

AN UNDERGRADUATE THESIS

**THE USE OF THE SHORT STORY TO IMPROVE READING
COMPREHENSION OF THE TENTH GRADERS AT MA
MUHAMMADIYAH SINAR NEGERI CENTRAL LAMPUNG**

By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2023 M**

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Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

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APPROVAL PAGE

Title : THE USE OF THE SHORT STORY TO IMPROVE
READING COMPREHENSION OF THE TENTH
GRADERS AT MA MUHAMMADIYAH SINAR NEEGERI
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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Assalamu'alaikumWr.Wb.

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

Mengetahui,
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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE USE OF THE SHORT STORY TO IMPROVE READING COMPREHENSION OF THE TENTH GRADERS AT MA MUHAMMADIYAH SINAR NEGERI CENTRAL LAMPUNG Written by Elma Ika Tiara, student number 1801070023 English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Friday, November 10 , 2023 at 08.00-10.00 a.m.

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**THE USE OF THE SHORT STORY
TO IMPROVE READING COMPREHENSION OF THE TENTH
GRADERS AT MA MUHAMMADIYAH SINAR NEGERI
CENTRAL LAMPUNG**

ABSTRACT

**By:
ELMA IKA TIARA**

The objective of the research is to find whether the use of the short story improve reading comprehension and learning activity of the tenth graders at MA Muhammadiyah Sinar Negeri Central Lampung. In addition, the students also have difficulty reading an English story. Therefore, this research was conducted to improve students reading comprehension through the use of short stories.

In this study researcher used Classroom Action Analysis (CAR) that consisted of two cycles. Every cycle consisted of three meetings; each involved four phases, namely: plan, action, observation and reflection. The instruments used to collect data are observation sheet, field note, task, test, and interview.

The research showed that using short story could improve the students reading comprehension. It could be seen from the result of the test as a whole. Starting from the result of the pre-test reading comprehension. With a percentage of 25 %, then in post-test I it increased to 70 %, and in post-test II it increased to 76 %. The researcher indicated that learning activity in cycle II was 85 %. It means that the learning activity is successfully influenced because the students' activity got percentage >75%. Therefore, it can be concluded that the short story strategy can improve the students reading comprehension and their learning activities.

Keywords: *Narrative Text, Short Story and Classroom Action Research*

**PENGGUNAAN CERITA PENDEK
UNTUK MENINGKATKAN PEMAHAMAN MEMBACA SISWA
DI KELAS SEPULUH MA MUHAMMADIYAH
SINAR NEGERI LAMPUNG TENGAH**

ABSTRAK

**Oleh:
ELMA IKA TIARA**

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan cerita pendek dapat meningkatkan pemahaman membaca dan aktivitas belajar siswa kelas sepuluh di MA Muhammadiyah Sinar Negeri Lampung Tengah. Selain itu siswa juga mengalami kesulitan dalam membaca cerita berbahasa Inggris. Oleh karena itu Penelitian ini dilakukan untuk meningkatkan reading comprehension siswa melalui penggunaan cerita pendek.

Dalam penelitian ini, peneliti menggunakan analisis tindakan kelas (PTK) yang terdiri dari dua siklus. Setiap siklus terdiri dari dua pertemuan yang masing-masing melibatkan empat tahap yaitu perencanaan, pelaksanaan tindakan, observasi dan refleksi. Instrument yang digunakan untuk mengumpulkan data adalah lembar observasi, catatan lapangan, tugas, tes, dan wawancara.

Hasil penelitian ini menunjukkan bahwa penggunaan cerita pendek dapat meningkatkan keterampilan membaca siswa. Hal ini dapat dilihat dari hasil tes secara keseluruhan. Dimulai dari hasil pre-test dengan presentase sebesar 25%, maka pada post-test I meningkat menjadi 70% dan pada post-test II meningkat menjadi 76%. Hasil Penelitian ini menunjukkan bahwa keaktifan belajar pada siklus II sebesar 85%. Artinya aktivitas belajar berhasil dipengaruhi karena aktivitas siswa memperoleh >75%. Oleh karena itu, dapat disimpulkan bahwa strategi cerita pendek dapat meningkatkan pemahaman membaca siswa dan aktivitas belajar siswa.

Kata Kunci: Teks Naratif, Cerita Pendek, dan Penelitian Tindakan Kelas

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Elma Ika Tiara

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

Metro, October 9, 2023

The researcher,



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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, 9 October 2023

The researcher,



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MOTTO

اللهم يسر ولا تُعَسِّرْ ولهم بالخير وَتَقِمْ

Allahumma yassir wala tu'assir wa lahum bil khoir wa taqim.

“Oh Allah, make this task easy and don't make it difficult. Oh Allah! Make it end well”.

(Narrated by Bukhori & Muslim)

DEDICATION PAGE

This piece of work is dedicated to:

My beloved parents Mr. Sucipto and Mrs. Anjar Wati, who always support me by their endless love.

My beloved husband Na'riful Mausul, who always gave me support, spirit, and motivation.

*My sponsor Dr. Umi Yawisah, M. Hum.
(thanks for your guidance).*

*My lovely sister and brother,
Beloved friends, who always support me with their moral values and good advice.*

*All my lecturers in IAIN Metro and all of the teachers in MA Muhammadiyah
Sinar Negeri Central Lampung , thank you.*

My beloved Almamater...

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Praise thanks to Allah who has been giving His blessing and mercy to the researcher to complete a research entitled “ The Use Of The Short Story To Improve Reading Comprehension Of The Tenth Graders At MA Muhammadiyah Sinar Negeri Central Lampung”. Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this opportunities, the researcher would like to express her deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag, as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M. Pd,B.I as the Head of English Education Department of IAIN Metro Lampung.
4. Dr. Umi Yawisah, M.Hum, as the advisor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
5. All lecturers of the English Education Department of IAIN Metro Lampung who have given their thought and shared their experience to the researcher.
6. Headmaster, Teacher, Staff of the MA Muhammadiyah Sinar Negeri Central Lampung who gives permission to the researcher conduct the research in this school.
7. All of her friends in English Education Department Force of IAIN Metro part in support system, thanks for everything in helping to finish this undergraduate thesis

The researcher do apologizes for all mistakes that he has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, October 9, 2023
Researcher,

A handwritten signature in black ink, appearing to read 'Elma Ika Tiara', with a large, sweeping flourish at the beginning.

ELMA IKA TIARA
NPM. 1801070023

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CHAPTER I

INTRODUCTION

A. Background of The Study

English is one of language frequently used by many people in the world. Therefore, it is considered as one of international language. As an international language used many purpose of people activities. English is used in both formal and informal education either as second or foreign language.¹ English is a purely foreign language in Indonesia. That is why, Indonesian students, especially those of Senior High School find difficulties in learning English. There is no way for them except trying to learn English if they want to adapt themselves in this era. The success of someone in learning is often supported by his willingness to read a lot. It does not matter whether he or she reads scientific writings (journal or books on social or natural sciences) or popular writing (magazines, newspaper, or novels). All of that give a lot of advantages to the reader to increase his or her knowledge. The student's interest in reading is very important for improving their achievement.

In education, reading plays an important role, while previously it was used to develop student's knowledge of a course or material. Reading is an activity related to readers and texts. It's the first way to get people to understand information from texts that they have processed their own knowledge to make sense of. Reading activities are activities that we often do

¹Suparman, "*Improving Reading comprehension Through Scanning and Skimming at The Second Year of MAN PALOPO*," 2010.

in our daily life. Although this activity is carried out frequently, students still face many problems in the process of learning English. Since English is a language that is not used in everyday life, most students at all levels of education have difficulty reading English texts. It can be pointed out that the ability of Indonesian students to read and understand English text is very low. Although the students skill in reading are still low, this can be proved by the fact that they are difficult to understand texts from reading books because they have difficulty in comprehension the main message of the text and making inferences about the text. Because the level of vocabulary knowledge the student have a low, and it is different reading English material in their first language, which make it more difficult when reading English material.

In fact, there are some styles of reading comprehension. But, they do not pick and use one of the effective techniques in analyzing. In truth some students with reading comprehension interpret word by word which inefficient in analyzing comprehension.

From the point of view of the researcher observation, the researcher observed that the majority of MA Muhammadiyah Sinar Negeri Central Lampung students experience difficulties in reading comprehension. In this scenario, the researcher investigated how to develop student reading comprehension by using short story. The researcher carried out a pre-survey allowed by 25 students as the basis for this study. The pre-survey was completed on February 25th 2023.

Furthermore, the data of pre-survey at the Tenth graders at MA Muhammadiyah Sinar Negeri Central Lampung showed the result as follows:

Table 1.1
Students Reading Comprehension Score

No.	Grade	Criteria	Frequency	Percentage
1.	>70	Complete	5	20%
2.	< 70	In complete	20	80%
		Total	25	100%

The data above explained that 80% or 20 students who got failed score and 20% or 5 students got passed score. So, from the data above it can be known that the students' reading comprehension in English is low.

In this research, the researcher decided to focus on a short story strategy that can improve the students' skill in a narrative text of reading among the tenth graders of MA Muhammadiyah Sinar Negeri Central Lampung. So, the researcher would like to continue the previous studies.

Since the stories are interesting for senior high school students, the researcher explored the genre of reading comprehension through the short Story. Stories are something imaginative and expand their knowledge so that it is relevant enough for students around the world and make it easier for them up. It also shares stories and experiences for students to enjoy in the classroom. They can share their thought opinions and experience, for example by telling stories with close friends.

The researcher assumes that student's low English reading comprehension score was influenced have lack vocabulary. Therefore, in this

case the researcher tried to use a Short Story to improve the students' reading comprehension. Because the short story can motivate the students' English learning, can makes the students enjoy in learning process, and overcome the students learning boredom. So, the researcher believes that the short story can improve the students' English reading comprehension especially at the Tenth Graders of MA Muhammadiyah Sinar Negeri Central Lampung.

In this study, the researcher would use the classroom action research, hoping to improve English teaching and learning, especially students reading comprehension. Within classroom action research itself, two cycles can be used to implement the technique. In a cycle, it involves planning, action, observing and reflecting as appropriate for the researcher and the students of the class.

Based on the description above, the researcher conducted the research by the title: The Use of the Short Story to Improve Reading Comprehension of the Tenth Graders at Ma Muhammadiyah Sinar Negeri Central Lampung.

B. Problem Identification

Based on the background above, the researcher would like to identify the problems as follow:

1. The students is difficult to fine the main idea in the text
2. Reading comprehension is a weak point for the students
3. The students' is difficult to infer the meaning of certain words from the context.
4. Students are uninspired to read.

C. Problem Limitation

Based on the problem identification, the researcher limits the problems by focusing on the low students' reading comprehension. To address the problem of reading, the researcher intends to address it by conducting the classroom action research.

D. Problem Formulation

Based on the limitation of the problem above, the researcher formulates the research problems as follows:

Can the use of the short Story improve reading comprehension and learning activity of the Tenth graders of MA Muhammadiyah Sinar Negeri Central Lampung?

E. Objective and Benefit of Study

1. Objective of The Study

Based on the problem formulation above, the objective of the research is to find whether The Use of The short Story Improve Reading Comprehension and learning activity of The tenth Graders at MA Muhammadiyah Sinar Negeri Central Lampung.

2. Benefit of The Study

- a. For the students in order the students to be more active in following English Lesson, especially for reading comprehension material.
- b. As an information to make the learning process to be more interesting and enjoying for the students.

- c. For the other researcher, it is a reference for the researcher to do the further study.

F. Prior Research

This research was conducted by considering several prior-researches with the same topic. The first prior research was conducted by Ika Kusriani the title of research is “Using Jigsaw Technique to Improve Reading Comprehension Skill at the Eight Grade Students of Smpn 3 Mlati Yogyakarta”.

This research applied the principle of action research. The steps of this research were reconnaissance, planning, conducting action and observation, and having reflection. The results of the research show that using jigsaw technique can improve the students reading comprehension and the students reading involvement in the reading class because the findings reveal three results. The use of jigsaw can improve reading comprehension and there were improvement of student’s involvement in the reading class toward the application of jigsaw technique.²

The second research was conducted by Irma the title of research is “The Effectiveness of Using Short Story towards Students’ Reading Comprehension of Narrative Text”.³

² Ika kusriani, *Using Jigsaw Technique to Improve Reading Comprehension Skill at the Eight Grade Students of Smpn 3 Mlati Yogyakarta*” (University of Yogyakarta, 2013)

³ Irma, *“The Effectiveness of Using Short Story towards Students’ Reading Comprehension of Narrative Text”* (University of Jakarta, 2016)

The sample of this study was 80 students taken from the second grade of Mts AT-TAQWA, Batu ceper Tangerang. 40 students were from the experimental class, and the others were from the controlled class. The method used in this study was s quantitative that designed a quasiexperimental. It mean that the researcher used two classes in which one of them was as experimental class, and another was as controlled class.

The third research conducted by Nurafni the title of research is “Using Fable in Developing Reading Comprehension of Grade VIII Students at Smp Negeri 15 Palu”.⁴

The goal of the research is to Using Fable in Developing Reading Comprehension of Grade VIII Students at Smp Negeri 15 Palu. In this study collage students’ know-how became target at the literal and interpretative stages. The populace in this have a look at were college students of SMP Negeri 15 Palu totaling 73 students. The result showed that with the average effects of the pre-test average score of student increased by 66.00% in term of literal comprehension and 46.00% in terms of interpretive comprehension, after being given remedy the post-test average score of collage students elevated with the aid of 66.00% in term of literal comprehension and 72,00% in interpretive phrases.

Based on the explanation above, the researcher view the renewal of this research in a effort to achieve research objectives that focus on exploring reading comprehension. This research with relevant research has similarities

⁴ Nurafni, “*Using Fable in Developing Reading Comprehension of Grade VIII Students at Smp Negeri 15 Palu*” (palu, 2020)

and differences. The similarities of the three studies are that both use short stories as a research method. And then, the similarities lie in topics. That's because this research and relevant research reading comprehension. While the difference lies in the research objectives.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension

1. The Definition of Reading

In this research, it is important to know the definition of reading, kinds of reading, types of reading, and the purpose of reading. All of those are important points are described as follow:

a. Definition of Reading

Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who doesn't learn the reading basics early is unlikely to learn them at all. Any child who doesn't learn to read early well does not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life.¹

According to William Grabe, he states, "Reading is also in interaction between the reader and the researcher. The text provides information that the author wants the reader to understand in certain ways".²

Reading is beneficial for language acquisition. Supplied that scholars more or less recognize what they read. The greater they examine, the better they get on it. Analyzing also has a high-quality effect on students' vocabulary knowledge, on their spelling, and on

¹Peter Westwood "What teachers need to know about Reading and writing difficulties". (Victoria, 3124, Australia. 2008), 2.

² William Grabe," *Reading in a Second Language: Moving From Theory to Practice*". (New York: Cambridge University Press, 2009), 15.

their writing. In different phrase, with the aid of read besides we get records of the textual content can also improves our knowledge, spelling and writing.³

Based on statement above reading is knowing about texts, but it is not pretty up their. The readers read text for knowing and comprehending a few information or potential. With reading, the reader might be got plenty knowledge and can be processed by speaking about it with other or writing the principle thoughts for his self. It associated with Hittleman states that “studying is a verbal system interrelated with questioning and with all other communique abilities: listening, speaking, and writing.”⁴

In line with Kanneth Goodman, “reading is receptive language manner. It’s far a psycholinguistic system in that it start with a linguistic surface illustration econded through the write and ends with a that means which the reader construct”.⁵

From the definition above, the researcher can finish that reading is a process of knowledge which means that entails our senses. So readers have interactions with the textual content they read and get messages and methods used to talk with others. The reader have to be able to master and understand the contents of the analyzing he reads.

³Jeremy Harmer, *How to Teach English*, (Oxford: Pearson Education, 2007) , 99.

⁴Hamra A, Syatriana Eny, “*Developing a Model of Teaching Reading Comprehension for EFL Students*”, TEFLIN Journal, Universitas Negeri Makasar, Vol. 21, No.1, February 2010, 31.

⁵Patricia L. Carrel, Joanne Devine, and David E. Eskey, *Interactive Approach to Second Language Reading* (New York: Cambridge University Press,1981), 12

Because from reading someone gets a information and knowledge about the outside world.

b. The Kinds of Reading

According to Indriati, reading is divided into three types namely; reading aloud, silent reading and speed reading.

1) Reading Aloud

Reading aloud is a very important tool that cannot be ignored when implementing its goal as it goes a long way toward developing our habit of practicing reading according to. Students gain as much experience as possible.

2) Silent Reading

Silent reading tends to encourage the reader to figure out what the means character. This way of reading leads the reader to a better understanding. Quiet reading is the ability to critique what is written and discuss its meaning draw conclusions and conclusions and post new ideas based on what to read.

3) Speed Reading

This type of reading is used to improve reading speed and comprehension. This skill is very important for students. This ability to read quickly requires running understand. However, how

fast or slow the reading material. Read stories or narratives at varying speeds from reading scientific sources.⁶

c. Types of Reading

They are four types reading comprehension, namely is skimming, scanning, intensive reading, and extensive reading.

1) Skimming

Skimming means people can choose what they want to read and throw away what is a fifth or her body. Also known as skimming how quickly the eye scans text to discover its content, main ideas and key messages.

2) Scanning

Scanning is designed to perform two functions. They found relevant information and speed up your reading speed flexibility or specialized reading training articles trust words and scanning is a test of speed reading find specific information.

3) Intensive Reading

The method of intensive reading is study. This includes double checking text. Since comprehension is high, reading speed is high correspondingly slower

⁶Nurmi Fitri Suryani, *Improving The Students' Reading Comprehension Through The Use of Reciprocal Teaching At The Second Grade Students of SMA Sungguminasa*, 2012, 14.

4) Extensive Reading

Effective reading means being able to read accurately and efficiently understand as much of this passage as possible for your purpose.⁷

d. The Purpose of Reading

Essentially analyzing pastime ambitions to discover and achieve the message or which means to apprehend the which means thru analyzing. According to Anderson, there are seven kinds of desires of reading sports, particularly:

- 1) Reading for info or fact. Studying aims to find or know the discoveries made via the individual, to resolve the problems made by the individual.
- 2) Reading for foremost ideas. Read to recognize topics or troubles in reading.
- 3) Reading for collection or organization. Analyzing aims to realize the part of the late and relationships between components of the tale.
- 4) Reading for inference. Reader are predicted to experience something that researcher experience.
- 5) Reading to classify. Analyzing this kind aims to locate things that are not truthful approximately something.

⁷ Beatrice S, Mikulecky, *Advance Reading Power* (Wesley Publishing Company: Boston University), 3.

- 6) Reading to assess. So the reading goals to locate something achievement based on positive measures. Reading this type requires comparability through comparing and re-checking out.
- 7) Reading to evaluate or contrast. The purpose of reading is to fine out how, the difference or equality of two or grater matters.

2. The Concept Reading Comprehension

In this research, we must know about reading comprehension like the definition, reading comprehension levels, skill in reading comprehension and the strategies of reading comprehension.

a. Definition of Reading Comprehension

Reading comprehension is one of reading goal that would be getting since teaching English. This is supported by states, “Comprehension is the essence of reading because the goal of written language is communication of messages.”⁸

Klingner, Vaughan and Broadman Reading comprehension as a complex process involving interaction of many components. Those components are readers, their background knowledge, their reading strategy the text, their interest in the topic, and their knowledge of the text types. When interference appears in those interaction, the readers find difficulties in their reading comprehension.⁹

⁸ Duffy Gerald G, “*Explaining Reading: a Resource for Teaching Concepts, Skills, and Strategies*”. (New York: The Guilford Press, 2009), 14

⁹ Klingner, Vaughan, and Broadman, “*Teaching Reading Comprehension to Students with Learning Difficulties*”. (New York: The Guidford Press, 2017), 8.

Reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. It is even important for our social lives, because of email, text, and social networking sites. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. This requires comprehension of the individual words and the sentences that they form. However, comprehension typically requires the comprehended to integrate the sense of these words and sentences into a meaningful whole.¹⁰

According to Dorn Comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences. When individuals read, they apply a range of comprehending strategies to monitor and sustain their meaning. Comprehending involves interpreting and synthesizing ideas in ways that influence the reader's mind.¹¹

From the definition above, the researcher can finish that reading comprehension may be very essential due to the fact the reader can understand what's he/she read through an intellectual procedure that motivated through numerous talents to think and talk.

¹⁰ Jane Oakhill, Kate Cain and CarstenElbro, "*Understanding and Teaching Reading Comprehension*". (London and New York: Routledge Taylor and Francis Group), 2015, 1

¹¹ Dorn, Soffos, "*Teaching for Deep Comprehension: a Reading Workshop Approach*". (United States of America: Stenhouse Publishers, 2005), 14.

b. Reading Comprehension Levels

The term level does not imply virtually unique ranges of problem. It refers to the mindset and reaction to reaction to want is read. There are several levels of comprehension. Better stage of comprehension would manifestly include better degree wondering. Burn divides reading comprehension talent into 4 ranges, as gives below:

1) Literal Comprehension

Literal comprehension represents the potential of understanding with statistics this is explicitly stated in the print and example. The scholar can don't forget, become aware of, classify, and series element, truth and said principal ideas shape a form of written substances, and may interpret guidelines this stage of comprehension entails floor that means.

2) Interpretative or inferential comprehension higher degree of comprehension involves reading past or among the lines. She also needs to peer relationship among thoughts, as an example, how ideas go collectively and additionally implied that means of the ideas. At this stage, trainer can asks more difficult question including asking college students to do the following task:

a) Rearrange the thoughts or topic discussed within the textual content.

b) Explain the researcher's motive of writing inside the text.

c) Summarize the main idea while this is not explicitly stated in the text.

d) Select conclusion which can be deduced from the textual content they have read.

c. Microskills for Reading Comprehension

According to H. Douglas Brown they are several skills that make up the potential to recognize what is read. According to the reader's purpose are:

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

- 8) Recognize the rhetorical forms of written discourse and their significance for interpretation.
 - 9) Recognize the communicative functions of written texts, according to form and purpose.
 - 10) Infer context that is not explicit by using background knowledge.
 - 11) Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
 - 12) Distinguish between literal and implied meanings.
 - 13) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
 - 14) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.¹²
- d. The Strategies for Reading Comprehension

According to H. Douglas Brown, there are ten strategies that should be understood by students when they went to improve reading comprehension. The strategies are:

- a. Identifying the purpose in reading
- b. Using graphemic rules

¹² H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (San Fransisco, California 2000), 307

- c. Using efficient silent reading techniques
- d. Skimming the text for the main idea
- e. Scanning the text for specific information
- f. Using semantic mapping or clustering
- g. Guessing when you are not certain
- h. Analyze vocabulary
- i. Distinguish between literal and implied meanings
- j. Capitalize on discourse makers to process relationship¹³

B. Definition of Short Story

1. Short Story

According to Wright, stories are motivating, rich in language reveal in, and inexpensive. He adds that testimonies have to be a vital part of the work of all primary teachers whether or not they may be teaching the mother tongue or a foreign language. Based totally on the definition above, it can be summarized that testimonies are imaginary language and complete collection of occasions in a piece of fiction offered in writing or drama or cinema or as radio or television software which are motivating, wealthy in languages enjoy, and less expensive.¹⁴ It's miles very useful to decorate the teaching learning within the classroom.

¹³ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Ed*.(New York: Longman, 2000), 306-310.

¹⁴Wright, *What is Story?, The Storytelling Animal: How stories make us human*".(5 Nov 2015:2).

One of the literatures is short story. In step with MacMilan, “short story is a quick paintings of prose narrative.”¹⁵ It way that short story is a short prose narrative that normally may be examine in brief time. In different word, the reader does now not need tons time to understand what the short story tells about.

Considering the statements above, short story is defined as short fictional narrative in prose that can be read in brief time. Beside that, additionally has same different features in a effort to make the reader be extra loved in reading it than different.

2. The Elements of Short Story

As the some as other fiction work, short story also has its own elements. Gordon and Kuehner said that the short story has six elements. Meanwhile, Diyanni state there seven elements of the short story. The different consist of, irony and image.¹⁶ According to Diyanni the irony and image are factors on the way to help the reader to compress a super deal of that means right to into a brief area and recognize the works. However, the two books still have equal explanation once they problematic the other elements which include plot, setting, point of view and tone, theme, and style.¹⁷

¹⁵MacMilan, *Literature Series, Introducing Literature, Signature Edition*, (New York: Glencoe/McGrawHill, 1985), 53.

¹⁶Jane Bachman Gordon and Karen Kuehner, “*Fiction: The Elements of Short Story*”. (New York: McGraw-Hill), 1-247.

¹⁷Robert Diyanni, “*Literature: Reading Fiction, Poetry and drama 5th Ed*”. (New York: McGraw-Hill, 2002), 92.

3. The Benefit of Story

A few materials consisting of textbook are needed to enhance studying skills, which includes phrase analysis, structural analysis, dictionary use, and studying the meaning of word from the context. Short story could be useful on the grounds that literature has the fine of being widely wide-spread and short story allows the trainer to cope with human hassle. The benefits for pedagogical blessings of short story over different literally texts:

- a. Short story makes the difficult as it is simple and brief provide beginners a better view of other human beings and other culture.
- b. Requires greater attention and evaluation helps students to be extra creative and raise the critical wondering abilities.
- c. Raise cultural awareness.
- d. Reduce student's tension and helps them feel more loosen up.
- e. Short story is good for multicultural contexts because of its conventional language.
- f. Offer a fictional and interesting world.

C. Steps For Teaching Reading Comprehension Using Short Story:

There are three steps for teaching reading comprehension using short story, as follow:

1. The researcher determines the reading text in the form of short story that is relevant with teaching topic.

2. The researcher teaches the lessons using short story by doing preparation, activating background knowledge, pre-teaching vocabulary, introducing topic and guiding questions. The teacher asks the students to read short story and to think aloud by combining interactive reading aloud and student talking.
3. The researcher develops effective assessment by asking the students to write down what they have read in short story.

D. Action Hypothesis

The action hypothesis of this research is as follows: The Use of The Short Story can Improve Reading Comprehension of the tenth graders at MA Muhammadiyah Sinar Negeri Central Lampung.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used classroom action research methods. According to Anne Burns, action research is something that many language teachers seem to have heard about, but often they have only a hazy idea of what it actually is and what doing it involves.¹ Action research in the classroom, abbreviated as PTK or classroom Action Research, is a specific form of action taken to improve teaching and learning outcomes better than ever before. Classroom action research can be used as the implementation of various exciting programs in schools by examining various indicators of process and outcome success or implementation of various school programs. In the literature, the term ‘action research’ covers a diverse range of approaches to enquiry, always linked in some way to changing a social practice. Kemmis and McTaggart provide short overviews of some common approaches to action research and include a more detailed critique of different forms of action research.²

Classroom Action Research originated from Action Research concept developed by American Social Psychology, Kurt Z. Lewin. Action Research intended to solve social problems like: joblessness and misbehave adolescent which is developed at the society at that time. Action research conducted after

¹Anne Burns, *Collaborative Action Research for English Language Teacher*. (Cambridge; Cambridge University Press, 1999), 30.

² Stephen Kemmis, Robin McTaggart, Rhonda Nixon “ *The Action Research Planner*”. (Springer Singapore Heidelberg New York Dordrecht London,2014), 2

systematic reviews for the problems. Lewin stated two main ideas of action research; 1) shared decision; and 2) commitment to improve or enhance work performance Baskoro Adi Prayitno. Action Research is a reflective process from a progressive problem solving conducted by individuals collaborated with others, or being a part of "practitioner's community" which struggle to improve something or solve any problems.

The results used as base for arranging a work plan as effort to solve the problem. Observation and evaluation used as part of action and executing the work plan. Reflection output is used as a base for next improvement efforts and correct the next action plain.³

A key feature of classroom action research is the participation and collaboration between the researcher and members of the target group. Instructional action research needs to actively demonstrate shifts toward improvement and refinement. When action actually bring about weakness, negative decay or change, this violates the nature of action research in the classroom.

The main intention in study room action research is to enhance or decorate the professionalism of teachers in dealing with the learning technique. To understand and attempt to carry out movement studies, the predicated potential of educators and the gaining knowledge of manner and at the identical time increasing the best s improve the excellent of schooling.

³Prof. Dr. Hamka, *Classroom Action Research Alternative Research Activity for Teachers*, (Universitas Muhammadiyah June 2013)

B. Research Location

The researcher conducted the research place the tenth graders at MA Muhammadiyah Sinar Negeri. MA Muhammadiyah Sinar Negeri Central Lampung It was built on 1989. It is located on Jl. Nurul Balad No.03 Sinar Negeri Central Lampung. Phone Number 085273354091.

C. The Subject and Object of Study

The subjects of this study are tenth graders of MA Muhammadiyah Sinar Negeri Central Lampung students and comprise 25 students. This type of research is Classroom Action Research (CAR).

The researcher took one of the classes which the average student score was lower. Based on the experience of the teacher during the teaching and learning process and the student's narrative text-reading test, the teacher found difficulties such as the students' failure to construct the narrative text well. After the problem is solved, the researcher looks for a solution to the problem. The challenge was to teach informative reading comprehension using the Short story.

Table 3.1
Subject of the Study

No	Class.	Gender		Total
		Female	Male	
1	X	20	5	25

D. Research Procedure

Concerning about the type of action research, the researcher used collaborative action research so that it needs the collaborator or another participant which is English teacher to assist the researcher in this research.

In the Classroom Action Research, the researcher would like to hold the research at least. There is a relationship between one and the other. They are:

- a. Planning
- b. Action
- c. Observing
- d. Reflecting

Here is steps classroom action research:

1. Action Plan

The process of conducting two periods in the study of classroom action includes of planning, acting, observing, and reflecting involves of each cycle. Four forms of the cycle are explained in more depth as follows:

Cycle I

- a. Planning

The first phase of each cycle is planning. This study would not be concentrated on without preparation. The researcher prepared lesson plans, educational strategies, and teaching media at this point. The researcher plans the instructional instrument in the planning phases as follows:

- 1) The researcher identifies the problems and the issue question.
- 2) The researcher prepares the instructional materials and techniques.
- 3) The researcher makes a schedule for the lecture.
- 4) The basis of learning is planned by the researcher.
- 5) To analyze and assess, the researcher prepares instructions.

b. Acting

Action is the implementation of the preparation made by the artist. The operation, in other words, is the execution of the preparation that the researcher makes. In the teaching-learning process, the researcher attempted to incorporate the short story. Here are the moves in the class that the researcher took:

- 1) Pre-teaching activities
 - a. The researcher invites the students.
 - b. Before beginning the teaching-learning process, the researcher guides the learner to pray together.
 - c. The researcher is reviewing the students' attendance list.
- 2) While Teaching Activities
 - a. The researcher determines the reading text in the form of short story that is relevant with teaching topic.
 - b. The researcher teaches the lessons using short story by doing preparation, activating background knowledge, pre-teaching vocabulary, introducing topic and guiding questions. The researcher asks the students to read short story and to think

aloud by combining interactive reading aloud and student talking.

- c. The researcher develops effective assessment by asking the students to write down what they have read in short story.

3) Post-teaching Activities

- a. The researcher gathers the work of the teachers.
 - b. The researcher tests and submitted an analysis of student projects.
 - c. The researcher get reviews and a finding.
 - d. The speaker ends the lecture with a welcome.
- c. Observing

Observation is really an event and class action recording process. Observation would really be done to obtain the required data and to check that the information is complete. It is obtained or not based on the collected data. The researcher used some to prepare better during the next action.

d. Reflecting

The last step in this process is reflection. The researcher analyzed and assessed the use of non-useful measures. Such as strengths and weaknesses made by researcher and students during the observation process, through the use of a short story for learning of reading comprehension skills. The study process was analyzed by observation.

Cycle II

1. Planning

- a. In the first cycle, the researcher identified the problem and discovered the cause.
- b. The researcher prepares teaching materials, strategies, and media.
- c. The researcher prepares the learning source.
- d. The researcher prepares instructions for observation and assessment.

2. Acting

- a. Pre-activity
 - 1) The researcher encourages the students.
 - 2) That before learning process starts, the researcher guides the student to pray together.
 - 3) The researcher examines the students' attendance list.
- b. While Teaching Activities
 - 1) The researcher uses the lesson scheme.
 - 2) The researcher describes about narrative text for the students.
 - 3) The researcher tests the students for a narrative text.
 - 4) The researcher submits an assessment.
- c. Post-teaching Activities
 - 1) The researcher gets reviews and a finding.
 - 2) The speaker ends the lecture with a greeting.

3. Observing

In this stage, the researcher observed the research process through format observation and field notes for the data collection of cycle 2.

4. Reflecting

This move represents and assesses the actions taken. By reflection, the researcher learns how strong and weak acting are in order to know if the next cycle is indeed important.

E. Data Collection Technique

Data are obtained using the following tool:

1. Observation

The purpose of the observation is to explain the situation investigation: the activity, person or individual involved in an activity, and relationship with each other. Observation is systematically recorded rather than stored only in personal memory, and carefully interpreted analysis, is a systematic, and planned procedure.⁴ It means observation is a data collection strategy in which the activity of subject visually examine.

2. 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.⁵ In this research, the researcher

⁴ Roger Sapsford, Victor Jupp, “*Data Collection and Analysis Secon Edittion*”. (*India at Gopsons Papers Ltd, Noida, 2006*), P.58.

⁵ Ibid, P.273

took data from the documentation of school such as the total of students, teacher, and school history and the condition of the school (photo).

3. Test

a. Pre-Test

The check is conducted before the interventions are presented, as far as the introductory paragraph of the student is concerned. The pre-test type is an objective test, and it is simpler for the researcher to calculate the objective test in the form of a multiple-choice. A total of twenty test items. These elements are based on the instructional content in the classroom.

b. Post-test

Post-test was achieved by conducting the reading test after treatment to determine the students' reading comprehension. The form of post-test is the multiple choice test.

4. Field Note

Field Note is used to show students how they think when they are already in a class. Field notes refer to qualitative notes recorded during or after research by scientists or researcher. The notes can be used as confirmation of the significance of the phenomena and help to explain it.

F. Data Collecting Instrument

The instrument is a calculation system used for gathering and storing information to analyze, to take decisions and eventually to learn. The analysis tool was developed by the researcher. In this research. Three types of

instruments are observation cards, report guides and examination guidelines.

Further the following can be explained in the three types of instruments:

1. Observation Guidance

The students learning activity

Teacher performance in the classroom

2. Documentation Guidance

- a) The history of the school
- b) The condition of teachers and official employee
- c) The condition of students
- d) Learning facilities
- e) Organization structure and ;
- f) Location sketch at Senior High School MA Muhammadiyah Sinar
Negeri Central Lampung

3. The Test Guidance

This exam is a written test with the following indicators: Short story strategy Approach indicators, which students can quickly execute and recall written tasks. You used them in your expertise in publishing. Finally, the success measure for students is that students can enhance their performance depending on their material, organization, grammar and mechanical vocabulary.

The researcher extended material validity to a high-quality instrument, and the instrument is important to the analysis emphasis. Accordingly, the researcher used the study on the foundation of studying

and knowledge based upon the material acceptance on the MA Muhammadiyah Sinar Negeri Central Lampung Eleventh classes.

G. Technique of Data Analysis

In this study, the researcher performed the statistical analysis using the mean of the provisional and post-test findings or ranking. The researcher compares pre-test and post-test scores to know the improvement. The findings were adjusted to the passing grade of English subject that is 75 in the tenth graders of senior High School Muhammadiyah Sinar Negeri Central Lampung. Where 70% of students achieve the minimum score in a post-test, it means that a student's reading success in an explanatory test could be enhanced by the learning period.

If the students' results were achieved, over 75 and 75 percent of the students were passed in order to allow the researcher to quit study. But if any students have not progressed and 75% of the overall students have not obtained a ranking, study must be continued in the following period. The minimal period that must be carried out in two cycles in the classroom action study.

To analyze the result of the study, the researcher used the formula below:

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

Note: \bar{x} = Mean (the average score of the students)

$\sum x$ = the sum of total score

N = the total subject under study

Beside the statement above, to measure the percentage of students activities, the researcher used the formula:

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

Notes: P = Mean Score

F = Total of Students

n = Number of The Students

H. Indicator of Success

In this research, the indicator of success is based on the research process and the results. The success indicator could be grouped in two ways:

1. The success indicator of the process. The following can be described:
 - a. This is an exciting and fun learning process.
 - b. Students can contribute knowledge, ideas and experiences and share them with others.
 - c. In the learning process, students become more enthusiastic and active.
2. The success indicator for the effect. The following is assessed:
 - a. 75 % of students got a score at least 70 in the post-test.
 - b. The students' reading scores increase significantly.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of the Research Location

a. The History of MA Muhammadiyah Sinar Negeri Central Lampung

Based on documentation data, MA Muhammadiyah Sinar Negeri Central Lampung It was built on 1989. It is located on Jl. Nurul Balad No.03 Sinar Negeri Central Lampung. Teaching and learning activities in MA Muhammadiyah Sinar Negeri Central Lampung occurred from 07.30 am until 13.00 pm.

b. School Condition

1) Infrastructure

MA Muhammadiyah Sinar Negeri Central Lampung has 6 room classes, 1 library, 1 computer Laboratory, 4 toilets for students, 1 Mosque, 1 teacher room, 1 administration room, 1 treasure room, and 1 head master room. There are some skill aspects are Tahfidz and usual classes. The complete explanation is provided below:

Table 4.1
Building Condition

No	Type	Exsistency		Size (M ²)	Function	
		Yes	No		Yes	No
1	Teacher Room	√		80	√	
2	Staff Room	√		32	√	
3	Administration Room	√		16	√	
4	Treasure Room	√		16	√	
5	Head Master Room	√		12	√	
7	Class Room	√		15	√	
8	Mosque	√		80	√	
9	School Yard	√		500	√	
10	School Garden	√		500	√	

2) Existence Teachers and staff

MA Muhammadiyah Sinar Negeri Central Lampung has sixteen teachers, as regards to completely explained with table:

Table 4.2
Existence Teachers and Staff

No.	Nama	Profession
1.	MULYONO, S.Pd.I	Headmaster
2.	LIHAYATUL HASANAH, S.Pd.I	Teacher
3.	KOMARUDDIN, M. Pd. I	Teacher
4.	HALIMATUS SAKDIAH, S. E	Teacher
5.	RUKIYAH, S. Pd	Treasure
6.	ERLINA KHAIRUN NISA, S. E	Teacher
7.	M. ADDIN HARIYANTO, S.Pd	Teacher
8.	ALVIAN ZUHRI MUSTOFA, S. Kom	Teacher
9.	AMIR SOFYAN, S. Kom. I	Teacher
10.	FAJAR ABRORI, S.Pd	Teacher
11.	RAHMATUN HASANAH, Amd. Akun	Teacher
12.	FITRI PUJIASTUSI, S. E	Teacher
13.	LUSI ARIYANTI, S.Pd	Teacher
14.	DINI KURNIA PUTRI, S.Pd	Teacher
15.	ARIF WAHYUDI, S.Pd.I	Teacher
16.	ALFIAN AZIZ, S.Pd	Teacher
17.	ZENURI	Security Guard

Source: Documentation at MAM Sinar Negeri Central Lampung

c. Student Condition

MA Muhammadiyah Sinar Negeri Central Lampung has 133 students that are divided some classes that could identify as follow:

Table 4.3
Teacher and Education Data of
MA Muhammadiyah Sinar Negeri

No.	Class	Students	Amount
1.	X (Ten)	44	44
2.	XI (Eleven)	44	44
3.	XII (Twelve)	45	45
Amount			133

Source: Documentation at MAM Sinar Negeri Central Lampung

d. The Vision and Mission of MA Muhammadiyah Sinar Negeri Central Lampung

1) Vision

“Religious, Devout, Disciplined, Accomplished”

The mission achievement indicated by MA Muhammadiyah Sinar Negeri Central Lampung:

- a) Improving work ethic, togetherness and kinship in carrying out task.
- b) Carrying out the process of learning and guidance in an incentive and effective manner through appropriate procedures correct.
- c) Encouraging all school members to achieve achievements, so as to achieve superior position from other schools.
- d) Growing appreciation and experience of Islamic religious teachings as a mirror of faith and devotion to Allah SWT.

- e) Improving student's ability to understand the contents of the Qur'an.

2) Description Of Research Data

This research used classroom action research. It was conducted in two cycles that include of cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle includes of planning, action, observation and reflection. In relation to manage the class, the researcher made a lesson plan. The action of this research used short story strategy to improve the students' reading comprehension.

a. Action and Learning at Pre-Test

1) Pre-test Activity

Pre-test was presented to students which were aimed to find out students' ability before the treatment was implemented. It was conducted on June, Monday, 19th, 2023 at 08.00-9.00 A.M and it took about 2x45 minutes.

All the students had already prepared when the teaching time came. The researcher greeted the students and the students answered the greeting together. The researcher told the students that the researcher would conduct the research in their class in order to know their reading ability of narrative text. Before doing the action of the classroom action research, each test has been performed separately for

the students. The kind of the test was multiple choices that the students choose the correct answer. In around 2x45 minutes the researcher gave a little explanation about the material and that would be discussed in the next meeting.

2) The result of Students' Pre-test

Table 4.4
Student's Pre-Test Grade

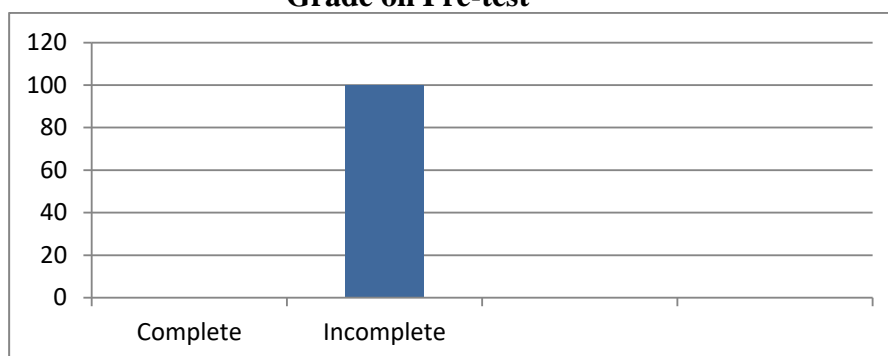
No.	Name	Grade	Category
1.	AP	10	Incomplete
2.	AG	30	Incomplete
3.	AW	10	Incomplete
4.	AG	20	Incomplete
5.	AA	30	Incomplete
6.	AN	15	Incomplete
7.	ABC	30	Incomplete
8.	CPA	25	Incomplete
9.	CAN	20	Incomplete
10.	DW	35	Incomplete
11.	DPS	35	Incomplete
12.	DAP	20	Incomplete
13.	DOY	40	Incomplete
14.	FF	30	Incomplete
15.	FZA	30	Incomplete
16.	MP	15	Incomplete
17.	MIS	15	Incomplete
18.	RR	40	Incomplete
19.	RAA	35	Incomplete
20.	SDD	20	Incomplete
21.	SF	30	Incomplete
22.	SAD	25	Incomplete
23.	VS	25	Incomplete
24.	WA	20	Incomplete
25.	ZAP	25	Incomplete
Total		630	
Average		25,5	

Furthermore, the results of the students' pre-test above can be summarized into the table of percentage and graph below:

Table 4.5
Percentage of Students Reading
Short Story Pre-Test Score

Interval	Frequency	Percentage	Explanation
≥ 75	-	-	Complete
≤ 75	25	100%	Incomplete
Total	25	100%	

Figure 1
The Percentage of the Students' Completeness
Grade on Pre-test



Based on the data above, it could be inferred that 25 students (100%) were not successful and none of student's were successful. The successful students were those who got the minimum mastery criteria at MA Muhammadiyah Sinar Negeri Central Lampung at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got an average of 25 so the result was unsatisfied. Therefore, the researcher used short story strategy to improve the students' reading comprehension ability.

b. Cycle 1

1) Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in the teaching learning process. The material was a Narrative text. The material included the definition, the generic structure, the language features and the example of narrative paragraphs. Moreover, the researcher made an observation sheet that consists of a list of students' names and a list of the students' activities that would be observed during the teaching learning process.

2) Acting

The second phase in this analysis is the action. During two sessions, the author performed the cycle. The action program is as follows in this cycle:

Table 4.6
Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1 st	Monday, June 19 th 2023	08.00-09.00 a.m.
2 nd	Tuesday, June 20 th 2023	08.00-09.00 a.m.

c. First Meeting

First ever meeting took place on June, 19th 2023 at 08.00 – 09.00 a.m. and took approximately 2x45 minutes. In this meeting, the researcher was a teacher and Dini Kurnia Putri, S. Pd. Was the collaborator and the observer.

At just the starting of the teaching and learning process, the researcher welcomed the students by saying "good morning," and all the students responded by saying "good morning miss" kindly. Then, the researcher asked about their condition first before checking the attendance list. Before giving the material, the researcher gave some questions, for example "What do you know about short story?" Some students could answer it but they used Indonesian language. It could happen because they usually discuss it in Indonesian language. Therefore, the researcher explained about what is short story in English first before he explained about narrative text. In addition, the researcher explains the characteristics of paragraphs, then explains why and how to make the answer question. After that, the researcher provided material about narrative text. The researcher also gave a brief explanation and gave examples of the text. After that, the researcher began to apply short story strategy to the students. The short story given to students is entitled Malin Kundang. Next the researcher taught reading through Malin Kundang's short story preparing by greeting and asking how students were doing. Next the researcher activated the background knowledge activity by motivating students to read and ask whether they knew the story of Malin Kundang. Apart from that, the researcher also provides

a list of vocabulary related to the Malin Kundang story, for example (*caught fish, merchants, huge ship, she cursed, apologize*) by asking students to say the words and understand the meaning of these words. Next the researcher introduced the topic of Malin Kundang by explaining the setting in short story, the characters and moral message in the short story. Next the researcher gave several guiding questions to students which included: *Who are the roles in Malin Kundang story?, Where the incident occurred, What moral message is contained in Malin Kundang's story?*. After that, the researcher asked students to read the short story by combining reading aloud and discussion between students. In the discussion process, the researcher asked students in pairs of two students to discuss the content contained in Malin Kundang's short story. Then the researcher developed an assessment that the researcher used to find out whether students had understood the story of Malin Kundang by writing down what they had understood from the short story.

d. Second Meeting

The second meeting was conducted on June, 20th 2023 at 08.00 – 09.00 a.m. This meeting was starting the class by greeting, praying, and checking attendance, and asking the students' condition. The condition of the class is less effective

because the collaborator handed the class to make sure the students' effectiveness before the researcher was doing research in the class. It shows that some students gave their full nice attention to the researcher during the learning process. The researcher starts the lesson by asking question about the short story. The short story given to students is entitled the legend of Toba Lake. Next the researcher taught reading through the legend of Toba Lake short story preparing by greeting and asking how students were doing. Next the researcher activated the background knowledge activity by motivating students to read and ask whether they knew the story of the Legend of Toba Lake. Apart from that, the researcher also provides a list of vocabulary related to the Legend of Toba Lake story, for example (*caught fish, merchants, huge ship, she cursed, apologize*) by asking students to say the words and understand the meaning of these words. Next the researcher introduced the topic of the Legend of Toba Lake by explaining the setting in short story, the characters and moral message in the short story. Next the researcher gave several guiding questions to students which included: *Who are the roles in the legend of Toba lake story?, Where the incident occurred, what moral message is contained in the Legend of Toba Lake story?*

After that, the researcher asked students to read the short story by combining reading aloud and discussion between students. In the discussion process, the researcher asked students in pairs of 2 students to discuss the content contained in the Legend of Toba Lake short story. Then the researcher developed an assessment that the researcher used to find out whether students had understood the story of the Legend of Toba Lake by writing down what they had understood from the short story.

e. Post Test 1

The post-test I was held on June, 21th2023 at 08.00-09.00 a.m. This meeting was used for post-test I, for 2x45 minutes after the students gave the action. The researcher greeted the students and they answered them kindly. Then, the researcher checked the attendance list. The activity is continued by giving further explanation about narrative text. To make students enthusiastic and interested in reading, the researcher describes a short story to read and discuss. Then at the end of this meeting the researcher gave a post-test. The students have to work on multiple choice questions properly and correctly within 60 minutes. Students take it seriously. It seemed that the student's grades would increase. Cycle 1 post test scores can be seen in the table below:

Table 4.7
Students Post-Test I Grade

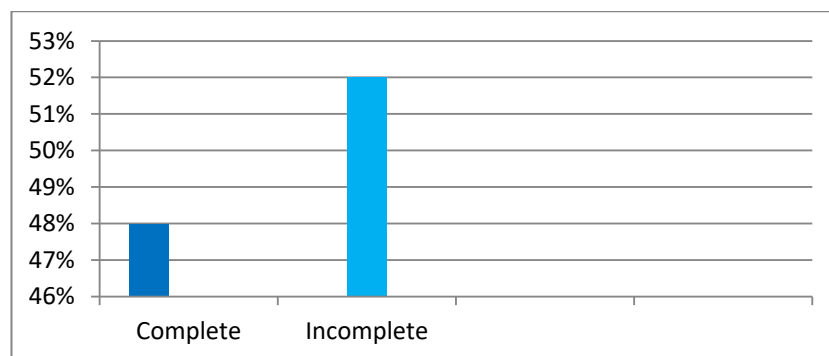
No.	Name	Grade	Category
1.	AP	55	Incomplete
2.	AG	65	Incomplete
3.	AW	60	Incomplete
4.	AG	65	Incomplete
5.	AA	55	Incomplete
6.	AN	70	Incomplete
7.	ABC	75	Complete
8.	CPA	70	Incomplete
9.	CNA	70	Incomplete
10	DW	80	Complete
11	DPS	80	Complete
12	DAP	65	Incomplete
13	DOY	85	Complete
14	FF	80	Complete
15	FZA	80	Complete
16	MP	50	Incomplete
17	MIS	50	Incomplete
18	RR	85	Complete
19	RAA	80	Complete
20	SDD	65	Incomplete
21	SF	80	Complete
22	SAD	75	Complete
23	VS	75	Complete
24	WA	65	Incomplete
25	ZAP	75	Complete
Total		1.755	
Average		70	

Furthermore, the results of the students' post-test I above can be summarized into the table of percentage and graph below:

Table 4.8
The Percentage of Students
Post-Test Score in Cycle I

Interval	Frequency	Percentage	Explanation
≥ 75	12	48%	Complete
< 75	13	52%	Incomplete
Total	25	100%	

Figure 2
Percentage of Students Reading Test
Post-Test Score in Cycle I



Based on the result above, it could be seen that 12 students (48%) got grade up to the standard and 13 students (52%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said success when 75% students got grade ≥ 75 . The fact showed that the result was unsatisfied.

3) Observing

Observation is a monitoring method of the case and event in the curriculum. Observation was made in order to collect the required details and to see if the information is complete. Data are acquired or not depending on the data gathered. The researcher used some of them to plan the next action more efficiently. In observation of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about reading especially Narrative text by using short story.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 until meeting 3. The results of student learning activities can be seen as follows:

Table 4.9
The Students' Learning Activities in the Cycle I

No.	Name	Aspects			
		Students pay Attention	Students respond teacher's questions	Students ask questions	Students comprehend the material
1.	AP	-	√	√	-
2.	AS	√	√	√	-
3.	AW	√	√	√	-
4.	CAN	√	√	√	√
5.	DW	√	√	-	√

6.	DPS	√	√	-	√
7.	DAP	-	-	√	√
8.	DOY	-	-	√	√
9.	FF	√	√	√	√
10.	FZA	√	√	√	√
11.	MP	√	√	√	√
12.	MIS	√	√	-	√
13.	RR	√	-	√	√
14.	RAA	√	√	√	√
15.	SDD	√	-	√	-
16.	SF	-	√	√	-
17.	SAD	-	√	√	√
18.	VS	√	-	√	√
19.	WA	√	√	√	√
20.	ZAP	√	√	√	√

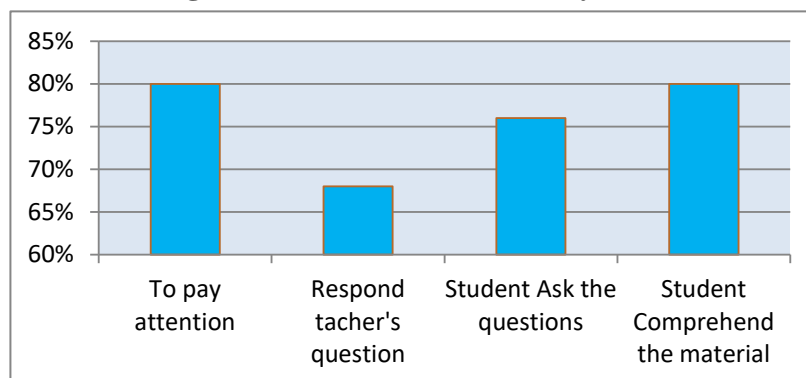
The result of the students' learning activities could be seen as follow:

Table 4.10
The Students activities in cycle 1

No	Students Activities	Frequency	Percentage
1	Students pay attention	20	80%
2	Students respond teacher's questions	19	76%
3	Students ask questions	17	68%
4	Students comprehend the material	20	80%
Total Students		25	

Furthermore, the results of the percentage students' activities in cycle I above can be summarized into graph bellow:

Figure 3
Percentage of Students Activities in Cycle I



The table showed that not all the students' active in learning process. There were 20 students (80%) who gave attention to the teacher explanation. 19 students (76%) who understood the materials, 17 students (68%) were ask the questions and 20 students (80%) who comprehend the material.

4) Reflecting

The last step in this phase is reflection. The researcher has evaluated and measured non-useful steps. In the context of the teaching-learning process, the researcher identified and analyzed the students' work, like the strengths and shortcomings of researcher and students.

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved good to average of measurements reading score of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result of

students' post-test I score. The comparison between post-test score and post-test I score was as follow:

Table 4.11
The Comparison Between Pre-Test and Post-Test I
Grade in Cycle I

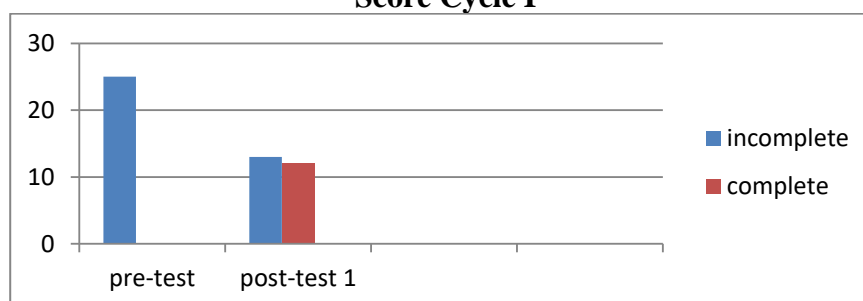
No.	Nama	Pre-Test	Post-Test	Explanation
1.	AP	10	55	Improved
2.	AS	30	65	Improved
3.	AW	10	60	Improved
4.	AG	20	65	Improved
5.	AA	30	55	Improved
6.	AN	15	70	Improved
7.	ABC	30	75	Improved
8.	CPA	25	70	Improved
9.	CAN	20	70	Improved
10.	DW	35	80	Improved
11.	DPS	35	80	Improved
12.	DAP	20	65	Improved
13.	DOY	40	85	Improved
14.	FF	30	80	Improved
15.	FZA	30	80	Improved
16.	MP	15	50	Improved
17.	MIS	15	50	Improved
18.	RR	40	80	Improved
19.	RAA	35	85	Improved
20.	SDD	20	65	Improved
21.	SF	30	80	Improved
22.	SAD	25	75	Improved
23.	VS	25	75	Improved
24.	WA	20	65	Improved
25.	ZAP	25	75	Improved
Total		630	1.755	
Average		25	70	
High Grade		40	85	
Low Grade		10	50	

Furthermore, the comparison of the result students' pre-test and post-test I above can be summarized into the table of percentage and graph bellow:

Table 4.12
Percentage the Comparison of Pre test and Post test I
Score in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 75	-	12	Complete
≤ 75	25	13	Incomplete
Total	25	25	

Figure 4
Comparison between Pre test and Post test I
Score Cycle I



The table and the graphic above, in pre-test it could be concluded that 25 students, it could be concluded that 25 students among the interval ≥ 75 students, was incomplete the good to average score in reading measurement. Then the students who were incomplete the good to average score in reading measurement were 12 students among the interval ≤ 75 . In post-test I, it could be concluded that 48% or 12 students among the interval ≥ 75 students, was complete the good to average score in reading measurement. Then the percentage of students who belong to incomplete the good to average score in reading measurement were 52 % or 13 students among interval ≤ 75 . Average score of pre-tests was 41 and average score of post-tests I was 70. 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 be passed the criteria.

Regarding to the result of student's post-test I score and the observation of student's activities in cycle I it caused of gave 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 did not got difficulties to answer the question and some students got failure in test of cycle I. So, the researcher had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

f. Cycle II

In other that to repair the weakness in cycle I the researcher need to continue the treatment in cycle II because of cycle I was not success. In this phase cycle II had four essential phases namely planning, action, observing and reflecting. The implementation of cycle II could be explained on the following sequences:

1) Planning

Planning is the phase that prepares lesson plans, instructional material, and teaching media. In the planning of

cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was narrative text. The material included the definition, the purpose, the kind of narrative text, the generic structure and the example of narrative text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that was be observed during teaching learning process.

2) Acting

The researcher and collaborator arranged the schedule of action in cycle II. It can be seen on the table below:

Table 4.13
The Schedule of Action in Cycle II

Meeting	Day/Date	Time
1 st	Thursday, June 22 th 2023	08.30 – 10.00 a.m
2 nd	Friday, June 23 th 2023	08.30 – 10.00 a.m

3) First Meeting

First ever meeting took place on Thursday, June 22th 2023 at 8.30 – 10.00 a.m. and took approximately 2x45 minutes. In this meeting the researcher was a teacher and Mrs. Dini Kurnia Putri, S.Pd as the collaborator as well as an observer.

At just the starting of the teaching and learning process, the researcher welcomed the students by saying "salam and good morning," and all the students responded by saying "salam and good morning miss" kindly. Then, the researcher asked about their condition first before checking the attendance list. Before giving the material, the researcher gave some questions, for example "what do you know about short story?" Some students could answer it but they used Indonesian language. It could happen because they usually discuss it in Indonesian language. Therefore, the researcher explained about what is short story in English first before he explained about narrative. The short story given to students is entitled the Legend of Salatiga. Next the researcher taught reading through the Legend of Salatiga short story preparing by greeting and asking how students were doing. Next the researcher activated the background knowledge activity by motivating students to read and ask whether they knew the story of the Legend of Salatiga. Apart from that, the researcher also provides a list of vocabulary related to the Legend of Salatiga story, for example (spread, extremely surprised, chief's house, the robber, approached) by asking students to say the words and understand the meaning of these words. Next the researcher introduced the topic of the Legend of Salatiga by explaining the

setting in short story, the characters and moral message in the short story. Next the researcher gave several guiding questions to students which included: Who are the roles in the Legend of Salatiga story?, Where the incident occurred, What moral message is contained in the Legend of Salatiga story.

After that, the researcher asked students to read the short story by combining reading aloud and discussion between students. In the discussion process, the researcher asked students in pairs of two students to discuss the content contained in the Legend of Salatiga short story. Then the researcher developed an assessment that the researcher used to find out whether students had understood the story of the Legend of Salatiga by writing down what they had understood from the short story.

4) Second Meeting

The second meeting was conducted on Wednesday, June 23th 2023 at 08.30 – 10.00 a.m. This meeting was starting the class by greeting, praying, and checking attendance, and asking the students' condition. The condition of the class is less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher was doing research in the class. It shows that some students gave their full nice attention to the researcher during the learning process. The

short story given to students is entitled the Legend of Crying Stone. Next the researcher taught reading through the Legend of Crying Stone short story preparing by greeting and asking how students were doing. Next the researcher activated the background knowledge activity by motivating students to read and ask whether they knew the story of the Legend of Crying Stone. Apart from that, the researcher also provides a list of vocabulary related to the Legend of Crying Stone story, for example (*spoiled, fascinated, nearby village, apologized, regret*) by asking students to say the words and understand the meaning of these words. Next the researcher introduced the topic of the Legend of Crying Stone by explaining the setting in short story, the characters and moral message in the short story. Next the researcher gave several guiding questions to students which included: *Who are the roles in the legend of crying stone story?, Where the incident occurred, what moral message is contained in the Legend of Crying Stone story?*

After that, the researcher asked students to read the short story by combining reading aloud and discussion between students. In the discussion process, the researcher asked students in pairs of two students to discuss the content contained in the legend of crying stone short story. Then the researcher developed an assessment that the researcher used to

find out whether students had understood the story of the Legend of Crying Stone by writing down what they had understood from the short story.

5) Post Test II Activity

The post-test II was held on Saturday, June 24th 2023 at 08.00-09.00 WIB. This meeting was used for post-test II, for 2x45 minutes after the students gave the action. The researcher greeted the students and they answered them kindly. Then, the researcher checked the attendance list. The activity is continued by giving further explanation about short story and narrative text. To make students enthusiastic and interested in reading, the researcher describes a short story. Then at the end of this meeting the researcher gave a post-test. The students have to read a short story and to think aloud by combining interactive reading aloud and student talking within 2x45 minutes. Students take it seriously. It seemed that the student's grades would increase. Cycle 1 post-test scores can be seen in the table below:

Table 4.14
The Students Post-Test II Grade in Cycle II

No.	Name	Grade	Category
1.	AP	70	Incomplete
2.	AG	80	Complete
3.	AW	65	Incomplete
4.	AG	75	Complete
5.	AA	65	Incomplete
6.	AN	70	Incomplete
7.	ABC	85	Complete

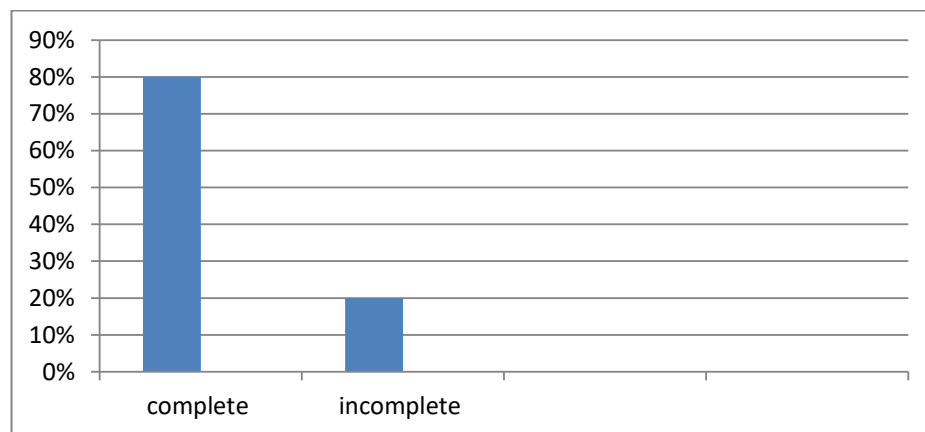
No.	Name	Grade	Category
8.	CPA	80	Complete
9.	CNA	75	Complete
10	DW	85	Complete
11	DPS	85	Complete
12	DAP	75	Complete
13	DOY	85	Complete
14	FF	80	Complete
15	FZA	80	Complete
16	MP	70	Incomplete
17	MIS	65	Incomplete
18	RR	80	Complete
19	RAA	80	Complete
20	SDD	75	Complete
21	SF	80	Complete
22	SAD	75	Complete
23	VS	75	Complete
24	WA	75	Complete
25	ZAP	80	Complete
Total		1.910	
Average		76	

Furthermore, the results of the students' post-test II above can be summarized into the table of percentage and graph bellow:

Table 4.15
The Percentage of Post-Test II score in Cycle II

Interval	Frequency	Percentage	Explanation
≥ 75	20	80%	Complete
≤ 75	5	20%	Incomplete
Total	25	100%	

Figure 5
Percentage of score Post-Test II in Cycle II



Based on the result of students' Reading narrative text post-test II score, it can be inferred that there was 80% or 25 students' for the score among the interval of ≥ 75 who complete the good to average score in reading measurement at least 75, while 20% or 5 students' for the score among the interval ≤ 75 who incomplete the good to average score in reading measurement.

Based on explanation above, it could be inferred that indicator of success was achieved. That is 80% from the students got at least 75 for the good to average score in reading measurement and the other hand the cycle II was successful.

6) Observing

Observation is a monitoring method of the case and event in the curriculum. Observation was made in order to collect the required details and to see if the information is

complete. Data are acquired or not depending on the data gathered. In this step, the researcher presented the material by Short story strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The results of student learning activities can be seen as follows:

Table 4.16
The Students' Learning Activities in the Cycle II

No.	Name	Aspects			
		Students pay Attention	Students respond teacher's questions	Students ask questions	Students comprehend the material
1.	AP	√	√	√	-
2.	AS	√	√	√	√
3.	AW	√	√	√	-
4.	CAN	√	√	√	√
5.	DW	√	√	√	√
6.	DPS	√	√	-	√
7.	DAP	-	-	√	√
8.	DOY	-	-	√	√
9.	FF	√	√	√	√
10.	FZA	√	√	√	√
11.	MP	√	√	√	√
12.	MIS	√	√	-	√
13.	RR	√	-	√	√
14.	RAA	√	√	√	√

15.	SDD	√	-	√	-
16.	SF	√	√	√	-
17.	SAD	-	√	√	√
18.	VS	√	-	√	√
19.	WA	√	√	√	√
20.	ZAP	√	√	√	√

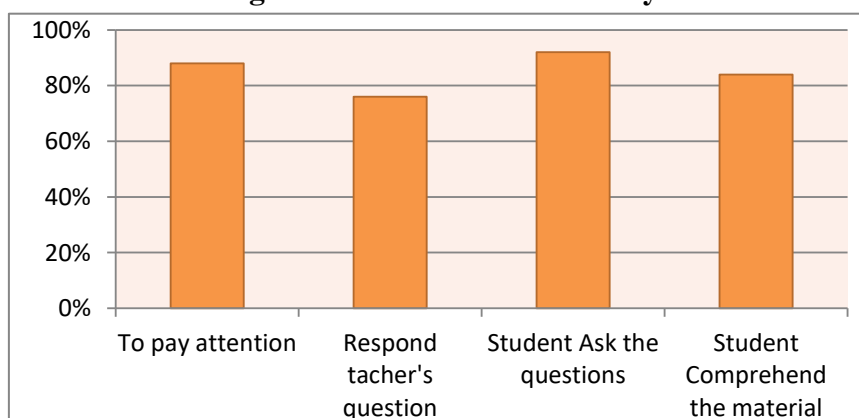
The result score of students' learning activities observation, as follow:

Table 4.17
The Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Students pay attention	22	88%
2	Students respond teacher's questions	19	76%
3	Students ask questions	23	92%
4	Students comprehend the material	21	84%
Total Students		25	85%

Beside that the results of the percentage students' activities in cycle II above can be summarized into graph bellow:

Figure 6.
Percentage of Students Activities in Cycle II



The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students ask questions 92%, the first high percentage was the students pay attention of the teacher explanation 88% and the students comprehend the material 84%, and the last the students respond the teacher's questions 76%. Based on the result above, the researcher indicated that learning process in cycle II was 85 %. It means that the learning activity is successfully influenced because the students' activity got percentage >75%.

7) Reflecting

The last step in this phase is reflection. The researcher has evaluated and measured non-useful steps. In the context of the teaching-learning process, the researcher identified and analyzed the outcome of the students' work, like the strengths and shortcomings of researcher and students.

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

Table 4.18
The Comparison Between Post-Test I Score in
Cycle I and Post-Test II Score in Cycle II

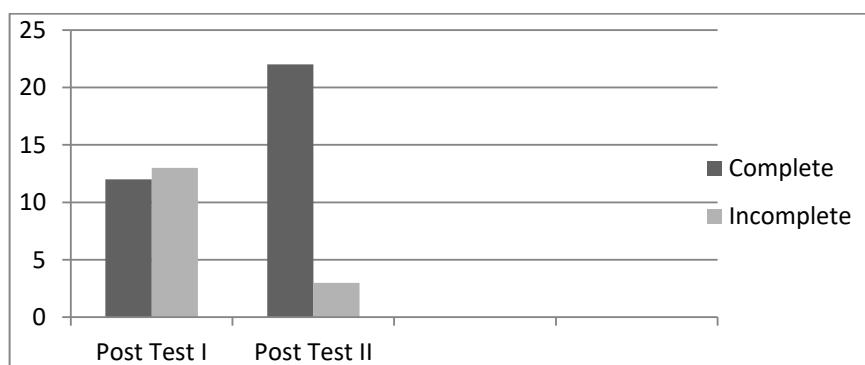
No.	Nama	Post-Test I	Post-Test II	Explanation
1.	AP	55	70	Improved
2.	AS	65	80	Improved
3.	AW	60	65	Improved
4.	AG	65	75	Improved
5.	AA	55	65	Improved
6.	AN	70	70	Improved
7.	ABC	75	85	Improved
8.	CPA	70	80	Improved
9.	CNA	70	75	Improved
10.	DW	80	85	Improved
11.	DPS	80	85	Improved
12.	DAP	65	75	Improved
13.	DOY	85	85	Improved
14.	FF	80	80	Improved
15.	FZA	80	80	Improved
16.	MP	50	70	Improved
17.	MIS	50	65	Improved
18.	RR	80	80	Improved
19.	RAA	85	80	Improved
20.	SDD	65	75	Improved
21.	SF	80	80	Improved
22.	SAD	75	75	Improved
23.	VS	75	75	Improved
24.	WA	65	75	Improved
25.	ZAP	75	80	Improved
Total		1.755	1.910	
Average		70	76	
High Grade		85	85	
Low Grade		50	65	

Furthermore, the comparison of the result students' post-test I and post-test II above can be summarized into the table of percentage and graph bellow:

Table 4.19
The Comparison of Students' Post-Test I Score in Cycle I and
Post-Test II Score in Cycle II

Interval	Post-Test I	Post-Test II	Explanation
≥ 75	12	20	Complete
< 75	13	5	Incomplete
Total	25	25	

Figure 7
The Comparison of Students Reading Narrative Text
Post-Test I Score and Post-Test II Score in Cycle II



Based on the table above, it could be seen that the score of the students in post-test II was various. The highest score was 85 and the lowest score is 65. The average score of post-tests II was 76%. Besides, the percentages of students' successfulness of post-test II score was 80% or 20 students of the total students passed the good to average score in reading measurement and 20% or 5 students did not pass the good to average score in reading measurement at least 75. It means that the indicator of success of this research had been achieved that was $\geq 75\%$ students was gotten score 75. It indicated that the students' reading narrative text was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continuing in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that Strategy could increase students' short story.

8) Comparison of Score in Pre-Test, Post-Test 1 in Cycle 1, and Post-Test 2 in Cycle 2

English learning process was successfully in cycle I but the students' average score was low. While the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. The following was the table of illustration score in cycle I and cycle II.

Table 4.20
The Comparisson of Reading Comprehension of Pre-Test,
Post-Test I in Cycle I and Post-Test II in Cycle II

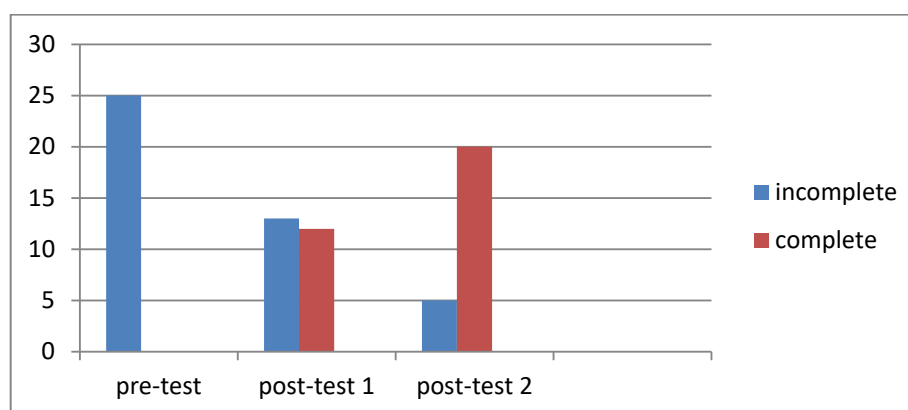
No	Name	Score		
		Pre-test	Post-test I	Post-test II
1	AP	10	55	70
2	AS	30	65	80
3	AW	10	60	65
4	AG	20	65	75
5	AA	30	55	65
6	AN	15	70	70
7	ABC	30	75	85
8	CPA	25	70	80
9	CAN	20	70	75
10	DW	35	80	85
11	DPS	35	80	85
12	DAP	20	65	75
13	DOY	40	85	85
14	FF	30	80	80
15	FZA	30	80	80
16	MP	15	50	70
17	MIS	15	50	65
18	RR	40	85	80
19	RAA	35	80	80
20	SDD	20	65	75
21	SF	30	80	80
22	SAD	25	75	75
23	VS	25	75	75
24	WA	25	65	75
25	ZAP	25	75	80
Total		630	1.775	1.910
Average		25	70	76
Complete		-	12	20

Table 4.21
The Comparison of Students' Pre-Test, Post-Test I Score in Cycle I and Post-Test II Score in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥ 75	-	12	20	Complete
< 75	25	13	5	Incomplete
Total	25	25	25	

Based on the findings pre-test, post-test I and post-test II, it was known the positive improving of the students' score. It could be seen from the students got score ≥ 75 , 0 to 12 became 20. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved. The researcher shows the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 8
The Comparison Score of Students Reading Text in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II



9) The Result of Students Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 4.22
The Table of Students Activities in Cycle I and Cycle II

No	Students Activities	Cycle I		Cycle II	
		F	Percent	F	Percent
1	Students pay attention	20	80%	22	88%
2	Students respond teacher's questions	19	76%	19	76%
3	Students ask questions	17	68%	23	92%
4	Students comprehend the material	20	80%	21	84%
Total Students		25			

B. Discussion

Based on the explanation of cycle I and cycle II, it can be shown that the use of short story strategy can improve the student's ability in reading. There is progress from the students gets grade ≥ 75 from pre-test 25% none of students, post-test I 48% or 12 students and post-test II 80% or 20 students. It is investigated that there is improvement in the students complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II.

The researcher indicated that learning activity in cycle II was 85%. It means that the learning activity is successfully influenced because the students' activity got percentage $>75\%$.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research refers to research results that fully answer the research objectives. Based on the research results, it is known that the results of students reading comprehension ability have increased from post-test I to post-test II. This is proven by the percentage of reading comprehension scores on post-test I which is 70 % and while the reading comprehension score on post-test II is 76 % is classified as a complete indicator.

Apart from that, it can be seen from the learning activities that the results of post-test II have increased and in the results of post-test I. The researcher indicated that learning activity in cycle II was 85 %. It means that the learning activity is successfully influenced because the students' activity got percentage >75%. Therefore, it can be concluded that the short story strategy can improve the students reading comprehension and their learning activities.

B. Suggestion

After the researcher had done this research, the researcher would like to give some suggestions in view of the findings of the mentioned research:

1. For The Students'

They have to practice to read the text often especially in narrative text. If they practice it many times, they are accustomed and they are not easy enough to be influenced by their skill.

2. For The Teacher

It is suggested for the English teacher to use short story strategy because this technique is effective to practice students' reading narrative text.

3. For The School

The school should support the English learning process by preparing the facilitation and instrument completely. The school should provide the good situation to support English learning process.

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APPENDICES

SYLABUS

School: MAM Sinar Negeri Central Lampung

Class : X

Kompetensi Inti:

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p>	<p>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri</p> <p><i>Fungsi sosial</i></p> <p>Menjalin hubungan dengan guru, teman dan orang lain.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian 	<p>2x2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks</p>	<p>Teks naratif lisan dan tulis berbentuk legenda sederhana.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain</p> <p>Struktur</p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Komplikasi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p>Unsur kebahasaan (3) Kata-kata terkait karakter, watak, dan setting dalam legenda (4) Modal auxiliary verbs. Ejaan dan tulisan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi Sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian/ Unjuk kerja Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas Menggunakan struktur teks dan unsur kebahasaan dalam 	<p>6x2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris

<p>penggunaannya.</p> <p>4.1 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>tangan dan c etak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata Topik Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>(questioning)</p> <ul style="list-style-type: none"> • 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. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi Tertentu Mengeksplorasi • Siswa membaca beberapa text legenda dari berbagai 	<p>teks naratif.</p> <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p>		
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		<p>sumber.</p> <ul style="list-style-type: none"> Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu 			
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa melengkapi rumpang dari beberapa teks legenda sederhana Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks 	<p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar 		

		<p>recount kepada teman dengan menggunakan unsur kebahasaan yang tepat.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan 	<p>berupa catatan atau rekaman monolog teks naratif</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan <p>Latihan</p>		
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		<p>setelah membaca teks legenda.</p> <ul style="list-style-type: none">• Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.			
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RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MAM Sinar Negeri
Kelas/Semester : X
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Teks naratif berbentuk legenda sederhana
 (Malin Kundang)
Skill : Reading
Alokasi Waktu : 2 x 45 menit (1 x pertemuan)

A. KOMPETENSI INTI

KI 1	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
KI 3	Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
KI 4	Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak 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 Kompetensi	Pencapaian
3.10	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	3.10.1	Menganalisis fungsi sosial, struktur text, unsur kebahasaan dalam teks naratif sederhana berbentuk legenda.(C4)
		3.10.2	Menganalisis gambaran umum dalam teks naratif berbentuk legenda. (C4)
4.15	Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.	4.15.1	Menyimpulkan informasi tersurat dari text naratif tulis berbentuk c
		4.15.2	Menyimpulkan informasi tersirat dari text naratif tulis berbentuk ceritapendek/legenda (C5).
		4.15.3	Merumuskan arti kata dari text naratif tulis berbentuk cerita pendek/legenda(C6).

C. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran siswa diharapkan mampu:

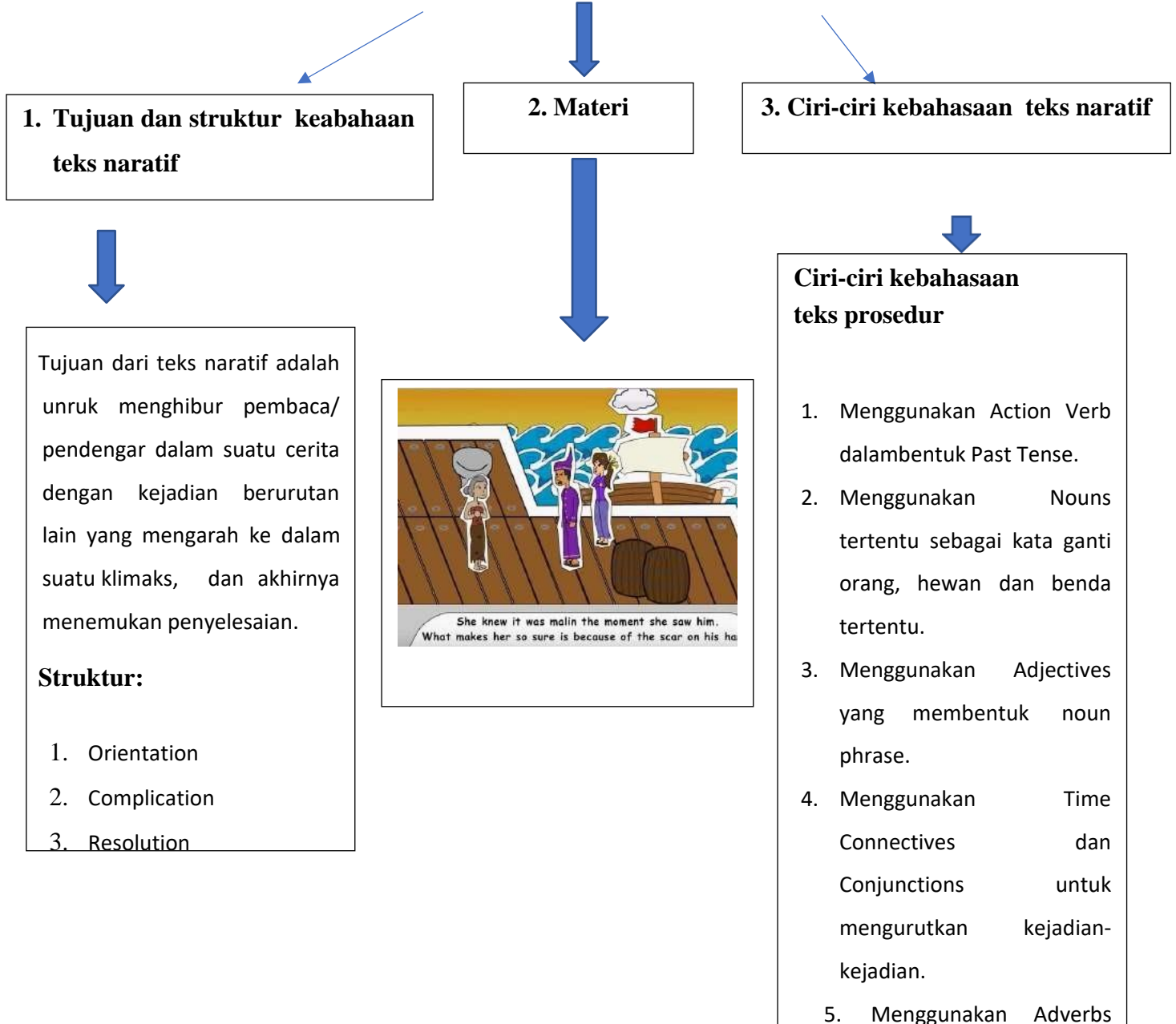
1. Siswa mampu menganalisis fungsi sosial, struktur text, unsur kebahasaan dalam teks naratif sederhana berbentuk legenda.
2. Siswa mampu menganalisis gambaran umum teks tulis berbentuk naratif.
3. Siswa mampu menyimpulkan informasi tersurat dari text naratif tulis berbentuk ceritapendek/legenda.
4. Siswa mampu menyimpulkan informasi tersirat dari text naratif tulis berbentuk ceritapendek/legenda.
5. Siswa mampu merumuskan arti kata dari text naratif tulis berbentuk ceritapendek/legenda.

D. PENGUATAN PENDIDIKAN KARAKTER

1. Religius
2. Mandiri
3. Disiplin
4. Jujur
5. Bertanggung jawab

E. MATERI PEMBELAJARAN

Struktur teks naratif



F. MEDIA, ALAT/BAHAN, DAN SUMBER BELAJAR

1. Alat/Bahan

- a) Whiteboard
- b) Spidol

2. Sumber Belajar

- (Penulis)..Buku Paket Bahasa Inggris Hal 155 – 159

G. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan ke 1		
Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru Memberi salam kepada siswa dan Siswa Membalassalam guru (<i>greeting</i>) 2. Guru mengajak semua siswa berdoa menurut agama dankeyakinan masing-masing (<i>religiusitas</i>) 3. Guru mengecek kesiapan serta kehadiran siswa dan siswa 	10 menit
	<ol style="list-style-type: none"> menyatakan kehadirannya dengan berkata, 4. Guru menginformasikan tujuan pembelajarankepada siswa. 5. Guru menjelaskan tentang tujuan, manfaat, dan aktivitas pembelajaran yang akan dilakukan kepada siswa. 	
Kegiatan inti	<ol style="list-style-type: none"> 1. Peneliti membagikan teks bacaan berbentuk cerita pendek yang berjudul Malin Kundang. 2. Peneliti mengajarkan reading melalui cerita pendek Malin Kundang dengan melakukan persiapan dengan cara menyapa dan menanyakan kabar siswa. 	

	<ol style="list-style-type: none">3. Peneliti mengaktifkan latar belakang pengetahuan siswa terlebih dahulu yang berkaitan dengan isi cerita pendek Malin Kundang.4. Peneliti membekali siswa kosa kata yang berkaitan dengan cerita pendek Malin Kundang.5. Peneliti memperkenalkan topik cerita pendek Malin Kundang dan memberikan pertanyaan-pertanyaan yang berkaitan dengan cerita pendek Malin Kundang.6. Peneliti memberikan beberapa pertanyaan yang meliputi, <i>siapa saja peran yang terdapat dalam cerita Malin Kundang, dimana peristiwa itu terjadi dan pesan moral apa yang terdapat dalam cerita Malin Kundang.</i>7. Peneliti meminta siswa untuk membaca cerita Malin Kundang dan berdiskusi antar siswa.8. Peneliti meminta siswa secara berpasangan antara dua siswa untuk mendiskusika isi cerita pendek Malin Kundang.9. Peneliti mengembangkan penilaian efektif dengan meminta siswa menuliskan apa yang telah mereka pahami dalam cerita pendek tersebut.	
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Penutup	<ol style="list-style-type: none">1. Peneliti memandu siswa menyampaikan kesimpulan pembelajaran hari tentang fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.2. Peneliti dan siswa membuat refleksi pembelajaran yang telah dilakukan.3. Peneliti meminta salah satu siswa menutup pembelajaran dengan salam dan doa penutup.	10 menit
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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

(The 2nd Meeting of Cycle 1)

Satuan Pendidikan : MAM Sinar Negeri
Kelas/Semester : X
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Teks naratif berbentuk legenda sederhana
 (Legenda Danau Toba)
Skill : Reading
Alokasi Waktu : 12x 45 menit (1 x pertemuan)

A. KOMPETENSI INTI

KI 1	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
KI 3	Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
KI 4	Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak 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 Pencapaian	Kompetensi
3.10	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	3.10.1	Menganalisis fungsi sosial, strukturtext, unsur kebahasaan dalam teks naratif sederhana berbentuk legenda.(C4)
		3.10.2	Menganalisis gambaran umum dalam teks naratif berbentuk legenda. (C4)
4.15	Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.	4.15.1	Menyimpulkan informasi tersurat dari text naratif tulis berbentuk cerita pendek/legenda (C5).
		4.15.2	Menyimpulkan informasi tersirat dari text naratif tulis berbentuk cerita pendek/legenda (C5).
		4.15.3	Merumuskan arti kata dari text naratif tulis berbentuk cerita pendek/legenda(C6).

C. TUJUAN PEMBELAJARAN

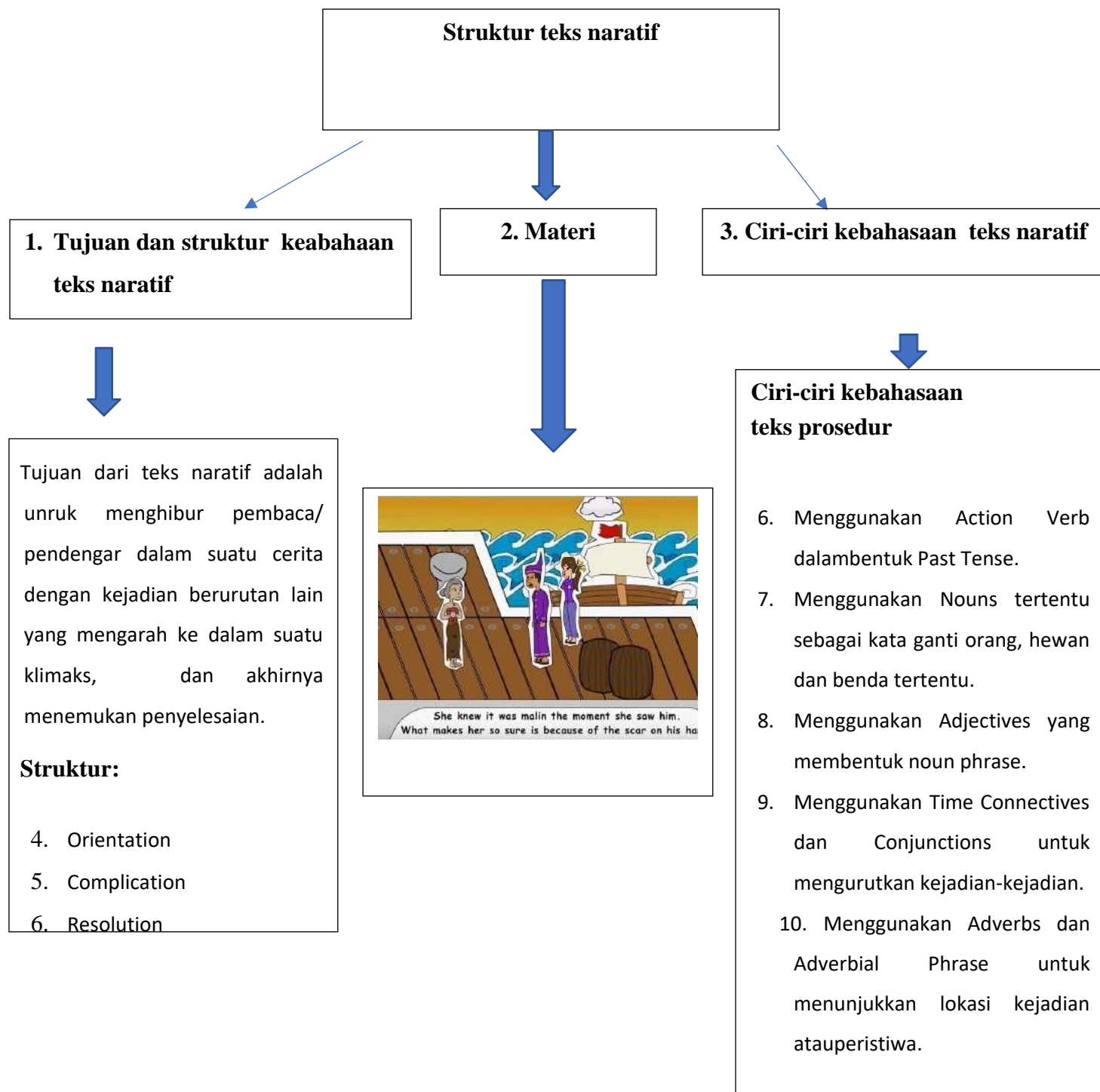
Setelah mengikuti proses pembelajaran siswa diharapkan mampu:

1. Siswa mampu menganalisis fungsi sosial, struktur text, unsur kebahasaan dalam teks naratif sederhana berbentuk legenda.
2. Siswa mampu menganalisis gambaran umum teks tulis berbentuk naratif.
3. Siswa mampu menyimpulkan informasi tersurat dari text naratif tulis berbentuk ceritapendek/legenda.
4. Siswa mampu menyimpulkan informasi tersirat dari text naratif tulis berbentuk ceritapendek/legenda.
5. Siswa mampu merumuskan arti kata dari text naratif tulis berbentuk cerita pendek/legenda.

D. PENGUATAN PENDIDIKAN KARAKTER

1. Religius
2. Mandiri
3. Disiplin
4. Jujur
5. Bertanggung jawab

E. MATERI PEMBELAJARAN



F. MEDIA, ALAT/BAHAN, DAN SUMBER BELAJAR

1. Alat/Bahan

- a) Whiteboard
- b) Spidol

2. Sumber Belajar

- (Penulis)..Buku Paket Bahasa Inggris Hal 155 – 159

G. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan ke 1		
Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Peneliti Memberi salam kepada siswa dan Siswa Membalassalam guru (<i>greeting</i>) 2. Peneliti mengajak semua siswa berdoa menurut agama dankeyakinan masing-masing (religiusitas) 3. Peneliti mengecek kesiapan serta kehadiran siswa dan siswa 	10 menit
	<p>menyatakan kehadirannya dengan berkata,</p> <ol style="list-style-type: none"> 4. Peneliti menginformasikan tujuan pembelajaran kepada siswa. 5. Peneliti menjelaskan tentang tujuan, manfaat, dan aktivitas pembelajaran yang akan dilakukan kepada siswa. 	
Kegiatan inti	<ol style="list-style-type: none"> 1. Peneliti membagikan teks bacaan berbentuk cerita pendek yang berjudul Legenda Danau Toba. 2. Peneliti mengajarkan reading melalui cerita 	

	<p>pendek Legenda Danau Toba dengan melakukan persiapan dengan cara menyapa dan menanyakan kabar siswa.</p> <ol style="list-style-type: none">3. Peneliti mengaktifkan latar belakang pengetahuan siswa terlebih dahulu yang berkaitan dengan isi cerita pendek Legenda Danau Toba.4. Peneliti membekali siswa kosa kata yang berkaitan dengan cerita pendek Legenda Danau Toba.5. Peneliti memperkenalkan topik cerita pendek Legenda Danau Toba dan memberikan pertanyaan-pertanyaan yang berkaitan dengan cerita pendek Legenda Danau Toba.6. Peneliti memberikan beberapa pertanyaan yang meliputi, <i>siapa saja peran yang terdapat dalam cerita Legenda Danau Toba, dimana peristiwa itu terjadi dan pesan moral apa yang terdapat dalam cerita Legenda Danau Toba.</i>7. Peneliti meminta siswa untuk membaca cerita Legenda Danau Toba dan berdiskusi antar siswa.8. Peneliti meminta siswa secara berpasangan antara dua siswa untuk mendiskusikan isi cerita pendek Legenda Danau Toba.9. Peneliti mengembangkan penilaian efektif dengan meminta siswa menuliskan apa yang telah mereka pahami dalam cerita pendek tersebut.	
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Penutup	<ol style="list-style-type: none">4. Peneliti memandu siswa menyampaikan kesimpulan pembelajaran hari tentang fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.5. Peneliti dan siswa membuat refleksi pembelajaran yang telah dilakukan.6. Peneliti meminta salah satu siswa menutup pembelajaran dengan salam dan doa penutup.	10 menit
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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

(The 1st Meeting of Cycle II)

Satuan Pendidikan : MAM Sinar Negeri
Kelas/Semester : X
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Teks naratif berbentuk legenda sederhana
(Legenda Salatiga)
Skill : Reading
Alokasi Waktu : 2x 45 menit (1 x pertemuan)

A. KOMPETENSI INTI

KI 1	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
KI 3	Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
KI 4	Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak 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 Pencapaian	Kompetensi
3.10	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	3.10.1	Menganalisis fungsi sosial, struktur text, unsur kebahasaan dalam teks naratif sederhana berbentuk legenda.(C4)
		3.10.2	Menganalisis gambaran umum dalam teks naratif berbentuk legenda. (C4)
4.15	Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.	4.15.1	Menyimpulkan informasi tersurat dari text naratif tulis berbentuk cerita pendek/legenda (C5).
		4.15.2	Menyimpulkan informasi tersirat dari text naratif tulis berbentuk cerita pendek/legenda (C5).
		4.15.3	Merumuskan arti kata dari text naratif tulis berbentuk cerita

			pendek/legenda(C6).
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C. TUJUAN PEMBELAJARAN

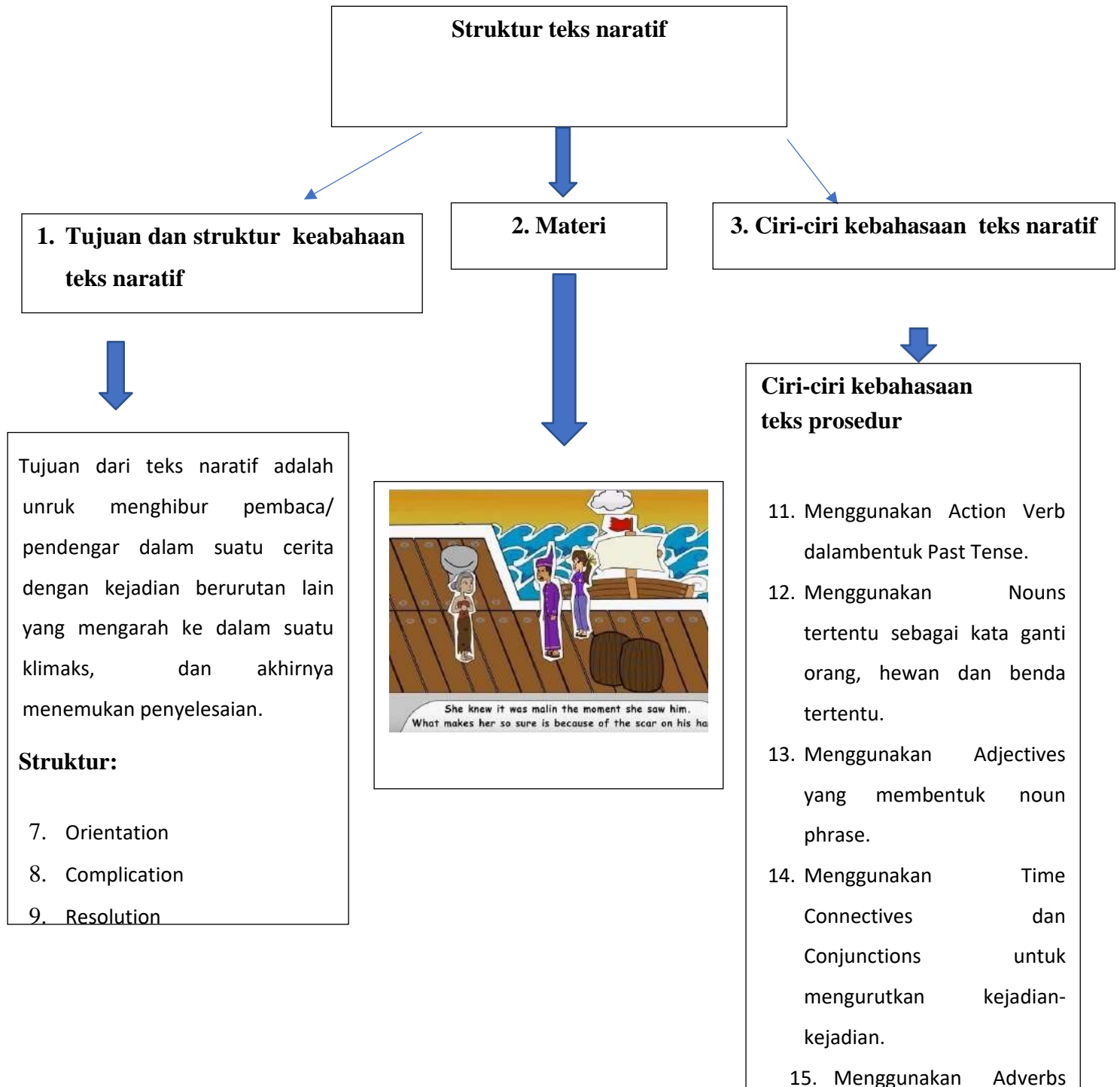
Setelah mengikuti proses pembelajaran siswa diharapkan mampu:

1. Siswa mampu menganalisis fungsi sosial, struktur text, unsur kebahasaan dalam teks naratif sederhana berbentuk legenda.
2. Siswa mampu menganalisis gambaran umum teks tulis berbentuk naratif.
3. Siswa mampu menyimpulkan informasi tersurat dari text naratif tulis berbentuk ceritapendek/legenda.
4. Siswa mampu menyimpulkan informasi tersirat dari text naratif tulis berbentuk ceritapendek/legenda.
5. Siswa mampu merumuskan arti kata dari text naratif tulis berbentuk cerita pendek/legenda.

D. PENGUATAN PENDIDIKAN KARAKTER

1. Religius
2. Mandiri
3. Disiplin
4. Jujur
5. Bertanggung jawab

MATERI PEMBELAJARAN



E. MEDIA, ALAT/BAHAN, DAN SUMBER BELAJAR

1. Alat/Bahan

- a) Whiteboard
- b) Spidol

2. Sumber Belajar

- (Penulis)..Buku Paket Bahasa Inggris Hal 155 – 159

F. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan ke 1		
Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Peneliti Memberi salam kepada siswa dan Siswa Membalassalam guru (<i>greeting</i>) 2. Peneliti mengajak semua siswa berdoa menurut agama dankeyakinan masing-masing (religiusitas) 3. Peneliti mengecek kesiapan serta kehadiran siswa dan siswa 	10 menit
	<p>menyatakan kehadirannya dengan berkata,</p> <ol style="list-style-type: none"> 4. Peneliti menginformasikan tujuan pembelajaran kepada siswa. 5. Peneliti menjelaskan tentang tujuan, manfaat, dan aktivitas pembelajaran yang akan dilakukan kepada siswa. 	
Kegiatan inti	<ol style="list-style-type: none"> 1. Peneliti membagikan teks bacaan berbentuk cerita pendek yang berjudul Legenda Salatiga. 2. Peneliti mengajarkan reading melalui cerita 	

	<p>pendek Legenda Salatiga dengan melakukan persiapan dengan cara menyapa dan menanyakan kabar siswa.</p> <ol style="list-style-type: none">3. Peneliti mengaktifkan latar belakang pengetahuan siswa terlebih dahulu yang berkaitan dengan isi cerita pendek Legenda Salatiga.4. Peneliti membekali siswa kosa kata yang berkaitan dengan cerita pendek Legenda Salatiga.5. Peneliti memperkenalkan topik cerita pendek Legenda Salatiga dan memberikan pertanyaan-pertanyaan yang berkaitan dengan cerita pendek Legenda Salatiga.6. Peneliti memberikan beberapa pertanyaan yang meliputi, <i>siapa saja peran yang terdapat dalam cerita Legenda Salatiga, dimana peristiwa itu terjadi dan pesan moral apa yang terdapat dalam cerita Legenda Salatiga.</i>7. Peneliti meminta siswa untuk membaca cerita Legenda Salatiga dan berdiskusi antar siswa.8. Peneliti meminta siswa secara berpasangan antara dua siswa untuk mendiskusikan isi cerita pendek Legenda Salatiga.9. Peneliti mengembangkan penilaian efektif dengan meminta siswa menuliskan apa yang telah mereka pahami dalam cerita pendek tersebut.	
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Penutup	<ol style="list-style-type: none">1. Peneliti memandu siswa menyampaikan kesimpulan pembelajaran hari tentang fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.2. Peneliti dan siswa membuat refleksi pembelajaran yang telah dilakukan.3. Peneliti meminta salah satu siswa menutup pembelajaran dengan salam dan doa penutup.	10 menit
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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

(The 2nd Meeting of Cycle II)

Satuan Pendidikan : MAM Sinar Negeri
Kelas/Semester : X
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Teks naratif berbentuk legenda sederhana
(Legenda Batu Menangis)
Skill : Reading
Alokasi Waktu : 2 x 45 menit (1 x pertemuan)

A. KOMPETENSI INTI

KI 1	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
KI 3	Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
KI 4	Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak 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 Pencapaian	Kompetensi
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	3.10.1	Menganalisis fungsi sosial, struktur text, unsur kebahasaan dalam teks naratif sederhana berbentuk legenda.(C4)
	3.10.2	Menganalisis gambaran umum dalam teks naratif berbentuk legenda. (C4)
4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.	4.15.1	Menyimpulkan informasi tersurat dari text naratif tulis berbentuk cerita pendek/legenda (C5).
	4.15.2	Menyimpulkan informasi tersirat dari text naratif tulis berbentuk cerita

		pendek/legenda (C5).
	4.15.3	Merumuskan arti kata dari text naratif tulis berbentuk cerita pendek/legenda(C6).

C. TUJUAN PEMBELAJARAN

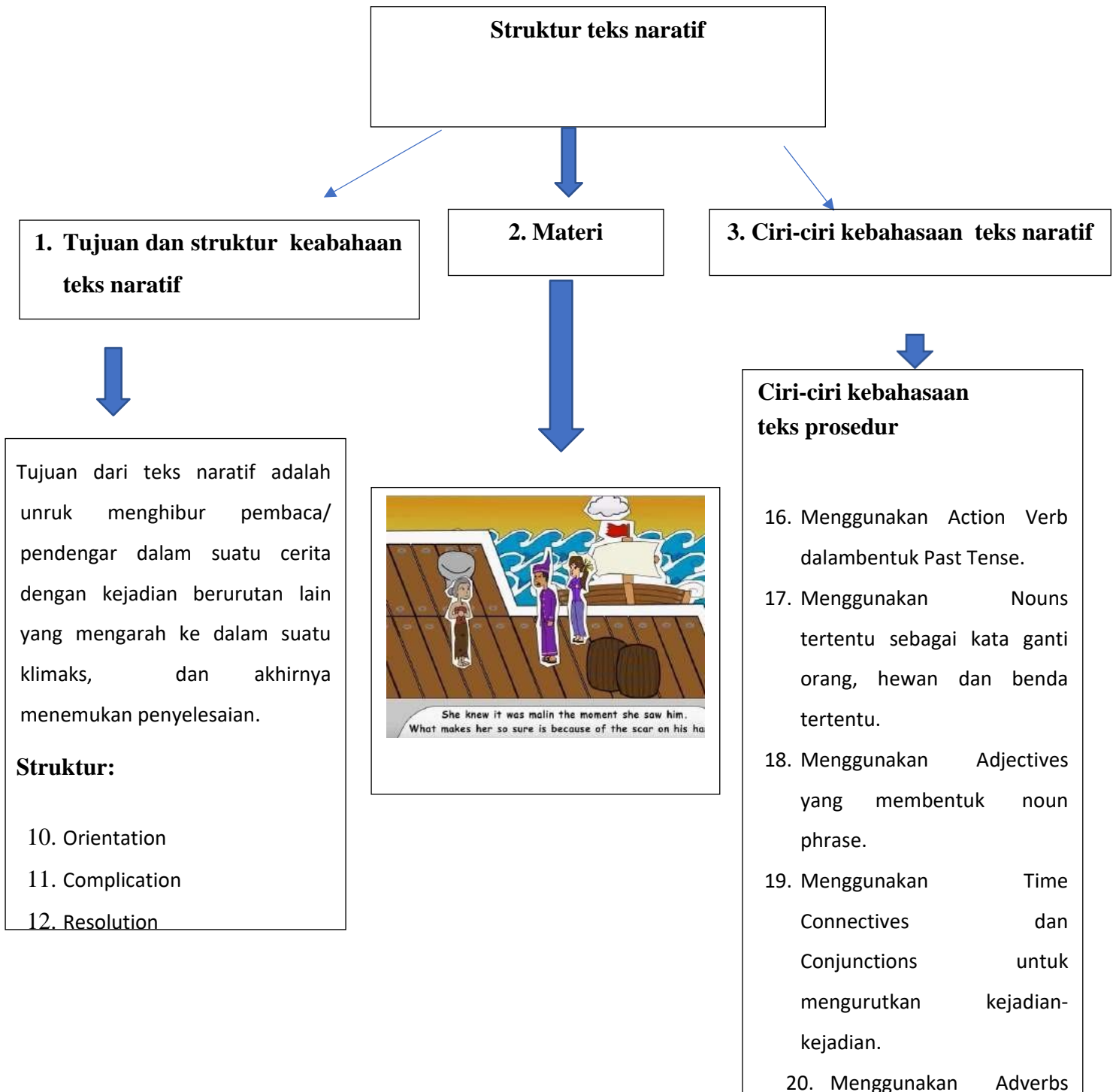
Setelah mengikuti proses pembelajaran siswa diharapkan mampu:

1. Siswa mampu menganalisis fungsi sosial, struktur text, unsur kebahasaan dalam teks naratif sederhana berbentuk legenda.
2. Siswa mampu menganalisis gambaran umum teks tulis berbentuk naratif.
3. Siswa mampu menyimpulkan informasi tersurat dari text naratif tulis berbentuk cerita pendek/legenda.
4. Siswa mampu menyimpulkan informasi tersirat dari text naratif tulis berbentuk cerita pendek/legenda.
5. Siswa mampu merumuskan arti kata dari text naratif tulis berbentuk cerita pendek/legenda.

D. PENGUATAN PENDIDIKAN KARAKTER

1. Religius
2. Mandiri
3. Disiplin
4. Jujur
5. Bertanggung jawab

E. MATERI PEMBELAJARAN



F. MEDIA, ALAT/BAHAN, DAN SUMBER BELAJAR

1. Alat/Bahan

- a) Whiteboard
- b) Spidol

2. Sumber Belajar

- (Penulis)..Buku Paket Bahasa Inggris Hal 155 – 159

G. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan ke 1		
Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Peneliti Memberi salam kepada siswa dan Siswa Membalassalam guru (<i>greeting</i>) 2. Peneliti mengajak semua siswa berdoa menurut agama dankeyakinan masing-masing (<i>religiusitas</i>) 3. Peneliti mengecek kesiapan serta kehadiran siswa dan siswa 	10 menit
	<ol style="list-style-type: none"> menyatakan kehadirannya dengan berkata, 4. Peneliti menginformasikan tujuan pembelajaran kepada siswa. 5. Peneliti menjelaskan tentang tujuan, manfaat, dan aktivitas pembelajaran yang akan dilakukan kepada siswa. 	
Kegiatan inti	<ol style="list-style-type: none"> 1. Peneliti membagikan teks bacaan berbentuk cerita pendek yang berjudul Legenda Batu Menangis. 2. Peneliti mengajarkan reading melalui cerita pendek Legenda Batu Menangis dengan melakukan persiapan dengan cara menyapa dan 	

	<p>menanyakan kabar siswa.</p> <ol style="list-style-type: none"> 3. Peneliti mengaktifkan latar belakang pengetahuan siswa terlebih dahulu yang berkaitan dengan isi cerita pendek Legenda Batu Menangis. 4. Peneliti membekali siswa kosa kata yang berkaitan dengan cerita pendek Legenda Batu Menangis. 5. Peneliti memperkenalkan topik cerita pendek Legenda Batu Menangis dan memberikan pertanyaan-pertanyaan yang berkaitan dengan cerita pendek Legenda Batu Menangis. 6. Peneliti memberikan beberapa pertanyaan yang meliputi, <i>siapa saja peran yang terdapat dalam cerita Legenda Batu Menangis, dimana peristiwa itu terjadi dan pesan moral apa yang terdapat dalam cerita Legenda Batu Menangis.</i> 7. Peneliti meminta siswa untuk membaca cerita Legenda Batu Menangis dan berdiskusi antar siswa. 8. Peneliti meminta siswa secara berpasangan antara dua siswa untuk mendiskusikan isi cerita pendek Legenda Batu Menangis. 9. Peneliti mengembangkan penilaian efektif dengan meminta siswa menuliskan apa yang telah mereka pahami dalam cerita pendek tersebut. 	
Penutup	<ol style="list-style-type: none"> 1. Peneliti memandu siswa menyampaikan kesimpulan pembelajaran hari tentang 	

	<p>fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>2. Peneliti dan siswa membuat refleksi pembelajaran yang telah dilakukan.</p> <p>3. Peneliti meminta salah satu siswa menutup pembelajaran dengan salam dan doa penutup.</p>	10 menit
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Pre-Test

Direction:

- Read this text carefully
- This score doesn't change your mid-test, final test or daily score

Text 1 For question 1-8

The legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a Baby. Every time they prayed to the Gods, asking for a child. Once day, there was a loud voice in the sky when they were praying. "You are going to born baby, and later you will give birth to many children. But I have a requirement for you to obey, if you really want to have children", said the voice. "Whatever you ask, my Lord", the couple answered, "We will do it", "You must sacrifice your first so for the goals".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and give birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kusuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the God.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about chair promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying. Kesuma couldn't let his family and all the people in the village die. Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods". Then he jumped onto the crated of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

1. What is the main idea of the first paragraph?
 - a. The earthquakes and thunders in the sky
 - b. The condition of the volcano on one day
 - c. The condition of Kesuma's family
 - d. The voice in the sky
 - e. The couple's promise
2. How was Kesuma's personal characteristic?
 - a. Melancholic
 - b. Tragic
 - c. Shameful
 - d. Heroic
 - e. Fearful

3. What lesson can we get from the story?
 - a. Kesuma is very brave
 - b. Kesuma's parents loved him very much
 - c. Gods want sacrifices from the people
 - d. Everyone must keep his promise
 - e. A promise must be said clearly
4. What is the expression of "we weill do it" means?
 - a. Fighting
 - b. Happy
 - c. Strong
 - d. Lazy
 - e. Careless
5. The baby grew up into a handsome, taught man. What is the synonym of the underlined word?
 - a. Strong
 - b. Hard
 - c. Easily Offended
 - d. Handsome
 - e. Very Firm
6. "However, because earthquakes an the thunders were becoming more and Horrifying".
What is the synonym of Horrifying?
 - a. Scary
 - b. Brave
 - c. Annoying
 - d. Angry
 - e. smile
7. What is the supporting idea of first paragraph?
 - a. You are going to born baby, and later you will give birth to many children.
 - b. They forget their promise to sacrifice their first son to the God.
 - c. The volcano erupted.
 - d. The new couple wanted to have a child.
 - e. The new couple's promise
8. What is the text about?
 - a. The couple wanted to have a child
 - b. The couple's promise
 - c. The volcano
 - d. The new couple and the volcano
 - e. The new couple

Text 2 for question – 9-12

A boy stole a lesson-book from one of his schoolfellows and took it home to his mother. She not only abstained from beating him, but encouraged him. He, next time, stole a cloak and brought it to her, and she again commented him. The youth, advanced to adulthood, proceeded to steal things of still greater value.

At last he was caught in the very act, and having his hands bound behind him, was led away to the place of public execution. His mother followed in the crowd and violently beat her breast in sorrow, whereupon the young man said, “I wish to say something to my mother in her ear”. She came close to him, and he quickly seized her ear with his teeth and bit it off.

The mother upbraided him as an unnatural child, whereon he replied, “Ah! If you had beaten me when I first stole and brought to you that lesson-book, I should not have come to this, nor have been thus led to a disgraceful death”.

9. What is the text about?
 - a. The effect of supporting bad attitudes
 - b. What a mother must do to the children
 - c. The life experiences of a professional thief
 - d. The relationship between a son and the mother
 - e. How a boy became a thief
10. What did the mother do to his son when he stole in the first time?
 - a. She bit him
 - b. She encouraged him
 - c. She bound his arms
 - d. She bits his ears
 - e. She advised him

11. What does the word “She” refers to?
 - a. Boy
 - b. Mother
 - c. Father
 - d. Brother
 - e. Children
12. What is the best expression to react to a boy?
 - a. How lazy the boy is
 - b. How careless the boy is
 - c. How naughty the boy is
 - d. How clever the boy is
 - e. How smart the boy is

Text for question 13-20

The Story of Siti Masyitoh

On Prophet Muhammad’s journey in al-Isra’ and al-Mi’raj, the Prophet smelled a very nice odor. He asked Jibril about this pleasant scent and Jibril informed him this good smell was coming from the grave of the woman whose duty used to be to comb Pharaoh’s daughter’s hair. This woman was a good pious believer. One day, as she was combing Pharaoh’s daughter’s hair, the comb fell from her hand. At this she said, “Bismillah” Pharaoh’s daughter asked her, “Do you have a God other than my father?” The woman said, “Yes, My Lord and the Lord of your father is Allah.

”Pharaoh’s daughter told her father what had happened. Pharaoh demanded this woman blaspheme and leave Islam, but she refused. At that, pharaoh threatened to kill her children. He brought a great pot of water and built a great fire under it. When the water boiled, Pharaoh brought her children and started to drop them into that pot one after the

other. Throughout all this, the woman remained steadfast to Islam, even when Pharaoh reached her youngest child a little boy still breast feeding, but she felt pity for him. At that, Allah enabled this child to speak. He said to his mother,” Oh Mother, be patient. The torture of the hereafter is far more severe than the torture of this life, and do not be reluctant, because you are right”.

At this the woman requested Pharaoh collect her bones and the bones of her children and bury them in the same grave. Pharaoh promised her that then dropped her into that boiling water. She died as a martyr (Shaheedah). The good odor the Prophet smelled coming from her grave is an indication of her high status. May Allah accept our good deeds. May Allah make us among the pious on the Day of Judgment. And May Allah strengthen our Iman and make us stronger in defending the Religion of Islam. Allah knows best.

13. What is the main idea of first paragraph ?
 - a. A woman good pious believer
 - b. The pharaoh’s daughter
 - c. The prophet Muhammad SAW
 - d. Siti Masyitoh and the daughter
 - e. Siti Masyitoh
14. What does the word “He” refers to?
 - a. Muhammad
 - b. Siti masyitoh
 - c. Fir’aun
 - d. Children
 - e. Al-isro’ and Al-mi’roj
15. What is the supporting idea of two paragraph?
 - a. He brought a great pot of water and built a great fire under it.

- b. The torture of the hereafter is far more severe than the torture of this life,
 - c. May Allah make us among the pious on the Day of Judgment
 - d. "Pharaoh's daughter told her father what had happened
 - e. Pharaoh promised her that then dropped her into that boiling water
16. What is the communicative purpose of the story?
- a. To entertain the readers
 - b. To describe the way things
 - c. To retell an event with humorous twist
 - d. To describe particular person, place or things
 - e. To describe the place
17. . What is the generic structure of the story?
- a. Orientation – Complication – Resolution
 - b. Orientation – Events – Twist
 - c. Identification – Description
 - d. Identification – Events – Reorientation
 - e. Complication – Resolution
18. What she said, when the comb fell from her hand?
- a. Alhamdulillah
 - b. Bismillah
 - c. Subhanallah
 - d. Masya Allah
 - e. Allahu Akbar
19. What kind of text is it?
- a. Descriptive
 - b. Narrative
 - c. Recount
 - d. Story tale
 - e. Explanation
20. What kind of tenses is used in the story?
- a. Past tense
 - b. Present continuous
 - c. Present tense
 - d. Present perfect
 - e. Future tense

THE ANSWER KEY OF THE TEST**PRE-TEST**

- | | |
|-------|-------|
| 1. C | 11. B |
| 2. A | 12. C |
| 3. A | 13. D |
| 4. A | 14. C |
| 5. A | 15. A |
| 6. A | 16. C |
| 7. D | 17. B |
| 8. D | 18. D |
| 9. A | 19. B |
| 10. C | 20. B |

The Blueprint of Reading comprehension

The type of reading comprehension test question multiple choice question. The purpose of blueprint Reading comprehension is to identify and to ensure that the Reading comprehension features are contained in the Reading comprehension questions.

No.	Test	Level of Barret Taxonomy	Features of Reading comprehension	Question Item	Total
	Pre-Test	Literal skill	Main idea	1, 13	2
		Inferential skill	Expression	4, 12	2
		Inferential skill	Inference	8, 9	2
		Inferential skill	Grammatical features	17, 20	2
		Inferential skill	Detail	2, 10, 18	3
		Evaluation	Excluding facts not written	3, 16, 19	3
		Literal skill	Supporting idea	7, 15	2
		Inferential skill	Vocabulary in context	5, 6	2
		Inferential skill	Reference	11, 14	2
Total					20

Post-Test 1

Direction:

- Read this text carefully
- This score doesn't change your mid-test, final test or daily score

Text for question 1-7

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.

"In the chicken house there are four old chickens. They were for Sunday's dinner.

The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!. He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. What is the word that the parrot cannot say?
 - a. Cacano
 - b. Catano
 - c. Canato
 - d. Nacato
 - e. Takano
2. How often did the owner teach the bird how to say the word?
 - a. Always
 - b. Many times
 - c. Everyday
 - d. Every second
 - e. every week
3. Which statement is true according to the text?
 - a. The parrot could say Catano
 - b. At last the parrot could say Catano
 - c. Catano was the name at the parrot
 - d. The man never got angry at the parrot
 - e. The parrot could cry Catano
4. What is the story about?
 - a. A parrot and a cat
 - b. A parrot, the owner, and chickens
 - c. A parrot and a chicken
 - d. A cat
 - e. A parrot and the owner
5. What is the conclusion of the text?
 - a. The story of the smart parrot a man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart
 - b. The man tried to teach the parrot to say catuno, but the bird would not say the word and then he got angry
 - c. The man put the parrot in the chicken house and left
 - d. The story of the small parrot
 - e. The small parrot
6. What is the main idea of the first paragraph?
 - a. Catano city
 - b. The small parrot
 - c. A man and his parrot
 - d. The condition of parrot
 - e. Parrot in catano
7. What is the best expression to react to the a man in Puerto Rico?
 - a. How smart the man is

- b. How emotional the man is
- c. How naughty the man is
- d. How lazy the man is
- e. How friendly the man is

Text for question 8-15

Malin Kundang

A long time ago, in a smaller village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and his mother. His mother was a single parent had to live hard with her son. Malin Kundang was a healthy, diligent, 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 became 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 his 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 wracked 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 a curse. Suddenly, he turned into a stone.

8. Which word in the fourth paragraph that means “shouted loudly”?
 - a. Released
 - b. yelled
 - c. denied
 - d. Begged
 - e. Turned
9. What is the purpose of the story above?
 - a. To entertain the readers
 - b. To describe a particular person
 - c. To tell the experience
 - d. To explain the truth
 - e. To malin kundang
10. “I have a never had a mother like you, a dirty and ugly”. Which one is the adjective?
 - a. Never
 - b. Ugly

- c. Mother
 - d. Like
 - e. Have
11. What is the moral value of the text?
- a. To teach us to always remember the parents who have raised us
 - b. As children we have to give money to parents
 - c. He will leave his mother when he is successful
 - d. Always pray for everyone
 - e. Malin kundang is a good person
12. Where did the story occur?
- a. North Sumatera
 - b. West Sulawesi
 - c. West Sumatera
 - d. Kalimantan
 - e. Bali
13. What is the text organization of the first paragraph?
- a. Reorientation
 - b. Complication
 - c. Resolution
 - d. Orientation
 - e. Explanation
14. What is the main idea of first paragraph?
- a. Malin kundang and his mother
 - b. Malin kundang
 - c. Rebellious child
 - d. Malin kundang and his ship
 - e. Malin kundang is a poor person
15. What is the best expression to react to Malin Kundang?
- a. How naughty the Malin Kundang is
 - b. How smart the Malin Kundang is
 - c. How friendly the Malin Kundang is
 - d. How angry the malin kundang is
 - e. How lawless the Malin Kundang is

Text for question 16-20

A long time ago, there lived on the island of Bali a giant-like creature named Kebo Iwo. The people of Bali used to say that Kebo 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 whole 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.

16. Which the following fact is true about Kbo Iwo?
- Kebo Iwo ate a little amount of meat
 - Kebo Iwo is a destroyer that cannot make anything
 - Kebo Iwo was angry because his food was stolen by Balinese people

- d. Kebo Iwo eat food was equal for food of thousand people
 - e. Kebo Iwo was buried alive
17. According to the story, if Kebo Iwa is never existed in Bali Island, what do you think will happen?
- 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 Lake Batur
 - e. He began to dig a deep hole
18. What is the conclusion of the text?
- a. This story tells about the formation of the Lake and the Mount Batur.
 - b. This story tells about Kebo Iwo who is greedy, emotional, and lazy.
 - c. This story tells of a child who is disobedient to his parents.
 - d. This story tells of a man digging a well.
 - e. This story is about Kebo Iwo
19. What the word “He” refers to?
- a. Kebo Iwa
 - b. The oldest man
 - c. Villagers
 - d. The member
 - e. The farmer.
20. 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. Angry
 - e. Fight

THE ANSWER KEY OF THE TEXT

Post-Test 1

- | | |
|-------|-------|
| 1. A | 11. A |
| 2. C | 12. C |
| 3. B | 13. D |
| 4. B | 14. A |
| 5. A | 15. E |
| 6. C | 16. D |
| 7. B | 17. C |
| 8. B | 18. A |
| 9. A | 19. A |
| 10. B | 20. B |

The Blueprint of Reading comprehension

The type of reading comprehension test question multiple choice question. The purpose of blueprint Reading comprehension is to identify and to ensure that the Reading comprehension features are contained in the Reading comprehension questions.

No.	Test	Level of Barrette Taxonomy	Features of Reading comprehension	Question Item	Total
	Post-Test 1	Literal skill	Main idea	6, 14	2
		Inferential skill	Expression	7, 15	2
		Inferential skill	Inference	4, 5, 18	3
		Inferential skill	Grammatical features	10, 13	2
		Inferential skill	Detail	2, 12, 16	3
		Evaluation	Excluding facts	9, 11, 17	3

			not written		
		Literal skill	Supporting idea	3	1
		Inferential skill	Vocabulary in context	1, 8, 20	3
		Inferential skill	Reference	19	1
Total					20

Post-Test 2

Direction:

- Read this text carefully
- This score doesn't change your mid-test, final test or daily score

Text for question 1-6

Once there was a farmer from Laos. Every morning and every evening he ploughed his field with his buffalo. One day, a tiger saw the farmer and his buffalo working. The tiger was surprised to see big animal listening to small animal. He wanted to know more about the buffalo and the man.

After the man home, the tiger spoke to the buffalo, "you are so big and strong. Why do you everything the man tells you?" the buffalo answer, "oh, the man is very intelligent." The tiger asked, "can you tell me how intelligent he is?" "No, I can't tell you," said the buffalo "But you can ask him".

So the next day the tiger said to the man, "can I see your intelligence?" but the man answered, "it's a home." "can you go and get it?" asked the tiger. "Yes," said the man, "But i'm afraid you will kill my buffalo when i'm gone. Can i tie you to

a tree?” After the man tied the tiger to the tree, he didn’t go home to get his intelligent. He took his plough and hit the tiger. Then he said, “Now you know about my intelligence even if you haven’t seen it.

1. Which one of this following is true based on the text?
 - a. The buffalo is a small animal
 - b. The Farmer and his buffalo working on the field
 - c. The buffalo mare smarter than the farmer
 - d. The Tiger was intelligence
 - e. The buffalo an the Farmer
2. What is the main idea of the first paragraph?
 - a. The farmer, buffalo and the tiger
 - b. The farmer
 - c. The buffalo
 - d. The tiger
 - e. The farmer and the tiger
3. The buffalo answer, “Oh, the man is very Intelligent”. What the antonym of Intelligent?
 - a. Good
 - b. Lazy
 - c. Stupid
 - d. Success
 - e. Smart
4. What the word “He” refers to?
 - a. Buffalo
 - b. Tiger
 - c. Farmer

- d. Moo
 - e. Cat
5. What the best expression to reach to the farmer?
- a. How smart the farmer is
 - b. How lazy the farmer is
 - c. How naughty the farmer is
 - d. How careless the farmer is
 - e. How dirty the farmer is
6. What is the conclusion of the text?
- a. This story tells of a tiger who is amazed by the farmer's intelligence
 - b. The story tells about a diligent farmer
 - c. This story tells about a farmer and his buffalo
 - d. This story tells about a buffalo
 - e. This story tells about a tiger

Text for question 7-14

Long, long 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.

7. Which one 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
 - e. Sang Prabu was searching raden Begawan

8. Why the wicked fairy did used her magic 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
 - e. She was very sad

9. "When Princess Teja Nirmala heard this, she was very sad".
Which one is the adjective?
 - a. Nice
 - b. Sad
 - c. She
 - d. Princess
 - e. Smart

10. What is the main idea of the first paragraph?
 - a. Small kingdom on the slopes of the mountain
 - b. The king and his daughter
 - c. Bad Fairy
 - d. Raden Begawan
 - e. The king in the mountain

11. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...
- The wicked fairy
 - The nice fairy
 - Princess Nirmala
 - Prince Teja
 - Sang prabu
12. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
- Princess Segara will have married with Raden Begawan
 - Sang Prabu will not hold strength competition
 - Wicked Fairy will not take Raden Begawan's life
 - Teja Nirmala will stay in the Kahyangan
 - Teja Nirmala and Sang Prabu
13. Why the wicked fairy did use her magic to make Raden Begawan unconscious?
- She didn't like Raden Begawan
 - She didn't want Raden Prabu marry the princess
 - She wanted Teja Nirmala to forget about her wedding
 - She didn't want the prince of Blambangan marry the princess
 - She didn't happy with Raden Begawan
14. What does the word "He" refers to?
- Sang prabu
 - Cinderella
 - Princess
 - Teja Nirmala
 - The Kahyangan

Text for question 15-20

The Rats and the Elephants

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death. Then taking of rats decided to approach the elephant's chief and request him to guide his herd

through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants. The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

15. What the conclusion of the text?
 - a. The rats and the elephant
 - b. The rats
 - c. The elephant
 - d. The rats helps the elephant
 - e. The big elephant
16. What the best expression to react to the king?
 - a. How careless the king is
 - b. How friendly the king is
 - c. How kind the king is
 - d. How arrogant the king is
 - e. How smart the king is
17. What type of text is the above text? It is ...
 - a. A narrative text
 - b. A description text
 - c. A recount text
 - d. An anecdote text
 - e. A explanation
18. . What destroyed the homes of all rats?
 - a. A group of mice did
 - b. the hunter did
 - c. elephant-hunter did
 - d. a group of elephant did
 - e. The elephant

19. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
- Identification
 - Orientation
 - Complication
 - Resolution
 - Explanation
20. The similarity between fairy and human according to the text.
- The place they live
 - The jealousy that they possess
 - The way they don't feel a love
 - The strength they have
 - The human they live

THE ANSWER KEY OF THE TEST

Post- Test 2

- | | |
|-------|-------|
| 1. C | 11. A |
| 2. A | 12. A |
| 3. C | 13. B |
| 4. C | 14. A |
| 5. A | 15. A |
| 6. A | 16. B |
| 7. E | 17. A |
| 8. B | 18. D |
| 9. B | 19. A |
| 10. E | 20. B |

The Blueprint of Reading comprehension

The type of reading comprehension test question multiple choice question. The purpose of blueprint Reading comprehension is to identify and to ensure that the Reading comprehension features are contained in the Reading comprehension questions.

No.	Test	Level of Barret Taxonomy	Features of Reading comprehension	Question Item	Total
	Post-Test 2	Literal skill	Main idea	2, 10	2
		Inferential skill	Expression	5, 16	2
		Inferential skill	Inference	6, 15	2
		Inferential skill	Grammatical features	9, 19	2
		Inferential skill	Detail	8, 13, 18	3
		Evaluation	Excluding facts not written	12, 17	2
		Literal skill	Supporting idea	1, 7	2
		Inferential skill	Vocabulary in context	3, 11, 20	3
		Inferential skill	Reference	4, 14	2
Total					20

Dane Olvi ✕

Post-Test 1

Direction:

- Read this text carefully
- This score doesn't change your mid-test, final test or daily score

85

*Text for question 1-7***The Story of the Smart Parrot**

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.

"In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!. He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

1. What is the word that the parrot cannot say?
 - a. Cacano
 - b. Catano
 - c. Canato
 - d. Nacato
 - e. Takano

2. How often did the owner teach the bird how to say the word?
 - a. Always
 - b. Many times
 - c. Everyday
 - d. Every second
 - e. every week

Dea Wulandari

Post-Test 1

Direction:

- Read this text carefully
- This score doesn't change your mid-test, final test or daily score

80

Text for question 1-7

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.

"In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!. He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

1. What is the word that the parrot cannot say?

- a. Cacano
- b. Catano
- c. Canato
- d. Nacato
- e. Takano

~~2.~~ How often did the owner teach the bird how to say the word?

- a. Always
- b. Many times
- c. Everyday
- d. Every second
- e. every week

NAMA: RAHMA RAMADHAN



Post-Test 2

Direction:

- Read this text carefully
- This score doesn't change your mid-test, final test or daily score

Text for question 1-6

Once there was a farmer from Laos. Every morning and every evening he ploughed his field with his buffalo. One day, a tiger saw the farmer and his buffalo working. The tiger was surprised to see big animal listening to small animal. He wanted to know more about the buffalo and the man.

After the man home, the tiger spoke to the buffalo, "you are so big and strong. Why do you everything the man tells you?" the buffalo answer, "oh, the man is very intelligent." The tiger asked, "can you tell me how intelligent he is?" "No, I can't tell you," said the buffalo "But you can ask him".

So the next day the tiger said to the man, "can I see your intelligence?" but the man answered, "it's a home." "can you go and get it?" asked the tiger. "Yes," said the man, "But i'm afraid you will kill my buffalo when i'm gone. Can i tie you to a tree?" After the man tied the tiger to the tree, he didn't go home to get his intelligent. He took his plough and hit the tiger. Then he said, "Now you know about my intelligence even if you haven't seen it.

1. Which one of this following is true based on the text?
 - a. The buffalo is a small animal
 - b. The Farmer and his buffalo working on the field
 - c. The buffalo more smarter than the farmer
 - d. The Tiger was intelligence
 - e. The buffalo an the Farmer
2. What is the main idea of the first paragraph ?
 - a. The farmer, buffalo and the tiger
 - b. The farmer
 - c. The busfallo
 - d. The tiger
 - e. The farmer and the tiger

Nama: Diana Olvi ^{Turiza}

Post-Test 2

Direction:

- Read this text carefully
- This score doesn't change your mid-test, final test or daily score

Text for question 1-6

Once there was a farmer from Laos. Every morning and every evening he ploughed his field with his buffalo. One day, a tiger saw the farmer and his buffalo working. The tiger was surprised to see big animal listening to small animal. He wanted to know more about the buffalo and the man.

After the man home, the tiger spoke to the buffalo, "you are so big and strong. Why do you everything the man tells you?" the buffalo answer, "oh, the man is very intelligent." The tiger asked, "can you tell me how intelligent he is?" "No, I can't tell you," said the buffalo "But you can ask him".

So the next day the tiger said to the man, "can I see your intelligence?" but the man answered, "it's a home." "can you go and get it?" asked the tiger. "Yes," said the man, "But i'm afraid you will kill my buffalo when i'm gone. Can i tie you to a tree?" After the man tied the tiger to the tree, he didn't go home to get his intelligent. He took his plough and hit the tiger. Then he said, "Now you know about my intelligence even if you haven't seen it.

1. Which one of this following is true based on the text?

- a. The buffalo is a small animal
- b. The Farmer and his buffalo working on the field
- c. The buffalo mare smarter than the farmer
- d. The Tiger was intelligence
- e. The buffalo an the Farmer

2. What is the main idea of the first paragraph ?

- a. The farmer, buffalo and the tiger
- b. The farmer
- c. The busfallo
- d. The tiger
- e. The farmer and the tiger

Narrative Texts

Malin Kundang

A long time ago, in a smaller village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and his mother. His mother was a single parent had to live hard with her son. Malin Kundang was a healthy, diligent, 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 his 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 anger.

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 a curse. Suddenly, he turned into a stone.

The Legend of Toba Lake

In the past, there lived a young orphan farm in the northern part of the island of Sumatra. Syahdan, the young man made his life from farming and fishing. One day while he was fishing he got a fish which was so beautiful in golden brown. While he was holding it, the fish turned into a beautiful princess. The princess was a woman who was condemned for violating the prohibitions and it would turn into a kind of creature who first touched it. Because at that time the human touched it, then it turned into a princess.

Fascinated by her beauty, the young man asked her to be his wife. The application was accepted on condition that the young man was not allowed to tell the origin of the princess who came originally from fish. The young man agreed to this requirement. Having got married for a year, the couple got a boy but he had a bad habit that he never felt satisfied while he was eating. He ate all the food.

One day the boy ate all the food that should be given to his father. The young man then so angrily said: "basically you are the offspring of fish!" That statement by itself unlocked the secrets of his wife and broke his promise.

Shortly afterwards, his wife and son magically disappeared. Suddenly in the land of their former footsteps went out the springs which were very heavy. The water flew from these springs continuously and the longer it happened the larger it would be. Finally, these springs became a vast lake. The lake is now called Toba Lake

The Legend of Salatiga

Many years ago there was a very honest sunan. He taught people about the meaning of life and about religion, he is known as Sunan Kalijaga. He traveled to spread his precious lesson.

One day, Sunan Kalijaga arrived at a village. Sunan went to the village chief's house. Then Sunan Kalijaga asked for a job without telling his real name. The wife of the chief said he could help cut the grass.

Sunan Kalijaga started working by cutting grass to feed the chief's horses.

Soon, the chief of the village realized that his employee was Sunan Kalijaga. The chief was extremely surprised. Then he decided to follow the lesson of Sunan Kalijaga.

To follow the lesson of Sunan Kalijaga, the chief had to leave everything behind. But the wife didn't agree so she brought her jewelry in bamboo.

When the three of them were taking a rest in a village, a robber approached and took everything from the wife of the chief. Sunan said that this village would be full of people and really busy.

Then Sunan named the place Salatiga which means three wrong people. The three wrong people were the chief, his wife, and also the robber who loves collecting things.

And now, this village is known as Salatiga

The Legend of Crying Stone

Once upon a time in Borneo, there lived a poor widow and her daughter. The girl was really beautiful. However, she was very lazy and spoiled. She loved to dress up every day, but never helped her mother.

One day, they went down to a village for buy something. A market was far away from their house. They walked there.

The girl got dressed very nice and walked in front of her mother. While the mother walked behind, carried a basket, wore dirty clothes. Nobody knew they were mother and daughter.

While entering the nearby village, people looked at them. Young men were so fascinated by girl's beauty. However, she was in contrast to a woman walking behind her. It made people wonder.

Some young men asked her whether woman was her mother. But the girl arrogantly replied that the old woman was her maid. More people asked her along the way to market. She gave a same answer that her mother was her slave.

Eventually, the mother was really hurt to hear her daughter's answer. Mother prayed to God to punish her ungodly daughter.

Suddenly, girl stopped then slowly turned to be a stone. The daughter cried and apologized to her mother.

But it was too late. The pretty girl was turned into a stone forever but continued to tear her regret to her mother.

DOCUMENTATION SHEET

No.	Documented Points	Availability
1.	Sylabus of English subject	√
2.	Lesson plan and learning material	√
3.	History of the school	√
4.	Conditional of teacher and official employers in MA Muhammadiyah Sinar Negeri Central Lampung	√
5.	Documentation about the students' reading comprehension of MA Muhammadiyah Sinar Negeri Central Lampung	√
6.	Organization structure of a MA Muhammadiyah Sinar Negeri Central Lampung	√

FIELD NOTE

Learning Process of Cycle I

No	Date	Note
1	Monday, June 19 th 2023	The teaching and learning process went smoothly, attended by 25 students in the tenth graders.
2	Tuesday, June 20 th 2023	The students welcomed the researcher arrival enthusiastically by being willing to answer greetings and respond to the stimuli provided by the researcher. And then Students also apply each of the steps in learning to reading using short story the title is Malin Kundang and The Legend Toba Lake.
3	Wednesday, June 21 th 2023	The students carry out post-test I

FIELD NOTE

Learning Process of Cycle II

No	Date	Note
1	Thursday, June 22 th 2023	The teaching and learning process went smoothly, attended by 25 students in the tenth graders.
2	Friday, June 23 th 2023	The students welcomed the researcher arrival enthusiastically by being willing to answer greetings and respond to the stimuli provided by the researcher. And then Students also apply each of the steps in learning to reading using short story the title is The Legend of Salatiga and The Legend of Crying Stone.
3	Saturday, June 24 th 2023	The students carry out post-test II



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INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-0266/In.28/J/TL.01/01/2023
Lampiran:-
Perihal : **IZIN
PRASURVEY**

Kepada Yth,
Kepala Sekolah MA Muhammadiyah
Sinar Negeri
di-
Tempat

Assalamu'alaikumWr.Wb.

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

Nama : ELMA IKA TIARA
NPM : 1801070023
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris
Judul : THE USE OF THE SHORT STORY TO IMPROVE READING
COMPREHENSION OF THE TENTHGRADERS AT
MA MUHAMMADIYAH SINAR NEGERI
CENTRAL LAMPUNG

Untuk melakukan prasurvey di MA Muhammadiyah Sinar Negeri, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikumWr.Wb.

Metro, 25 Februari 2023
Ketua Jurusan,



Andianto M.Pd

NIP.198711022015031004



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN WILAYAH MUHAMMADIYAH PROVINSI LAMPUNG
MA MUHAMMADIYAH SINAR NEGERI

STATUS : TERAKREDITASI B

NPSN : 10816277 E-mail : sinarnegerimam@gmail.com

Alamat : Jl. Nurul Balad RT/RW 001-001 Sinar Negeri Kec. Pubian Kab. Lampung Tengah Kode Pos 34176



Nomor : 008/III.A.4/0154/MAM.SN/2/2023
Lampiran : -
Hal : Balasan Prasurvey di MA Muhammadiyah Sinar Negeri

Kepada Yth,
Institut Agama Islam Negeri Metro
Fakultas Tarbiyah dan Ilmu Keguruan
Ketua Jurusan Tadris Bahasa Inggris

Assalamu'alaikum Wr.Wb

Sehubungan dengan surat nomor B-3266/ln.28/D.1/TL.01/01/2023 perihal surat izin prasurvey di MA Muhammadiyah Sinar Negeri maka bersama surat ini kami sampaikan bahwa yang bernama di bawah ini :

Nama : ELMA IKA TIARA
NPM : 1801070023

Telah diterima untuk melaksanakan prasurvey di MA Muhammadiyah Sinar Negeri.

Demikian surat ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

Sinar Negeri, 26 februari 2023

Kepala Madrasah



Mulyono
MULYONO, S.Pd.I



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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3284/In.28.1/J/TL.00/06/2023
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Umi Yawisah (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	: ELMA IKA TIARA
NPM	: 1801070023
Semester	: 10 (Sepuluh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE USE OF THE SHORT STORY TO IMPROVE READING COMPREHENSION OF THE TENTH GRADERS AT MA MUHAMMADIYAH SINAR NEGERI CENTRAL LAMPUNG

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, 15 Juni 2023
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



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INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-3408/In.28/D.1/TL.01/06/2023

Lampiran:-

Perihal : IZIN RESEARCH

Kepada Yth,

KEPALA MA MUHAMMADIYAH SINAR

NEGERI

di-

Tempat

Assalamu'alaikum Wr.Wb.

Sehubungan dengan Surat Tugas Nomor : B-1741/In.28/D.1/TL.01/04/2023, tanggal 11 April 2023 atas nama saudara:

Nama : **ELMA IKA TIARA**
 NPM : 1801070023
 Semester : 10 (Sepuluh)
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MUHAMMADIYAH SINAR NEGERI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF THE SHORT STORY TO IMPROVE READING COMPREHENSION OF THE TENTH GRADERS AT MA MUHAMMADIYAH SINAR NEGERI CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr.Wb.

Metro, 19 Juni 2023
 Wakil Dekan Akademik dan
 Kelembagaan,



Dra. Isti Fatonah, MA
 NIP. 196705311993032003



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN WILAYAH MUHAMMADIYAH PROVINSI LAMPUNG
MA MUHAMMADIYAH SINAR NEGERI**
STATUS : TERAKREDITASI B
NPSN : 10816277 Email : sinanegerimam@gmail.com



Alamat : Jalan Nurul Balad RT/RW 001/001 Sinar Negeri Kec.Pubian Kab.Lampung Tengah Kode Pos 34176

Nomor : 010/III.A.4/0154/MAM.SN/9/2023
Lampiran : -
Hal : Penerimaan Izin Research/survey di MA Muhammadiyah Sinar Negeri

Kepada Yth,
Institut Agama Islam Negeri Metro
Fakultas Tarbiyah dan Ilmu Keguruan
di
Tempat

Assalamualaikum Wr.Wb

Sehubungan dengan surat nomor B-3407/In.28/D.1/TL.00/06/2023 perihal surat Izin Research di MA Muhammadiyah Sinar Negeri maka bersama surat ini kami sampaikan bahwa yang bernama dibawah ini :

Nama : ELMA IKA TIARA
NPM : 1801070023
Jurusan : Tadris Bahasa Inggris

Telah diterima untuk melaksanakan Research/Survey di MA Muhammadiyah Sinar Negeri Kec.Pubian Kab.Lampung Tengah.

Demikian surat ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terimakasih.

Wassalamualaikum Wr.Wb

Sinar Negeri, 26 September 2023

Kepala Madrasah



MULYONO, S.Pd.I



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SURAT TUGAS

Nomor: B-3408/In.28/D.1/TL.01/06/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **ELMA IKA TIARA**
NPM : 1801070023
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di MA MUHAMMADIYAH SINAR NEGERI LAMPUNG TENGAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF THE SHORT STORY TO IMPROVE READING COMPREHENSION OF THE TENTH GRADERS AT MA MUHAMMADIYAH SINAR NEGERI CENTRAL LAMPUNG".

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 : 19 Juni 2023

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





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Nama : Elma Ika Tiara
NPM : 1801070023

Program Studi : TBI
Semester : X

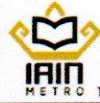
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Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP.198711022015031004

Dosen Pembimbing

Dr. Umi Yawisah, M. Hum
NIP. 196204241999032001



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**KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Elma Ika Tiara
Jurusan : TBI

NPM : 1801070023
Semester : XI

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	12/10-23	abstract (Exp. + Ind) } chapter IV } <i>Revisi</i>	
2.	16/10-23	chapter IV. - \bar{v} → <i>Revisi</i> based on the theories	
3.	19/10-23	Revision is OK Acc for mungasyp	

Mengetahui

Ketua Jurusan TBI



Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

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Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1167/In.28/S/U.1/OT.01/10/2023**

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

Nama : Elma Ika Tiara
NPM : 1801070023
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1801070023

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 16 Oktober 2023
Kepala Perpustakaan

As'ad
Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Elma Ika Tiara
NPM : 1801070023
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 20 October 2023

Ketua Jurusan TBI


Andianto, M.Pd.
NIP. 19871102 201503 1 004



**AN UNDERGRADUATE THESIS
THE USE OF THE SHORT STORY
TO IMPROVE READING COMPREHENSION OF THE TENTH
GRADERS AT MA MUHAMMADIYAH SINAR NEGERI
CENTRAL LAMPUNG**

By:

ELMA IKA TIARA

Student Number: 1801070023



**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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CURRICULUM VITAE



The researcher, Elma Ika Tiara, was born in Karang Anyar, Central Lampung on March 18th, 2000. She is the first child of three siblings. She is a part of little family of Mr. Sucipto and Mrs. Anjar Wati. The first time she attended Karang Anyar, South Central Lampung in 2005-2006, then, at SD Negeri 01 Karang Anyar finished on 2012. After completing his education at Elementary School, she continued his studies at Mts Bustanul Ulum for three years and graduated on 2015. In the 2015-2018 period, she attended MA Bustanul Ulum Central Lampung. After graduating from MA in 2018, then continuing to become an undergraduate student at the English Language Education Study Program (PBI) at the State Institute for Islamic Studies of Metro.