang lebih 6 (tiga) kalimat. **Unsur kebahasaan** (1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-*s*). (2) Kata ganti *it, they, she, we*, dst.*; our, my, your, their*, dst. (3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan	informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. **Mengumpulkan Informasi** • Secara kolaboratif, siswa mencari dan mengumpulan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber,	menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. **CARA PENILAIAN:** **Kinerja (praktik)** Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap		• Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.c

	quite, *very*. (4) Frasa nominal seperti *dark brown*, *cute little cat*, *beautiful red flower* (5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll. (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (7) Ucapan, tekanan kata, intonasi (8) Ejaan dan tanda baca (9) Tulisan tangan ***Topik*** Orang, binatang, benda di sekitar dan relevan	termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks - nama orang, binatang, benda	tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman		om/

dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.	belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda. **Portofolio** • Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks		

			deskriptif tentang orang, binatang, benda.		
		Mengasosiasi	• Lembar soal dan hasil tes		
		• Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.			
		• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.			
		Mengkomunikasikan			
		• Siswa membuat			

		beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).			
		• Siswaberupaya berbicara secara lancar denganucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.			
		• Siswa membicarakan permasalahan yang dialami dalam			

		membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			

Mengetahui,

Kepala MTs Takhassus Al-Qur'an Al-Falahiyah   **Guru Pengampu,**

MUSTAQIM, S.Pd.I.   **M.YUSUF KHOIRUDIN**

Sekolah   : MTs Takhassus Al-Qur'an Al-Falahiyah

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/ Ganjil

Materi Pokok   : Teks Naratif; Informasi Terkait Legenda Rakyat

Alokasi Waktu   : 2 x 45 Menit

A. Kompetensi Inti

KI 1 **:** Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	• Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif • Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat • Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	• Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

➢ Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
➢ Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
➢ Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
➢ Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
➢ Membacakasn legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

D. Materi Pembelajaran

- ➤ Fungsi Sosial

Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan

- ➤ Struktur Teks

Dapat mencakup:

- Orientasi
- Komplikasi
- Resolusi
- Orientasi ulang

- ➤ Unsur Kebahasaan
  - Kalimat-kalimat dalamsimple past tense, past continuous, dan lainnya yang relevan
  - Kosa kata: terkait karakter, watak, dan setting dalam legenda
  - Adverbia penghubung dan penujuk waktu
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- ➤ Topik

Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI

Narative text

TELAGA WARNA

Long long ago, there was a kingdom in West Java. The kingdom was ruled by a king named His Majesty Prabu.

Prabu was a kind and wise king. But it was a pity that Prabu and his queen hadn't got any children. The queen often cried. That was why Prabu went to the jungle. There he prayed to God every day, begging for a child.

A few months later, the queen got pregnant. Nine months later, a princess was born. Prabu and Queen loved their beautiful daughter so much. They gave whatever she wanted. It made Princess turn into a very spoiled girl.

One day, the princess celebrated her 17th birthday party. Many people gathered in the palace. Then, Prabu took out a necklace which was made from gold and jewel.

"My beloved daughter, today I give you this necklace. Please, wear this necklace," said Prabu.

"I don't want to wear it! It's ugly!" shouted the princess. Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor. Everybody couldn't say anything. They never thought that their beloved princess would do that cruel thing. In their silence, people heard the queen crying. Every woman felt sad and began crying, too. Then, everybody was crying. Then, there was a miracle. Earth was crying.

Suddenly, from the underground, a spring emerged. It made a pool of water. Soon, the place became a big lake. The lake finally sank the kingdom.

Nowadays, people called the lake "Telaga Warna". It means "Lake of Color". On a bright day, the lake is full of color. These colors come from shadows of forest, plants, flowers, and sky around the lake. But some people said that the colors are from the princess's necklace, which spreads at the bottom of the lake.

TELAGA WARNA

Zaman dahulu, ada sebuah kerajaan di Jawa Barat. Negeri itu dipimpin oleh seorang raja. Prabu, begitulah orang memanggilnya. Ia adalah raja yang baik dan bijaksana. Tak heran, kalau negeri itu makmur dan tenteram. Tak ada penduduk yang lapar di negeri itu.

Semua sangat menyenangkan. Sayangnya, Prabu dan istrinya belum memiliki anak. Itu membuat pasangan kerajaan itu sangat sedih. Penasehat Prabu menyarankan, agar mereka mengangkat anak. Namun Prabu dan Ratu tidak setuju. "Buat kami, anak kandung adalah lebih baik dari pada anak angkat," sahut mereka.

Ratu sering murung dan menangis. Prabu pun ikut sedih melihat istrinya.. Lalu Prabu pergi ke hutan untuk bertapa. Di sana sang Prabu terus berdoa, agar dikaruniai anak. Beberapa bulan kemudian, keinginan mereka terkabul. Ratu pun mulai hamil. Seluruh rakyat di kerajaan itu senang sekali. Mereka membanjiri istana dengan hadiah.

Sembilan bulan kemudian, Ratu melahirkan seorang putri. Penduduk negeri pun kembali mengirimi putri kecil itu aneka hadiah. Bayi itu tumbuh

menjadi anak yang lucu. Belasan tahun kemudian, ia sudah menjadi remaja yang cantik.

Prabu dan Ratu sangat menyayangi putrinya. Mereka memberi putrinya apa pun yang dia inginkan. Namun itu membuatnya menjadi gadis yang manja. Kalau keinginannya tidak terpenuhi, gadis itu akan marah. Ia bahkan sering berkata kasar. Walaupun begitu, orangtua dan rakyat di kerajaan itu mencintainya.

Hari berlalu, Putri pun tumbuh menjadi gadis tercantik di seluruh negeri. Dalam beberapa hari, Putri akan berusia 17 tahun. Maka para penduduk di negeri itu pergi ke istana. Mereka membawa aneka hadiah yang sangat indah. Prabu mengumpulkan hadiah-hadiah yang sangat banyak itu, lalu menyimpannya dalam ruangan istana. Sewaktu-waktu, ia bisa menggunakannya untuk kepentingan rakyat.

Prabu hanya mengambil sedikit emas dan permata. Ia membawanya ke ahli perhiasan. "Tolong, buatkan kalung yang sangat indah untuk putriku," kata Prabu. "Dengan senang hati, Yang Mulia," sahut ahli perhiasan. Ia lalu bekerja d sebaik mungkin, dengan sepenuh hati. Ia ingin menciptakan kalung yang paling indah di dunia, karena ia sangat menyayangi Putri.

Hari ulang tahun pun tiba. Penduduk negeri berkumpul di alun-alun istana. Ketika Prabu dan Ratu datang, orang menyambutnya dengan gembira. Sambutan hangat makin terdengar, ketika Putri yang cantik jelita muncul di hadapan semua orang. Semua orang mengagumi kecantikannya.

Prabu lalu bangkit dari kursinya. Kalung yang indah sudah dipegangnya. "Putriku tercinta, hari ini aku berikan kalung ini untukmu. Kalung ini pemberian orang-orang dari penjuru negeri. Mereka sangat mencintaimu. Mereka mempersembahkan hadiah ini, karena mereka gembira melihatmu tumbuh jadi dewasa. Pakailah kalung ini, Nak," kata Prabu.

Putri menerima kalung itu. Lalu ia melihat kalung itu sekilas. "Aku tak mau memakainya. Kalung ini jelek!" seru Putri. Kemudian ia melempar kalung itu. Kalung yang indah pun rusak. Emas dan permatanya tersebar di lantai.

Itu sungguh mengejutkan. Tak seorang pun menyangka, Putri akan berbuat seperti itu. Tak seorang pun bicara. Suasana hening. Tiba-tiba terdengar tangisan Ratu. Tangisannya diikuti oleh semua orang.

Tiba-tiba muncul mata air dari halaman istana. Mula-mula membentuk kolam kecil. Lalu istana mulai banjir. Istana pun dipenuhi air bagai danau. Lalu danau itu makin besar dan menenggelamkan istana.

Di hari yang cerah, kita bisa melihat danau itu penuh warna yang indah dan mengagumkan. Warna itu berasal dari bayangan hutan, tanaman, bunga-bunga, dan langit di sekitar telaga. Namun orang mengatakan, warna-warna itu berasal dari kalung Putri yang tersebar di dasar telaga.

E. Media Pembelajaran

- **English short story book**

F. Media, Alat dan Sumber Pembelajaran

1. Media
   - Worksheet atau lembar kerja (peserta didik).
   - Lembar penilaian

2. Alat
   - Marker, papan tulis.
   - Laptop

3. Sumber Belajar
   - Buku Wajib Siswa MTs Kelas VIII
   - Text yang berkaitan dengan narrative text.

G. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	1. memberi salam kepada siswa. 2. memeriksa kehadiran siswa. 3. menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 menit
Inti	**Pertemuan 1** **Mengamati:** • Siswa menyimak berbagai contoh teks legenda yang diberikan / diperdengarkan guru. • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari cerita legenda **Mempertanyakan:** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris	60 menit

dengan yang ada dalam bahasa Indonesia.

- Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu

Mengeksplorasi:

- Siswa membaca beberapa text narative dari berbagai sumber.
- Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu.

Mengasosiasi:

- Guru meminta siswa untuk menganalisis struktur teks dari cerita legenda rakyat yang mereka baca.

Mengkomunikasikan:

- Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasan yang ditemukan setelah membaca teks legenda.
- Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.

Pertemuan 2

Mengamati:

- Guru membimbing siswa mengamati fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh narative text tersebut.

	Mempertanyakan: • Guru membimbing siswa mempertanyakan fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh narative text tersebut. **Mengeksplorasi:** • Guru menjelaskan tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam legenda rakyat. **Mengasosiasi:** • Guru meminta siswa untuk menganalisis tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam narative text yang mereka baca. **Mengkomunikasikan:** • Guru meminta siswa untuk menyampaikan hasil analisis mereka.	
Penutup	• Guru memberi arahan dan bimbingan siswa menyimpulkan materi yang telah dipelajari. • Guru menanyakan kepada siswa tentang materi hari ini. • Guru menutup kelas dan memberi salam kepada siswa.	menit

H. **Instrument Penilaian**
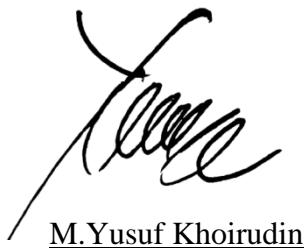
1. Standard of Assessment:

Score	**Explanation**
≥ 70	Complete
< 70	Incomplete

2. English Score

Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen
Menangkap makna teks narrative	Teks tertulis	Soal pilihan ganda
Menemukan informasi yang terdapat dalam teks narrative	Teks tertulis	Soal pilihan ganda
Menyusun teks narrative dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Teks tertulis	Soal pilihan ganda

Metro, Juni 2019

Collaborator   Researcher

M.Yusuf Khoirudin   Naufal Rafiq Yusuf
                                                     NPM: 1501070278

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Takhassus Al-Qur'an Al-Falahiyah

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/ Ganjil

Materi Pokok : Teks Naratif; Informasi Terkait Legenda Rakyat

Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti

KI 1 **:** Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur	• Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan

kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	• Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif • Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat • Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	• Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

➢ Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
➢ Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
➢ Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
➢ Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
➢ Membacakasn legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

D. Materi Pembelajaran

➢ Fungsi Sosial

Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan

➢ Struktur Teks

Dapat mencakup:

- Orientasi
- Komplikasi
- Resolusi
- Orientasi ulang
- Unsur Kebahasaan
  - Kalimat-kalimat dalamsimple past tense, past continuous, dan lainnya yang relevan
  - Kosa kata: terkait karakter, watak, dan setting dalam legenda
  - Adverbia penghubung dan penujuk waktu
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik

Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI

Narative text

The Legend of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

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Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates.

The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother.

She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

E. Media Pembelajaran

- **English short story book**

F. Media, Alat dan Sumber Pembelajaran

1. Media

   - Worksheet atau lembar kerja (peserta didik).

   - Lembar penilaian

2. Alat

   - Marker, papan tulis.

   - Laptop

3. Sumber Belajar

   - Buku Wajib Siswa MTs Kelas VIII

   - Text yang berkaitan dengan narrative text.

G. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	1. memberi salam kepada siswa, 2. memeriksa kehadiran siswa. 3. menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 menit
Inti	**Pertemuan 1** **Mengamati:** • Siswa menyimak berbagai contoh teks legenda yang diberikan / diperdengarkan guru. • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari cerita legenda **Mempertanyakan:** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.	60 menit

	• Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi:** • Siswa membaca beberapa text narative dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu. **Mengasosiasi:** • Guru meminta siswa untuk menganalisis struktur teks dari cerita legenda rakyat yang mereka baca. **Mengkomunikasikan:** • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasan yang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. **Pertemuan 2** **Mengamati:** • Guru membimbing siswa mengamati fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh narative text tersebut. **Mempertanyakan:** • Guru membimbing siswa mempertanyakan fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh narative text tersebut.	

	Mengeksplorasi:	
	• Guru menjelaskan tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam legenda rakyat. **Mengasosiasi:** • Guru meminta siswa untuk menganalisis tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam narative text yang mereka baca. **Mengkomunikasikan:** • Guru meminta siswa untuk menyampaikan hasil analisis mereka.	
Penutup	• Guru memberi arahan dan bimbingan siswa menyimpulkan materi yang telah dipelajari. • Guru menanyakan kepada siswa tentang materi hari ini. • Guru menutup kelas dan memberi salam kepada siswa.	10 menit

H. Instrument Penilaian

1. Standard of Assessment:

Score	**Explanation**
≥ 70	Complete
< 70	Incomplete

2. English Score

Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen
Menangkapmakna teks narrative	Teks tertulis	Soal pilihan ganda
Menemukan informasi yang terdapat dalam teks narrative	Teks tertulis	Soal pilihan ganda
Menyusun teks narrative dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Teks tertulis	Soal pilihan ganda

Metro, Juni 2019

Collaborator   Researcher

M.Yusuf Khoirudin   Naufal Rafiq Yusuf
NPM: 1501070278

Direction:
1. **Write your name and class on your answer sheet!**
2. **Read the text then answer the question by crossing a, b, c, d, or e!**
3. **You are not allowed to cheat with your friends!**
4. **Check your answer before submitting!**

Read the following text to answer questions 1-5
Text 1

Long time ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which of the following statements is false about Sang Prabu?
A. Sang Prabu was a father of his only daughter.
B. Sang Prabu was a king of a kingdom in West Java.
C. Sang Prabu was taken to Kahyangan by a wicked fairy.
D. Sang Prabu was a wise man.

2. Why did the wicked fairy use her magic power to make Raden Begawan unconscious?
A. She didn't like Raden Begawan.
B. She didn't want Raden Prabu marry the princess.
C. She wanted Teja Nirmala to forget about her wedding.
D. She didn't want the prince of Blambangan marry the princess.

3. According to you, what would happen if gods or goddesses did not mingle will the people in the earth ?
A. Princess Segara will have married with Raden Begawan.
B. Sang Prabu will not hold strength competition.
C. Raden Begawan will not die.
D. Teja Nirmala will stay in the Kahyangan.

4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to…
A. The wicked fairy
B. The nice fairy
C. Princess Nirmala
D. Prince Teja

5. According to the text, The similarity between fairy and human is ?
A. The place they live.
B. The jealousy that they posses.
C. The way they don't feel a love.
D. The strength they have.

Read the following text to answer questions number 6 to 10.

Text 2

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling . Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

6. Which the following fact is true about Kbo Iwo?.!

A. Kebo Iwo ate a little amount of meat.

B. Kebo Iwo is a destroyer that cannot make anything.

C. Kebo Iwo destroyed all the house but not the temple.

D. Kebo eat food was equal for food of thousand people.

7. Why did Kbo Iwo feel angry to the Balinese people?

A. Because Balinese people ate his meal.

B. Because Balinese people took his food so his barns was empty.

C. Because Balinese people didn't give him food.

D. Because Balinese people were in hunger.

8. According to you, if Kbo Iwa is never existed in Bali island, what will it?

A. There will be no Bali island.

B. Bali People will never be angry.

C. All Bali people will live in a prosperous way.

D. We are not able see the beauty of Mountain, Lake Batur.

9. "So, they came together to plan steps to oppose this powerful giant…"(Paragraph 3). The antonym of the word "oppose " is…

A. Support

B. Defeat

C. Turn Against

D. Beat

10. What is mount batur?

A. A lake build by Kbo Iwa

B. A well dug by Kbo iwa

C. The mountain build by Kbo Iwa

D. A mound of earth dug from the well by Kbo iwa

Direction:
1. **Write your name and class on your answer sheet!**
2. **Read the text then answer the question by crossing a, b, c, d or e!**
3. **You are not allowed to cheat with your friends!**
4. **Check your answer before submitting!**

Read the following text to answer questions 1-10

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

1. What separated between one village to another a long time ago in the New Territories ?
   a. Another village
   b. Mountains
   c. Forests
   d. Hills

2. Who was Ah Tim ?
   a. The young woman's brother
   b. The young woman's son
   c. The young woman's brother and nephew
   d. The young woman's brother's son

3. Who walked in front when they were in the forest ?

   a. Ah Tm
   b. The woman
   c. The woman's son
   d. Her brother's nephew

4. How could the wolves catch Ah Tim ?

   a. He was afraid
   b. He was stumbled by a stone
   c. He ran slowly
   d. The woman cried

5. The woman gave her son to the wolves because

   a. She loved her nephew than her son.
   b. She thought about how her brother would be
   c. She wanted her son was eaten by the wolves
   d. She was crazy

6. What did the villagers bring sticks for ?

   a. For the weapon to beat the wolves
   b. To bring the woman's nephew
   c. For the fire woods.
   d. For play

7. " all men in the village **fetched** thick stick…" The word " **fetched**" has a similar meaning to :

   a. received
   b. caught
   c. got
   d. hit

8. From the passage we learn that the villages were …

   a. Located in one huge area.
   b. Situated in a large district.
   c. Separated by untamed jungles.
   d. Wild and unsafe.

9. The brother lets her son go with his aunt as she left home because …

   a. Ah Tim wanted to see the wolves.
   b. to visit he own mother and brother

c. Ah Tim was bored to live with his parents.
d. The baby was too cute to be alone.

10. What is the purpose of the writer by writing the story above ?

    a. To describe the danger of the villages.
    b. To entertain the readers of the story.
    c. To tell the villagers' relationship.
    d. To explain how important a relative is.

Direction:
1. **Write your name and class on your answer sheet!**
2. **Read the text then answer the question by crossing a, b, c, or d!**
3. **You are not allowed to cheat with your friends!**
4. **Check your answer before submitting!**

Read the following text to answer questions 1-4
Text 1

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you sunddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much, especially deer. He often hunted to the wood usying his arrow. When he went hunting , Tumang was always with him.
One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but afher several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was

his son. It was impossible for them to marry. She told him but he did not beliave her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

1. What is the story about?
    a. A wrath son
    b. West java's tales
    c. Tumang a Dog husband
    d. The legend of Tangkuban Perahu

2. According to he story, Tumang was….
    a. actually a handsome prince
    b. married to Dayang Sumbii
    c. Sangkuriang pet dog
    d. good at hunting deer

3. What did Dayang Sumbi look like?
    a. She liked weaving clothers.
    b. She looked for the heart of a deer.
    c. She was beautiful.
    d. She was looking at her fallen tool.

4. What made Dayang Sumbi stay young?
    a. She set up conditions in doing things.
    b. A young man fall in love with her.
    c. She married a dog.
    d. God gave her an eternal beauty

Read the following text to answer question 5-7

Text 2

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

5. The story is about…

    a. Two children went to school for the first time.
    b. A witch who is really kind.
    c. A father who begged a witch for money.
    d. A stepmother who saved her children from a witch.

6. Which statement is FALSE about the witch?

    a. She locked Hansel in a cage.
    b. She planned to eat Hansel & Gretel.
    c. She fell into the ocean.
    d. She hated the children.

7. "The witch fell into the oven and the stepmother shut the door." (Paragraph 4). The underlined word "shut" can be replaced by the word…

a. marked
b. painted
c. polished
d. closed

Read the following text to answer questions number 8 to 10.

Text 3

The Magic Box

Once upon a time, there was a poor farmer who lived with his wife. One day, he dug up his field and found a big box. He took it home with him and showed it to his wife. His wife cleaned the box and kept it in their house.

One sunny morning his wife dropped an apple into it. Suddenly the box began fill up with apples. No matter how many the apples were taken out, more apples took their place, So the farmer and his wife decide to sell the apples and in short time they were able to live quite comfortably.

One day, the farmer dropped a gold coin into the box. At once, apples disappeared and the box began to fill itself with coins. Everyday, the farmer and his wife collected hundreds of gold coins from the box. Soon they became very rich.

Having heard that his son had gone rich, the farmer's grandfather visited the couple. He was not very strong and he could not go out to work anymore. So the farmer asked the old man to help him take the money out of the box. When his grandfather told his son that he was tired and wanted to have arrest, the farmer shouted at him," why are you so lazy? Why can't you work harder?"

The old man didn't say anything, and continued to work until he fell into the box and suddenly died. At once, the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

8. How was the farmer according to the writer ? He was…

    a. Mean

    b. Humorous

    c. generous

    d. rich

9. Which statement is TRUE according to the story ?

    a. His wife cleaned and kept the box for her.

    b. The box was full of valuable things when it was found.

    c. The farmer had to pull dead grandfathers out and bury them.

    d. The poor farmer was finally killed by his grandfather.

10. What did we learn from the story ?

    a. Being honest is not always wise.

    b. All that glitters is not good.

    c. Being a miser is sometimes important.

    d. We must respect our parents.

ANSWER SHEET PRE-TEST

NAME : Galuh Wahyuningtyas

CLASS : VIII^A

Please Give The Cross (X) to The Right Answer :

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

ANSWER SHEET PRE-TEST

NAME : Cahya Taradita

CLASS : YIII . A

Please Give The Cross (X) to The Right Answer :

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

(80)

ANSWER SHEET POST-TEST 1

NAME : Zida Dzkiya Asyaci

CLASS : XII. ᴬ

Please Give The Cross (X) to The Right Answer :

1	A̶	B	C	D	×
2	A	B	C	D̶	✓
3	A̶	B	C	D	✓
4	A	B	C	D̶	×
5	A̶	B	C	D	×
6	A̶	B	C	D	✓
7	A	B	C̶	D	✓
8	A	B	C	D̶	×
9	A̶	B	C	D	×
10	A	B̶	C	D	✓

= 50

ANSWER SHEET POST-TEST 1

NAME   : Cahya Taradita

CLASS   : VIII . A

Please Give The Cross (X) to The Right Answer :

1	A	B	X̶C̶	D
2	A	B	C	X̶D̶
3	A	X̶B̶	C	D
4	A	X̶B̶	C	D
5	A	X̶B̶	C	D
6	X̶A̶	B	C	D
7	A	B	X̶C̶	D
8	A	B	X̶C̶	D
9	A	B	C	X̶D̶
10	A	X̶B̶	C	D

ANSWER SHEET POST-TEST 2

NAME : Ilma Nasira

CLASS : VIII^A

Please Give The Cross (X) to The Right Answer :

1	A	B	C	X	✓	60
2	A	X	C	D	✓	
3	A	B	X	D	✓	
4	A	B	C	X	✓	
5	X	B	C	D	✗	
6	A	X	C	D	✗	
7	A	B	C	X	✓	
8	A	B	C	X	✗	
9	A	B	X	D	✓	
10	X	B	C	D	✗	

ANSWER SHEET POST-TEST 2

NAME : Wafiq Mufinaful Azizah

CLASS : VIII^A

Please Give The Cross (X) to The Right Answer :

1	A	B	C	X̶D̶
2	A	X̶B̶	C	D
3	A	B	X̶C̶	D
4	A	B	C	X̶D̶
5	A	B	C	X̶D̶
6	A	B	X̶C̶	D
7	A	B	C	X̶D̶
8	A	B	X̶C̶	D
9	A	B	C	X̶D̶
10	A	B	C	X̶D̶

90

Students' Pre-test Grade

No	Name	MMC	Score	Note
1	AFZ	70	60	Incomplete
2	AZ	70	50	Incomplete
3	CT	70	80	Complete
4	FN	70	50	Incomplete
5	GW	70	40	Incomplete
6	IN	70	50	Incomplete
7	LS	70	70	Complete
8	NDN	70	50	Incomplete
9	MDN	70	40	Incomplete
10	MAH	70	40	Incomplete
11	NS	70	50	Incomplete
12	NAQ	70	50	Incomplete
13	NFN	70	70	Complete
14	ROF	70	50	Incomplete
15	RLN	70	40	Incomplete
16	SLM	70	40	Incomplete
17	SK	70	40	Incomplete
18	SZL	70	70	Complete
19	WMA	70	60	Incomplete
20	YMP	70	50	Incomplete
21	ZSN	70	50	Incomplete
22	ZS	70	40	Incomplete
23	ZA	70	40	Incomplete
24	ZAA	70	50	Incomplete
25	ZAN	70	70	Complete
26	ZAS	70	70	Complete
Total			1370	
Average			53	
Highest Score			80	
Lowes Score			40	

Students Post-Test I Grade

(Cycle I)

No	Name	MMC	Score	Note
1	AFZ	70	70	Complete
2	AZ	70	60	Incomplete
3	CT	70	80	Complete
4	FN	70	80	Complete
5	GW	70	50	Incomplete
6	IN	70	60	Incomplete
7	LS	70	70	Complete
8	NDN	70	60	Incomplete
9	MDN	70	50	Incomplete
10	MAH	70	50	Incomplete
11	NS	70	70	Complete
12	NAQ	70	70	Complete
13	NFN	70	70	Complete
14	ROF	70	60	Incomplete
15	RLN	70	50	Incomplete
16	SLM	70	50	Incomplete
17	SK	70	50	Incomplete
18	SZL	70	80	Complete
19	WMA	70	80	Complete
20	YMP	70	60	Incomplete
21	ZSN	70	60	Incomplete
22	ZS	70	50	Incomplete
23	ZA	70	50	Incomplete
24	ZAA	70	60	Incomplete
25	ZAN	70	70	Complete
26	ZAS	70	70	Complete
Total			**1.630**	
Average			**63**	
Highest Score			**80**	
Lowes Score			**50**	

Students Post-Test II Grade

(Cycle II)

No	Name	MMC	Score	Note
1	AFZ	70	80	Complete
2	AZ	70	80	Complete
3	CT	70	90	Complete
4	FN	70	80	Complete
5	GW	70	60	Incomplete
6	IN	70	80	Complete
7	LS	70	80	Complete
8	NDN	70	80	Complete
9	MDN	70	60	Incomplete
10	MAH	70	70	Complete
11	NS	70	80	Complete
12	NAQ	70	80	Complete
13	NFN	70	80	Complete
14	ROF	70	70	Complete
15	RLN	70	60	Incomplete
16	SLM	70	60	Incomplete
17	SK	70	70	Complete
18	SZL	70	90	Complete
19	WMA	70	90	Complete
20	YMP	70	70	Complete
21	ZSN	70	80	Complete
22	ZS	70	70	Complete
23	ZA	70	60	Incomplete
24	ZAA	70	80	Complete
25	ZAN	70	80	Complete
26	ZAS	70	80	Complete
Total			1.960	
Average			75	
Highest Score			90	
Lowes Score			60	

Observation Sheet Of Students Activity

Post Test I Cycle I

NO	Name	Activities		
		1	2	3
1	AFZ	√	√	-
2	AZ	-	-	-
3	CT	√	√	√
4	FN	√	-	√
5	GW	-	√	-
6	IN	√	-	-
7	LS	√	-	√
8	NDN	-	-	√
9	MDN	√	√	-
10	MAH	-	√	√
11	NS	√	-	√
12	NAQ	√	-	√
13	NFN	√	-	-
14	ROF	-	-	√
15	RLN	-	√	√
16	SLM	-	-	√
17	SK	√	-	-
18	SZL	√	-	√
19	WMA	√	-	-
20	YMP	√	-	√
21	ZSN	√	√	-
22	ZS	-	-	√
23	ZA	√	√	√
24	ZAA	√	√	-
25	ZAN	√	√	√
26	ZAS	√	√	√
TOTAL		20	15	16

1. The students are able to read and comprehend the story
2. The sudents are able to mention the characters of the story
3. The students are able to answer the question based on the story

Observation Sheet Of Students Activity

Post Test II Cycle II

NO	Name	Activities		
		1	2	3
1	AFZ	√	-	√
2	AZ	-	√	√
3	CT	√	-	√
4	FN	√	-	√
5	GW	√	√	√
6	IN	√	√	-
7	LS	√	√	-
8	NDN	√	-	√
9	MDN	√	√	-
10	MAH	√	√	√
11	NS	√	-	√
12	NAQ	-	√	√
13	NFN	√	√	√
14	ROF	-	-	√
15	RLN	-	√	-
16	SLM	√	-	-
17	SK	√	-	-
18	SZL	√	√	√
19	WMA	√	√	-
20	YMP	√	√	√
21	ZSN	√	-	-
22	ZS	-	√	√
23	ZA	-	√	√
24	ZAA	√	√	-
25	ZAN	√	-	√
26	ZAS	√	√	√
TOTAL		**23**	**20**	**20**

1. The students are able to read and comprehend the story
2. The sudents are able to mention the characters of the story
3. The students are able to answer the question based on the story

The Result Score of Students' Pre-test, Post-test I and Post-test II

No	Name	Cycle I		Improving %	Cycle II	Improving %	Criteria
		Pre-test	Post-test I		Post test II		
1	AFZ	60	70	17%	80	50%	Improve
2	AZ	50	60	20%	80	60%	Improve
3	CT	80	80	0%	90	14%	Improve
4	FN	50	80	60%	80	60%	Improve
5	GW	40	50	25%	60	50%	Improve
6	IN	50	60	20%	80	75%	Improve
7	LS	70	70	0%	80	60%	Improve
8	NDN	50	60	20%	80	60%	Improve
9	MDN	40	50	25%	60	14%	Improve
10	MAH	40	50	25%	70	40%	Improve
11	NS	50	70	40%	80	50%	Improve
12	NAQ	50	70	40%	80	50%	Improve
13	NFN	70	70	0%	80	75%	Improve
14	ROF	50	60	20%	70	29%	Improve
15	RLN	40	50	25%	60	50%	Improve
16	SLM	40	50	25%	60	40%	Improve
17	SK	40	50	25%	70	60%	Improve
18	SZL	70	80	14%	90	75%	Improve
19	WMA	60	80	33%	90	50%	Improve
20	YMP	50	60	20%	70	60%	Improve
21	ZSN	50	60	20%	80	14%	Improve
22	ZS	40	50	25%	70	14%	Improve
23	ZA	40	50	25%	60	50%	Improve
24	ZAA	50	60	20%	80	60%	Improve
25	ZAN	70	70	0%	80	14%	Improve
26	ZAS	70	70	0%	80	60%	Improve
Total		**1370**	**1630**	**544%**	**1960**	**1217%**	
Average		**53**	**63**	**21%**	**75**	**47%**	

DOCUMENTATION

CURRICULUM VITAE

The name of writer is Naufal Rafiq Yusuf. He was born on February 18th 1997, Nampirejo, Batanghari, East Lampung. He is the first child from Mr Yusro Hadi and Mrs Suwariyah.

He was enrolled him study in Kindergarten at TK Pertiwi 8, Nampirejo, Batanghari on 2002-2004. Then, he continued him study at SDN 02 Nampirejo, on 2004-2009. After that, he continued him study at SMPN 01 Batanghari, East Lampung, on 2009-2012. Next, he continued him study at SMK Muhammadiyah 2 Metro, on 2012-2015. It was long journey to find out him dream. Finally, he was registered as S1 students English Education Department of State Institute for Islamic Studies of Metro, on 2015.

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