

**AN UNDERGRADUATE THESIS**

**IMPROVING STUDENTS' READING COMPREHENSION  
THROUGH SHORT STORY IN *A WABE* APPLICATION  
AT SMP NEGERI 3 METRO**

**By:**

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**TARBIYAH AND TEACHER TRAINING FACULTY**

**ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1445 H /2024 M**

**IMPROVING STUDENTS' READING COMPREHENSION  
THROUGH SHORT STORY IN *A WABE* APPLICATION  
AT SMP NEGERI 3 METRO**

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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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1445 H /2024 M**



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THROUGH SHORT STORY IN AWABE APPLICATION  
AT SMP NEGERI 3 METRO

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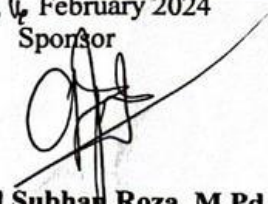
To be examined in Munaqosyah in Tarbiyah Faculty and Teacher Training  
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be  
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*



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**RATIFICATION PAGE**

No. B-1434/11-28.VD/PP.009/02/2024

An undergraduate thesis entitled: IMPROVING STUDENTS' READING COMPREHENSION THROUGH SHORT STORY IN *AWABE* APPLICATION AT SMP NEGERI 3 METRO, Written by Novita Dian Utari , student number 1801070047, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, February 22<sup>th</sup>, 2024 at 08.00 - 10.00 a.m.

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**IMPROVING STUDENTS' READING COMPREHENSION  
THROUGH SHORT STORY IN *AWABE APPLICATION*  
AT SMP NEGERI 3 METRO**

**ABSTRACT**

**By:**

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Basically, reading is one of the productive skills in English that students should learn. But in reality, a lot of students have difficulties in understanding the English text they read due to several factors in the teaching and learning process. Based on the pre-survey data, the main problems are the students' low ability to understand the text, having a small vocabulary, low motivation in learning, and others.

Teaching by using the right media is considered as an important thing related to the above problems. *AWABE* application is considered as a solution to the above problems because this technique has a positive impact on learning. In this study, the researcher conducted classroom action research (PTK) which was conducted in two cycles. Each cycle consists of planning, acting, observing, and reflecting. The subjects of this study were 30 students of class VIII B at SMP Negeri 3 Metro. In collecting data, the researcher used tests which included pre test, post test I and post test 2, observation and documentation. This research was conducted collaboratively with the English teacher of SMP Negeri 3 Metro.

The result of this research is that short story in *AWABE* application can improve students' reading comprehension. The improvement can be seen from their post test I and post test II result. The first improvement from the average score of students. In post test I, the average score is 75 and improved in post test II became 79. The next improvement can be seen from the students who get MMC in cycle I and II. In cycle I students who get MMC was 18 students (60%) and it is improved in cycle II become 22 students (73%). After got the result from cycle II, this result is success in aimed the indicator of success and proved that the use of short story in *AWABE* application can improve students' reading comprehension.

**key words:** *AWABE* application, short story, reading comprehension

**MENINGKATKAN PEMAHAMAN BACAAN SISWA  
MENGUNAKAN CERITA PENDEK PADA APLIKASI  
AWABE DI SMP NEGERI 3 METRO**

**ABSTRAK**

**Oleh:**

**NOVITA DIAN UTARI**

Pada dasarnya, membaca adalah salah satu keterampilan produktif dalam bahasa Inggris yang harus dipelajari oleh siswa. Namun pada kenyataannya, banyak siswa yang mengalami kesulitan dalam memahami teks bahasa Inggris yang mereka baca karena beberapa faktor dalam proses belajar mengajar. Berdasarkan data pra-survei, masalah utama yang dihadapi adalah rendahnya kemampuan siswa dalam memahami teks, minimnya perbendaharaan kata, rendahnya motivasi siswa dalam belajar, dan lain-lain.

Pengajaran dengan menggunakan media yang tepat dianggap sebagai hal yang penting terkait dengan permasalahan di atas. Aplikasi *AWABE* dianggap sebagai solusi dari permasalahan di atas karena teknik ini memberikan dampak positif dalam pembelajaran. Pada penelitian ini, peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan (planning), pelaksanaan (acting), pengamatan (observing), dan refleksi (reflecting). Subjek penelitian ini adalah 30 siswa kelas VIII B SMP Negeri 3 Metro. Dalam mengumpulkan data, peneliti menggunakan tes yang meliputi pre test, post test I dan post test 2, observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris SMP Negeri 3 Metro.

Hasil dari penelitian ini adalah bahwa cerita pendek dalam aplikasi *AWABE* dapat meningkatkan pemahaman membaca siswa. Peningkatan tersebut dapat dilihat dari hasil post test I dan post test II. Peningkatan pertama dilihat dari nilai rata-rata siswa. Pada post test I, nilai rata-rata siswa adalah 75 dan meningkat pada post test II menjadi 79. Peningkatan selanjutnya dapat dilihat dari siswa yang mendapatkan MMC pada siklus I dan II. Pada siklus I siswa yang mendapat nilai KKM sebanyak 18 siswa (60%) dan meningkat pada siklus II menjadi 22 siswa (73%). Setelah mendapatkan hasil dari siklus II, hasil ini sudah sesuai dengan indikator keberhasilan yang dituju dan membuktikan bahwa penggunaan cerpen dalam aplikasi *AWABE* dapat meningkatkan pemahaman membaca siswa.

kata kunci : aplikasi *AWABE*, cerita pendek, pemahaman bacaan




## STATEMENT OF RESEARCH AUTHENTICITY

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Through Short Story In *AWABE* Application At Smp Negeri 3 Metro

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Except for some parts that mentioned in this undergraduate thesis that stated on  
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Metro, 22 February 2024  
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Dengan ini menyatakan bahwa skripsi ini merupakan hasil asli dan murni tulisan peneliti. Terkecuali beberapa bagian yang dicantumkan dalam skripsi yang ada pada daftar pustaka.

Metro, 11 Februari 2024



Novita Dian Utari  
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## MOTTO

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ

“Barangsiapa yang mengerjakan kebaikan sekecil apapum, niscaya dia akan melihat (balasan)nya” (Q.S Al-Zalzalah:7)

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Praise thanks to Allah who has been giving His blessing and mercy to the researcher to complete a research entitled "IMPROVING STUDENTS' READING COMPREHENSION THROUGH SHORT STORY IN *AWABE* APPLICATION AT SMP NEGERI 3 METRO". 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:

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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, 24 February 2024  
The researcher



**Novita Dian Utari**  
**St. Number 1801070047**

## DEDICATION PAGE

This undergraduate thesis researcher would like to dedicated to:

- ❖ *To my beloved parents (Mr. Mahmudi and Mrs. Mariyam)*
- ❖ *To my beloved sister (Ms. Nurma Budi Utami, S.Pd)*
- ❖ *My supervisor (Mr. Dr, Ahmad Subhan Roza, M.Pd)*
- ❖ *My beloved lectures of English Education Department of State Islamic Institute of Metro*
- ❖ *My beloved friends Nasirudin Qudama and Devi Widiyasari*
- ❖ *My wonderful friends in TBI 2018 especially my classmates of TBI A members*



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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language was a link between humans to communicate with each other. Communicating also has the function of conveying information, opinions, ideas, and etc. Everyone always communicated and interacted using language every day. International language was English and also English was a foreign language in Indonesia, therefore we must learn English, because English could help us in improving our foreign language skills. In addition, English has job opportunities for us such as opening courses, teaching English in schools, and others.

In English, both formal and informal, it has 4 kinds of abilities, namely listening, reading, writing and speaking. Reading ability was one of the important skills for students. Skilled reading was a complex ability. In "the simple view of reading" assume that reading consisted of two main components, decoding and linguistic comprehension, both held to be necessary for skilled reading.<sup>1</sup> Reading skills required a broad understanding so that we could know and absorbed the meaning of what we read.

Improving reading skills has many advantages, such as: increasing vocabulary, increasing knowledge and others. Critical reading was an

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<sup>1</sup>Christer Jacobson," *Reading Development and Reading Disability: Analyses of Eye-movements and Word Recognition*," Almqvist & Wiksell, 1998, Volume 132 dari 2, (July 24, 2008): 88.

important aspect of reading comprehension in all subject matter areas. All agree that there was a vital need for critical reading.<sup>2</sup> Criticizing a reading could spur our brains to be more critical in dealing with a problem, so that we could find a solution. Reading comprehension was a development in which the reader devises sense, using as the building materials, the message on the printed page, and the information stockpiled in the reader's head.<sup>3</sup> The comprehension was the important part of reading skill. Some people in this world of course there were those who like reading and some who don't like it. To increase people's desire to read, we could make them interested in reading the text.

In reading, we needed a strategy too, for that interest and strategy could influence someone's interest in reading. One way that could create interest and strategies that could be applied was through short stories. Short stories were a kind of reading that could be read by everyone, because short stories present stories that were of course short so that they could make people interested in reading. Short stories could also be read offline and online, but mostly in this digital era, many people used smartphones so they were easier to access online. The level of reading short stories offline was now starting to decrease because they were more often focused on their respective gadgets. While online short stories could be easily accessed by students' anytime and

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<sup>2</sup>Delwyn G. Schubert," *Readings in Reading: Practice, Theory, Research Crowell education series*," Crowell, (1968): 190.

<sup>3</sup>Hafiz Ahmad Bilal, Abdur Rehman Tariq, Asif Masood, Ghazala Nasim, Anser Iqbal," *Developing Second Language Reading Comprehension through Short Story*," International Journal of English Language Education, Vol. 1, No. 3 (August 20, 2013): 286.

anywhere. Based on previous research, improving reading could be done by using short stories as the medium.

On the pre-survey result, at SMP Negeri 3 Metro on 13 November 2023 the researcher conducted a pre-survey at SMP Negeri 3 Metro dealt with the ability of reading in English class. Based on observations, the researcher obtained information that eighth grade students' at SMP Negeri 3 Metro had some problems in reading and also had low grades. They read a text without knowing the vocabulary and its meaning, and also learning activities that were quite boring so they were less interested in reading. The researcher found that the students' reading ability was still low. The Minimum Criteria or KKM in this school was 75 and the problems could be clearly read through the following table.

**Table 1**

**The pre-survey data result of reading English at SMP Negeri 3 Metro**

<b>NO</b>	<b>Score</b>	<b>Explanation</b>	<b>Frequency</b>	<b>Percentage</b>
1	>75	Complete	11	37%
2	≤75	Incomplete	19	63%
<b>Total</b>			30	100%

Source: Archive of English Teachers at SMP Negeri 3 Metro

Based on the table 1, It could be seen that there were 11 students or 37% who score >75 (Completed) on the reading English test, and there were 19 students or 67% who score ≤75 (Incompleted) on the reading English test. From the results of the following test, it meant that the student in eighth grade at SMP Negeri 3 Metro has not succeeded in reading English because many

students have scored less than 75 while the Minimum Mastery Criteria (KKM) that students must achieve was 75.

Furthermore, teachers must be able to create and apply various teaching reading techniques to be effective to get good results and to avoid student boredom. There were many kinds of techniques in teaching reading English. The researcher wanted to use short story application to improve reading comprehension. The researcher wanted to know whether the use of short stories application can improve students' reading comprehension skills. Based on explanation above, the researcher interested in doing research about "Improving Students' Reading Comprehension through Short Story in *AWABE* Application for Junior High School".

## **B. Identification of the Problem**

Based on the research background above, the research identification could be identified as follows:

- 1) Students' have difficulty in understanding the text even though it has been taught to read.
- 2) The students' have less vocabulary even though learning English has been taught since elementary school.
- 3) Low of motivation to get students interested in reading English.
- 4) Flat learning media, so that students were not interested in understanding reading
- 5) Students were not focused in reading English.

### **C. Problem Limitation**

Based on the background, the researcher limited the research to students' improvement in reading comprehension of short story texts using the *AWABE* application. This research was conducted in the eighth B grade of SMP Negeri 3 Metro in the 2023/2024 school year.

### **D. Formulation the Problem**

Based on the focus of the background above, the problem statement of this research as follows: “Can the use of the *AWABE* short story application improve English reading comprehension skills in class VIII B of SMP Negeri 3 Metro?”

### **E. Objective and Benefit the Study**

#### **1. The objective of the study**

From the formulation of the problem above, this study aims:

To find out the improvement of short story application in improving English reading comprehension in class VIII B students of SMP Negeri 3 Metro.

#### **2. Benefits of the study**

This research is expected to be beneficial not only for students' but also for teachers' and schools'. There were benefits to the study:

##### **a. For the students**

By using short story in *AWABE* application students are fun and enjoy in learning English class. If they feel happy, fun and relax,



the *AWABE* application is useful for students to enhance them in mastering their reading ability.

b. For the English teachers

This research is supposed to give information and knowledge about students' difficulties in understanding short story questions in reading skills.

c. For the Other Reasercher

This research is expected to reference for future writers to understand the questions in short stories online and offline in reading skills. This study is useful as a guide for future writers regarding the understanding of short stories in reading comprehension.

## **F. Prior Research**

In this section, studies or research that have relevance in terms of perspective, topic, and methodology will be presented with the research that the researcher is currently conducting. This study is important because it can contribute to the research that will be carried out by the researcher and clarify the position to be achieved by this research. The first previous study entitled "Short Story as a Media for Monitoring Students" was completed by Dwi Indah Pratiwi, Juita Putri, Agung Suhadi from Universitas Muhammadiyah Bengkulu. This study used quantitative experimental research methods. There were two types of tests given in this research. They were Pre-Test (67.64) and

Post-Test (94.11) where there was an increase of 39.13%.<sup>4</sup> The sample of this study used third semester students from the English language learning program of Universitas Muhammadiyah Bengkulu. The sample was taken in class 3B which contained 17 students in December 2019 in the odd semester. From this study it could be found first that short stories were a good medium to motivate students to improve their reading skills because they could be seen from the results found, secondly short stories could increase student motivation in reading because short stories were very interesting to read.

The second previous study, entitled "Using Online Short Story to Promote Students' Reading Habit" by Rahma Dania from Universitas Putra Indonesia YPTK Padang, Indonesia. This study used the method of a classroom action research (CAR) was conducted in a reading comprehension course for one semester. Data collection in this study used observation, interviews, and student comprehension tests on 24 freshman who majored in English Education Department enrolled at a University in West Sumatra, Indonesia.<sup>5</sup>

The results of the first cycle interview, 19 students spent less than 2 hours to read online short stories in a week, and only 5 students spent more than 2 hours to read in a week. Then, in the second cycle, 11 students read online short stories in less than 5 hours per week, and 13 students read more than 5 hours per week. Only 3 students read more than one short story in a week in this cycle. From the results, it could be concluded that 6 students

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<sup>4</sup>Agung Suhadi, Juita Putri, Dwi Indah Pratiwi, "Short Story as a Media for Motivatiing Students' Improvement in Reading". *Premise Journal* Vo. 9 No 1 April 2020. P.30

<sup>5</sup> Dania rahma, "Using Online Short Stories to Promote Students' Reading Habit". Universitas Putra Indonesia YPTK Padang (2020). P.143

enjoyed their reading activity in the first cycle. This number grew in the second cycle, as 14 students enjoyed reading online short stories. This finding was concluded after checking the result of the reading comprehension course test. In the test, the students had to write the elements of the story, answer some questions related to the story and chose true or false statements in less than 90 minutes. The result of the test showed that 17 students could perform well in the test. These students not only could determine the elements of the short story, but also could write the lesson they learned from the story.

Using online short stories as reading media in improving English learning activities could make students interested and enthusiastic about reading and could also understand the elements in the story and the moral value in the short story.

In the third previous research entitled "Using Short Story to Improve Students' Reading Comprehension", this research was written by a second grade student of SMAN 2 Kota Bengkulu named Amelia Eka Frimasary. This study used handbook and short story as the learning media. A quasi experiment was the method used in this research, there were two classes that would be observed. The researcher studied VIII grade students at SMPN 2 Bengkulu City, because SMPN 2 Bengkulu City was one of the favourite schools in Bengkulu City. The researcher found several problems in these students including, they were lazy to read the material while in class and also they felt that the learning topic was very monotonous. Classes I and J were used for observation, class I as experimental were using the material of

literary work while class J used the book as control class. this design would be done in eight meetings. Here was the process of learning and teaching which was very interesting and fun, namely, Try Out Test, Pre-reading (5 minutes), While Reading Activity (15 minutes), Post Reading Activity (15 minutes), Pre-Test, Post-Test, Analysing the Data, and Questionnaire).<sup>6</sup> The conclusion of this study was that short stories could improve students' reading skills.

The similarities between previous research and this study were using short stories as learning media and using reading skills. From previous studies, researchers could find some differences. This study used the *AWABE* application which contains short stories that were very easy to access and with this, it made students interested in reading in the form of English so that it has a difference with previous studies that do not use short story applications as a medium, the place of research was also different in the research conducted by Amelia Eka Frimasary in the form of "Using Short Story to Improve Students' Reading Comprehension" conducted research at the senior high school level while this study used junior high school students as the object of research.

The novelty contained in the research was using the *AWABE* application as media, this application contained short stories that were easily accessible and have complete features so that it could make it easier for readers to understand the meaning of the short stories.

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<sup>6</sup> Frimasary Eka Amelia, "*Using Short Story to Improve Students' Reading Comprehension* (A Study at the Second Year Student of SMPN 2 Kota Bengkulu Vol.2 No 2 October 2015

## CHAPTER II

### REVIEW OF THE RELATED THEORIS

#### A. Reading Comprehension

##### 1. The Definition of Reading Comprehension

Reading was a complex interaction between the text and the reader. It means that reading was an activity to read a text . Reading was the process of receiving interpreting information in language from via the medium of print.<sup>7</sup> Reading was practice of using text to create meaning.<sup>8</sup> Based on the definitions , the analyst concluded that perusing must create, so the peruser could understand the meaning of section conjointly capture the meaning of the content. The definition of reading according to experts could be concluded that reading was an activity or process to read a written work that could be analysed or understood by the reader himself. In terms of differences in coverage, three kinds of understanding of reading could be distinguished: The first understanding was a narrow understanding, which considers reading as a process of recognizing written symbols. Into this process was included the introduction of words thoroughly, in a wide range, and quickly.

Reading comprehension as the process of creating meaning from text.<sup>9</sup> Furthermore, reading comprehension was the research for meaning, actively using our knowledge of the world and text to understand each new

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<sup>7</sup> William Grabe, (Northen A. U. (2009). *Reading in a Second Language Movingn from Theory to Practice*. New York: Cambrige University Pres

<sup>8</sup>Nurrizal Ma'ruf, Fauziah Ismi *Improving Student's Reading Comprehension In Descriptive Text Using The Numbered Heads Together Technique* . (2016) P.iii

<sup>9</sup>Gilakjani, *How Can Students Improve Their Reading Comprehension Skill?*, *Journal of Studies Iin Education* Vol. 6, No. 2, 2016



thing we read. reading was the ability to understand, assimilate, and retain stories and ideas communicated through the written word.<sup>10</sup> Reading comprehension was the process of making meaning from text.

In my opinion, reading comprehension was a reading activity where we knew the content or meaning of the writing we read, therefore reading comprehension was very necessary in the reading process itself.

## 2. Kinds of Reading

The types of reading were divided into 4 types, including:

### a. Intensive Reading

Intensive reading was text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading was to read shorter text. This reading done to carry out to get specific information.

Few characteristics of intensive reading:

- 1) This reading helped learner to develop active vocabulary.
- 2) Teacher played main role in this Reading.
- 3) Linguistic items were developed.
- 4) This reading aimed at active use of language.
- 5) In intensive reading speech habit were emphasized and accent, stress, intonation and rhythm could be corrected.

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<sup>10</sup> Farooque Sadiya M, "*Knowledge Of Language And Curriculum*". N.p.: OrangeBooks Publication, 2021.P.102

#### b. Extensive Reading

Extensive reading assignments may directed students to articles of current interest in foreign language magazines or newspaper. Extensive reading was the reading for pleasure.

Few characteristics of extensive reading:

- 1) It helped learner to develop to active vocabulary.
- 2) Extensive reading was silent reading.
- 3) In extensive reading the subject matter was emphasized.
- 4) In extensive reading the learners played main role because they have to ask for measures.
- 5) In extensive reading the idea could be developed.
- 6) The aims of extensive reading was to enrich learners' knowledge
- 7) Through extensive reading the good reading habit could be developed

#### c. Aloud Reading

Teacher should knew that the training of reading aloud must be given at primary level because it was the base of words pronunciation.

#### d. Silent Reading

Sillent reading done to acquire a lot of imformation. Teacher has to make them read silently as and when they were able to read without any difficulties.<sup>11</sup>

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<sup>11</sup>Patel, M.F and Jain M. Praveen, “*English Language Teaching (Methods, Tools & Techniques)*” Published by Sunrise Publishers & Distributors (2008), p.13-24

From the four types of reading, we could know that there were also types of reading and everyone has their own type of reading.

### 3. The purposes of Reading

The category of reason for perusing incorporates were: perusing to seek for straightforward data, perusing to skim rapidly, perusing to memorize from content, perusing to coordinated data, perusing to compose, perusing to study writings and perusing for common comprehension.<sup>12</sup>

#### a. Reading to search for simple information

Reading to search for simple information was a common reading ability, though some researchers see it as a relatively independent cognitive process. Reading to skim quickly

Reading to skim quickly was a common part of many reading task and a useful skill in its own right. It involved, in essence, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea was formed.

#### b. Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it required abilities to remember main ideas,

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<sup>12</sup> Grabe William (Northern A. U. (2009). *Reading in a Second Language Movingn from Theory to Practice*. New York: Cambrige University Pres

recognized and built rhetorical frames and link the text to the reader base.

c. Reading to integrate information

Reading to integrate information required additional decision about the relative importance of complementary, mutually supporting or 9 conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources.

d. Reading to write and reading to critique texts

Reading to write and reading to critique texts may be task variants of reading to integrate information. Both required abilities to compose, select, and critique information from a text.

e. Reading for general comprehension

Reading for general comprehension when accomplished by a skilled fluent reader, require very rapid and automatic processing of words, strong skills in forming a general meaning representation of main idea, and efficient coordination of many processes under very limited time constraint.<sup>13</sup>

Reading has several purposes including as above, therefore when we read a reading book, it must have a purpose.

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<sup>13</sup>Upal Geetey. Ananta, "Pragmatic Approach to Corporate Communication. Archers and Elevators Publishing, India (2021) P.47-48

#### 4. The components of Reading

According to the National Reading Panel book, in the components of reading, there are 5 components. including:

a) Phonemic Awareness

Phonemes, the littlest units making up talked dialect, combine to create syllables and words.<sup>14</sup> Phonemic mindfulness alludes to the student's capacity to center on and control these phonemes in talked syllables and words. Agreeing to the National Perusing Board, instructing phonemic mindfulness to children altogether moves forward their perusing more than instruction that needs any consideration to phonemic mindfulness.

b) Phonics

Phonics is the relationship between the letters (or letter combinations) in composed dialect and the person sounds in talked dialect. Phonics instruction educates understudies how to utilize these connections to examined and spell words. The National Perusing Board demonstrated that orderly phonics instruction upgrades children's victory in learning to perused, and it is essentially more compelling than instruction that instructs small or no phonics.

c) Fluency

Fluent readers are able to examined orally with fitting speed, exactness, and appropriate expression. Flency is the capacity to perused as well as we talk and to form sense of the content without having to halt and interpret

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<sup>14</sup> Lanberg Donald N. "National Reading Panel " P.2

each word.<sup>15</sup> The National Perusing Panel's inquire about discoveries concluded that guided verbal perusing and rehashed verbal perusing had a critical and positive affect on word acknowledgment, perusing familiarity, and comprehension in understudies of all ages.

d) Vocabulary

Vocabulary development is closely associated to comprehension. The bigger the reader's lexicon (either verbal or print), the simpler it is to create sense of the content.<sup>16</sup> Vocabulary can be learned by chance through storybook perusing or tuning in to others, and lexicon ought to be instructed both specifically and by implication. Understudies ought to be effectively locked in in instruction that incorporates learning words some time recently perusing, redundancy and different exposures, learning in wealthy settings, coincidental learning, and utilize of computer innovation.

e) Comprehension

Comprehension is the complex cognitive prepare perusers utilize to get it what they have studied.<sup>17</sup> Lexicon advancement and instruction play a basic part in comprehension. The National Perusing Board decided that youthful perusers create content comprehension through a assortment of strategies, counting replying questions (tests) and summarization (retelling the story). In addition, reading comprehension was related to the remaining two component scores: drawing text-based inferences based on a text and

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<sup>15</sup> *Ibid* P.4

<sup>16</sup> Foorman Barbara, Herrera Sarah, Dombek Jennifer , “*The Relative Effectiveness Of Two Approaches To Early Literacy Intervention In Grades K-2*” P.2

<sup>17</sup> *Ibid* P.3

recall of information explicitly presented in the text.<sup>18</sup> Therefore, aside from the ability to access and integrate prior knowledge, ability the ability to remember, understand, and make deductions based on a given text was really related to students' scores on reading comprehension tests.

## 5. The principles of Reading

According to Harmer the principle of reading were:

- f) Teachers encouraged students to read as often and as much as possible,
- g) Students must be interested in what they read,
- h) The teacher encouraged the student to react to the content of a text and discovered what he thought about it, not just focused on constructing it,
- i) Prediction was a major factor in reading,
- j) The teacher must match the task with the topic when using intensive reading,
- k) A good teacher discovered it by reading the entire text.<sup>19</sup>

The principle of reading here was influenced by teacher and student factors as well as interesting learning media, so that students could be more interested and easy to understand in reading.

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<sup>18</sup> Allen K. Laura, Snow L. Erica, Grossley A. Scott, Jackson Tanner, S. Danielle “*Reading Comprehension Components and Their Relation to Writing*” (Vol. 114) P.41

<sup>19</sup> Hudri Muhammad and Naim Jannatun, “*An Analysis of Teacher Strategies in Teaching Reading at The First Year Student of SMK 2 Gerung in Academic Year 2016/2017*”, University of Mataram, P.44

## 6. Strategies for Reading Comprehension

There were several kinds of strategies to understand a reading,<sup>20</sup> as follows:

- a) Vocabulary knowledge
- b) Activating prior knowledge
- c) Pre-reading pre-viewing and predicting
- d) Previewing and predicting text
- e) Mental imaging
- f) Self-questioning
- g) Summarizing
- h) Semantic mapping.<sup>21</sup>

There were 8 strategies in reading comprehension as above, including by knowing some vocabulary so that we knew the meaning of the books read, having knowledge before reading was very helpful for us to make it easier to understand, having predictions and summarizing what we have read was one strategy so that we could remember and understood the book.

## B. Short Story

### 1. The Definition of Short Story

Although the short story as a literary type gets a fair share of attention in classroom texts and writer's handbooks, it was still-tainted by commercialism and damned by condescension-running a poor fourth to

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<sup>20</sup> *Ibid* P.45

<sup>21</sup> Edge, "Reading Skills & Strategies Level 5", (2022) Saddleback Publishing, INC, P.4



poetry, drama, and novel-length fiction in the books and journals devoted to serious theoretical criticism. It was in the hope of making a beginning toward the evaluation of the short story as a worthy and noble art that I should like to attempt a frontal attack upon its basic problem—that of its shortness.<sup>22</sup>

A short-story was brief not merely from the fact that it contained comparatively few words, but in that it was so compressed as to omit non-essential elements. It must be the narration of a single incident, supported, it may be, by other incidents, but none of these minor incidents must rival the central incident in the interest of the reader. A single character must be preëminent, but a pair of characters coördinate in importance may enjoy this single preëminence in the story, yet no minor characters must come to overshadow the central figure.<sup>23</sup>

In my opinion, a short story was a fictional story that was very easy to understand by its readers, besides that short stories could be read by all ages from children to adults. It could be read anywhere and anytime and could also be accessed offline or online, making it easier for readers.

## **2. Benefits of Short Story**

Using short stories as a medium to motivate students to read was a very powerful way. A short story could be an easier approach as media

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<sup>22</sup> Friedman Norman, “*What Makes A Short Story Short?*” Vol.4 No.2 (Summer 1958), University Press, Published By: The Johns Hopking. P.103

<sup>23</sup> Essenwein Berg J. “*Studying the Short-Story*”, June 11, 2022 [eBook #68291] (p.7)

because it was simple, has the standard of being universal and story could permit the teacher to deal with the human matter.<sup>24</sup>

In the reading process, the learners should have good word recognition skills and implement some reading strategies such as identifying main ideas, making connections, questioning, inferring and predicting. There were a lot of benefits from reading short stories, one of them was that we could improve our vocabulary, pick up moral values in each story, and so on.

### **3. The element of Short Story**

As this juxtaposition of the main elements of the novel and the short story shows, attempted to explain the nature of these genres rely on different methodological approaches, among them reception theory with respect to reading without interruption, formalist notions for the analysis of plot structures, and contextual approached for delineating their boundaries with other comparable genres. The terms plot, time, character, setting, narrative perspective, and style emerge not only in the definitions and characterizations of the genre of the novel, but also function as the more important areas of inquiry in film and drama.<sup>25</sup> The elements of a short story include those mentioned above. It was a complete element because there were plot, characteristics, objects, and settings in a short

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<sup>24</sup> Premise Journal Vo. 9 No 1, April 2020, e-ISSN: 2442-482x, p-ISSN: 2089-3345, Copyright@20 by PJEE (p.32)

<sup>25</sup> Klarer Mario, “*An Introduction to Literary Studies Second Edition*”, Published 2004 by Routledge, P.14

story<sup>26</sup>. If there were such elements in a short story, then the short story was good enough.

The most important elements were: Plot (What happened?), Characters (Who acted?), Narrative perspective (Who saw what?), Setting (Where and when does the events take place?).

- a) Plot was the logical interaction of the various thematic elements of a text which lead to a change of the original situation as a presented at the outset of the narrative. An ideal traditional plot line encompassed the following four sequential levels: exposition – complication – climax or turning point – resolution.
- b) Characters, while formalist approached to the study of literature traditionally focus on plot and narrative structure, methods informed by psychoanalysis shift the center of attention to the text's characters.<sup>27</sup> It has been explained that plot and character were important elements in a short story, plot was a storyline that could be said that without plot, the story has no direction to provide a good story to its readers while character was the nature of the characters in a short story.
- c) Characterization was the presentation of the character nature, image creation or illustration of one who became the characters in the story.
- d) Point of view, the term point of view, or narrative perspective, characterizes the way in which a text presents persons, events, and

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<sup>26</sup> *Ibid* P.15

<sup>27</sup> *Ibid* p.16

setting. The subtleties of narrative perspectives developed parallel to the emergence of the novel and could be reduced to three basic positions: the action of a text was either mediated through an exterior, unspecified narrator (omnifirst-person narration), or presented without additional commentary (figural narrative situation).<sup>28</sup> Point of view in a story was also an important element, point of view was the researcher's point of view in conveying a story, so that this story then becomes more alive and well conveyed to the listeners or readers.

- e) Setting in brief story, setting continuously shows up as put, time and circumstance that would be the scene where the story took place. Setting got to be one of the vital components of brief story since it could make the climate of the story and bring the perusers to the circumstance that the creators needed to make.

#### **4. The types of Short Story**

Reported in an article, not only the definition of short stories would be explained, but the types of short stories would also be explained. Not always all short stories were categorized as short stories. There were several types of short stories that were usually made by researchs. Here were the different types of short stories that you should know:

- a. Short Stories

As we know, a short story was a type of story that was less than 10,000 words long. The first type of short story was the Short Story,

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<sup>28</sup> *Ibid* p.20

and as the name suggests, this one tends to be shorter than other types of short stories. The word length of a short story was around 500 to 700 words.

This fictional story was usually used to explain an event with short, concise, attention-grabbing, and effective language. The opening section was usually very few, about 1 to 2 paragraphs, then goes into the core conflict section. The ending was also usually less than other types of short stories.

b. Medium Short Story

The second type of short story was the medium short story. Medium short stories were usually around 700 to 1,000 words long. Medium short stories could also be found easily in school textbooks because they were considered effective and attention-grabbing.

Medium short stories were slightly longer than short stories, so the opening section will also be slightly longer than short stories. In addition, the characterization of the characters could be described with clearer sentences. Not only that, Medium Short Stories were usually used to explain the story in more detail.

c. Long Short Story

The last type of short story was the Long Short Story. This one was usually made with a length of about 1,000 words or more. And there was even a short story that was made close to 5,000 words or

even 10,000 words. This type of short story was characterized by its relaxed storytelling.

Because the researcher wanted to tell a fairly long story, the opening and closing sections were usually quite long. The process of entering the conflict section was also longer than usual, so that readers could understand the story in more detail. Usually, this type of short story was rarely featured in textbooks because it was quite long.<sup>29</sup> In the reading above, there were 3 types of short stories, namely short, medium and long stories.

### **C. AWABE Application**

#### **1. The Theory of Gamification**

Gamification is the use of game design elements in a non-game context to make a system or process more fun and engaging.<sup>30</sup> Gamification has attracted a lot of attention among practitioners and the media, yet little research has been conducted. Goal-setting theory has been used for more than two decades to explain how to motivate people to perform better in work-related tasks by setting and monitoring goals.<sup>31</sup> On the other hand, gamification has recently emerged as a promising new approach to increase people's motivation and engagement with activities, systems or services. It is defined as the use of game design elements in a

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<sup>29</sup> Fiska Rahma, "Definition of Short Story: Structure, Function, Characteristics, Elements and Examples of Short Stories" published by Gramedia Blog

<sup>30</sup> B. W. Boehm, "Software Engineering Economics, *IEEE Transactions on Software Engineering*" (1981)

<sup>31</sup> Tondello F. Gustavo, Premuskh Hardy, Nacke E. Lennart, "A Theory of Gamification Principles Through Goal-Setting Theory" (2018)

non-gaming context or as the process of improving a service by providing a gaming experience. From the theory of gamification, the AWABE app is an example of gamification.

## **2. The Definition of *AWABE* Application**

The *AWABE* application is an application that can be downloaded easily on Android. This application is based on short stories, containing various titles of short stories. Which this application has various interesting features including being able to translate from English to Indonesian both per word, per sentence and per paragraph. This application can be accessed offline and online, but if offline then it cannot be translated. In this application can also teach us to know how to pronounce in English and can connect to YouTube to view images on video. So this application is very interesting and makes it easier for us to read. Description of the *AWABE* application, English Stories Android App Developed By *AWABE* - Learn Languages Listed Under Education Category. Current Version Is 1.4.2, Updated On August 19 2023. According to Google Play English Stories reached over 306 Thousand Installations. English stories Currently Has 1 Thousand Reviews With an Average Vote Score of 4.6.<sup>32</sup>

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<sup>32</sup> google play store. “*Aplikasi Cerita Bahasa inggris*” [https://play.google.com/store/apps/details?id=com.AWABE.englishstory&pcampaignid=web\\_share](https://play.google.com/store/apps/details?id=com.AWABE.englishstory&pcampaignid=web_share), accessed on Feb 15, 2024

### 3. The Function of *AWABE* Application

There were some features of *AWABE* Application:

- a. 300+ stories
- b. Readings supported by Translator
- c. Frequently used English words and vocabulary
- d. Easy to save and manage your favorite items
- e. Beautiful UI, simple and easy to use, supports multi-language
- f. Remind learning English (Easy to use, easy to understand, easy to practice and to improve reading skills quickly, get more useful and practical English)<sup>33</sup>

The function of the application was to make it easier for readers to read short stories anywhere, anytime. As explained above, this application could be accessed by anyone. This application also makes it easy for beginner readers who have little vocabulary, because this application provided translations both per word, per sentence and per paragraph. The features in this *AWABE* application were also complete, which makes it easier for us to improve our reading skills.

### 4. How to use the *AWABE* Application

This application was very easy to access, the *AWABE* application has a small storage so that if you downloaded this application, the storage space on Android would not be full because this application has a small

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<sup>33</sup> *Ibid*



storage.<sup>34</sup> Here was how to use the *AWABE* application: The first step, you could download this application on Android via the Google Play Store.

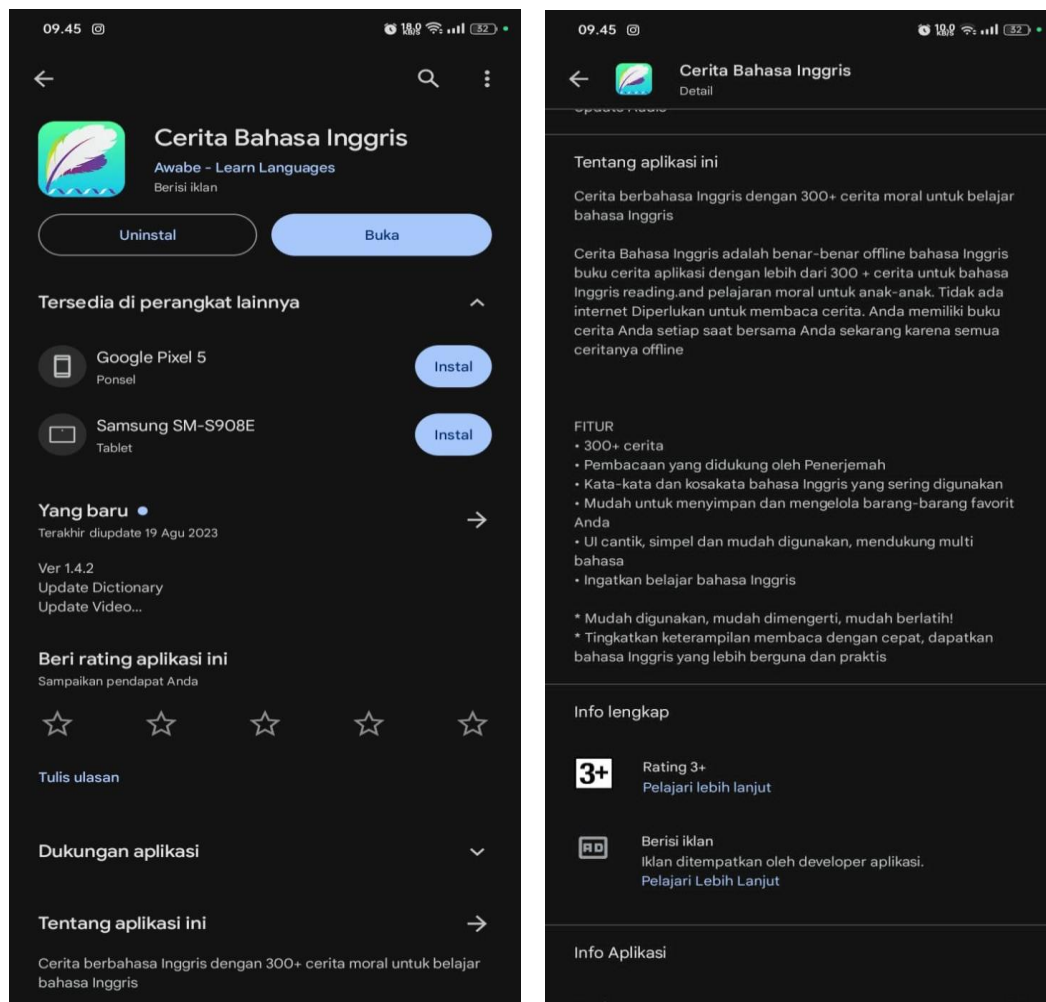


Image 1&2 of the *AWABE* application.

Initial view of the *AWABE* application in the Google Play Store.

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<sup>34</sup> digitek.id, “10 Aplikasi Belajar Bahasa Inggris Terbaik”, <https://digitek.id/10-aplikasi-belajar-bahasa-inggris-terbaik-ios-dan-android/>, accessed on Feb 15,2024

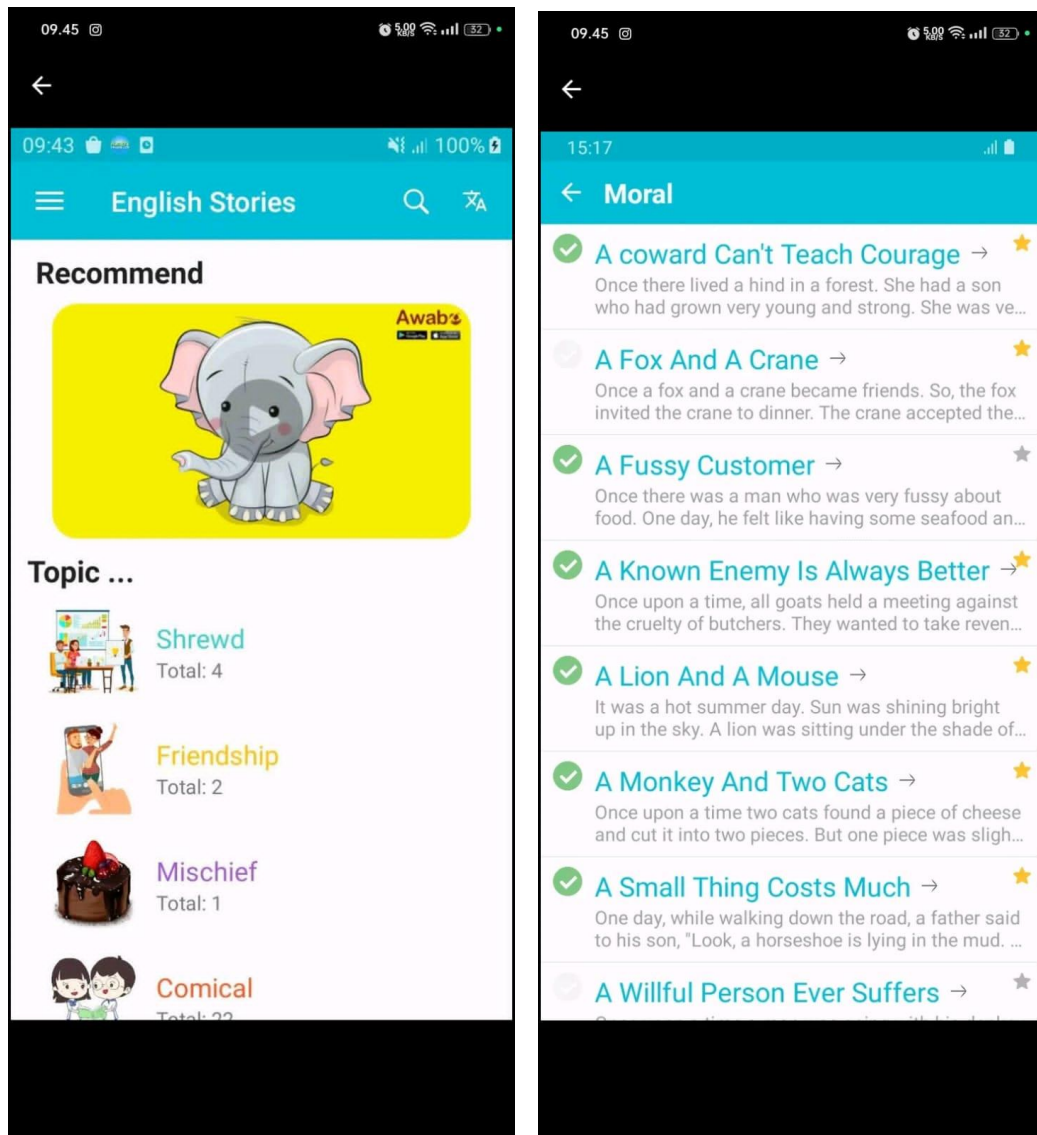


Image 3&4 of the AWABE application.

If it has been downloaded, then you would open the main features in the AWABE application. There would be several groupings of short stories in it, such as; friendship stories, romance, family, fables, and others. In

these various sub-stories, if we choose one of the sub-stories, the sub-story has several kinds of short story titles in it.<sup>35</sup>

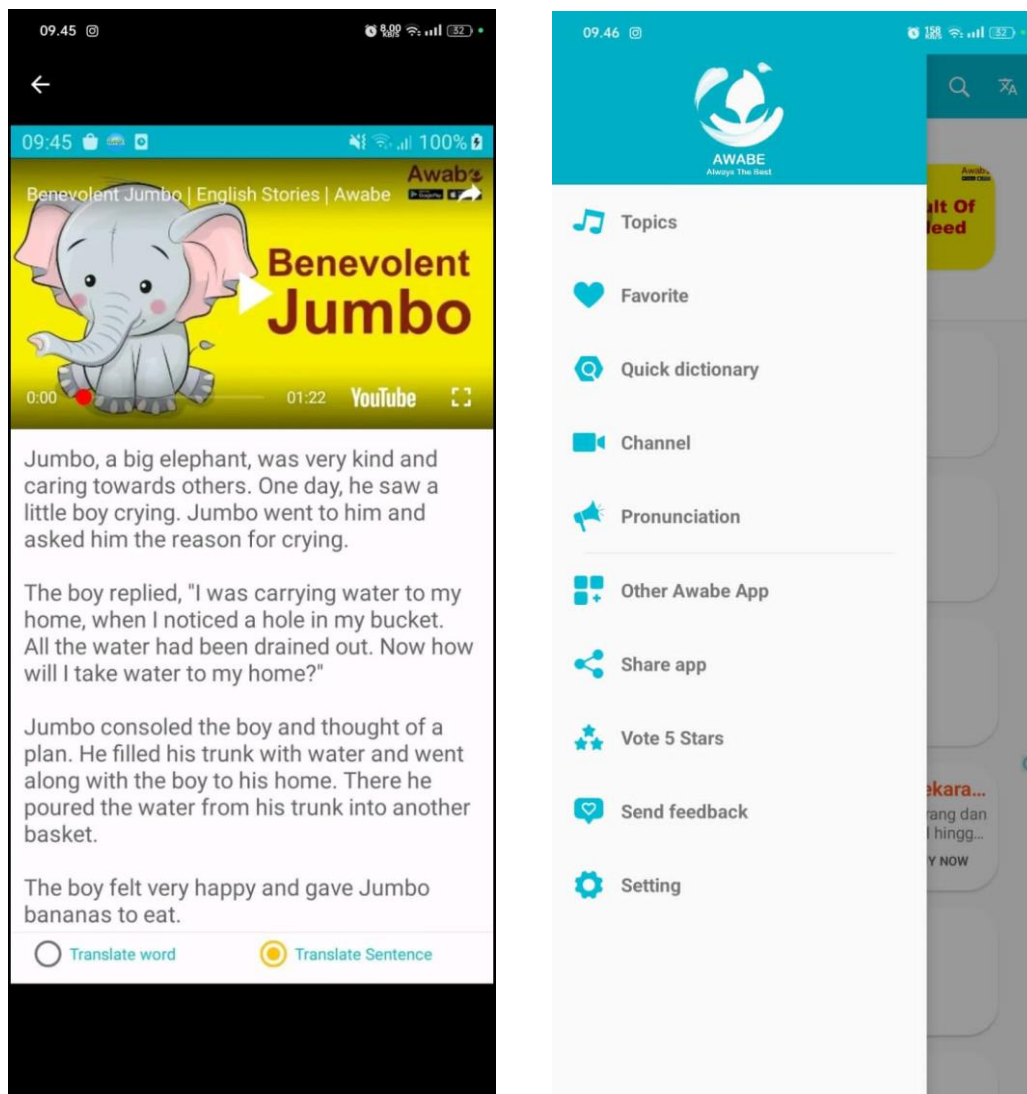


Image 5&6 of the *AWABE* application.

<sup>35</sup> google play store. "Aplikasi Cerita Bahasa Inggris" [https://play.google.com/store/apps/details?id=com.AWABE.englishstory&pcampaignid=web\\_share](https://play.google.com/store/apps/details?id=com.AWABE.englishstory&pcampaignid=web_share), accessed on Feb 15, 2024

When we clicked on one of the short story titles, a feature would appear as shown above. These short stories could be directly connected through YouTube too if we wanted. In Figure 6, there were three lines on the left side of the main page of this application. The three lines contained features such as settings, topic, pronunciation, application suggestions, and more.<sup>36</sup>

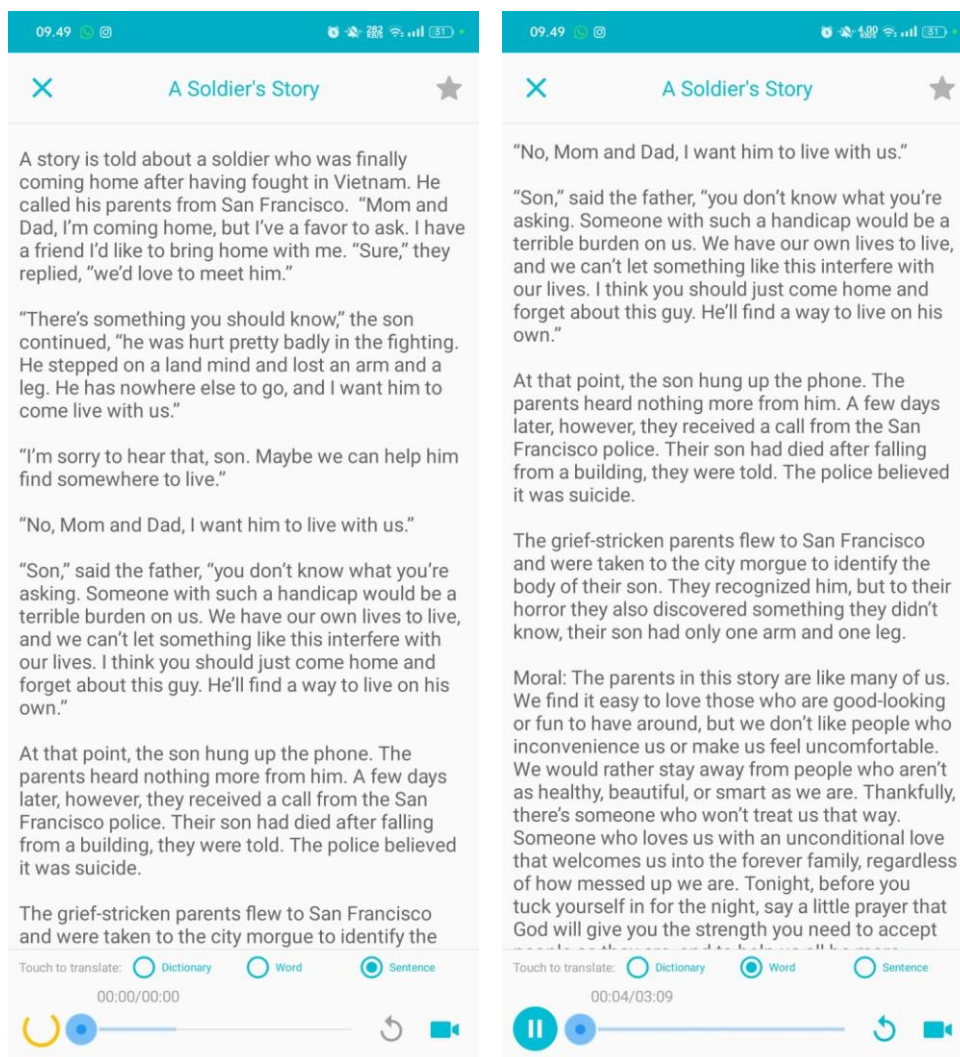


Image 7&8 of the AWABE application.

<sup>36</sup> *Ibid*

In images 7&8 was one of the short story topics, as shown above in a short story there are features that were interesting and make it easier for readers. We could translate English into Indonesian, could be translated per word and also per sentence.<sup>37</sup> The dictionary was very helpful for readers if we have a low vocabulary.

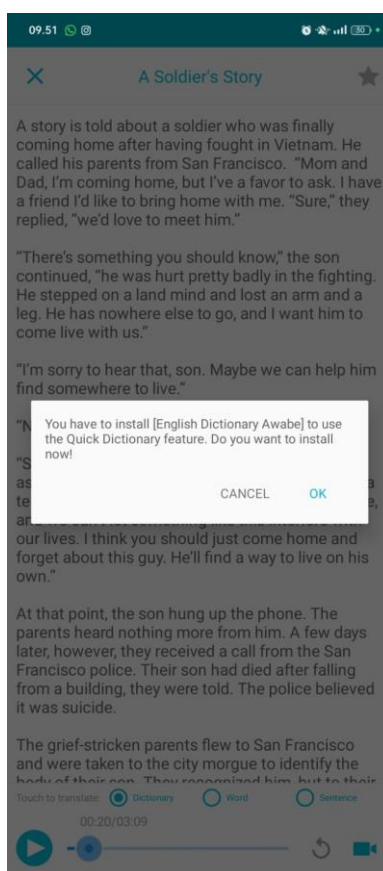


Image 9 of the *AWABE* application.

The picture above, was the appearance if we translated the short story from English into Indonesian per sentence if we don't know the meaning.

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<sup>37</sup> *Ibid*

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Variable and Definition of Operational Variables**

Operational variable definitions were the variables used in this study. The indicators included in the variables were the result of the general theory used in the original studies. The research variables included two variables. The research object in this study included two variables: independent variable and dependent variable.

##### **1. Independent variable**

An independent variable was a variable that affected other variables. The independent variable in this study was *AWABE* application as a media. The *AWABE* application could improve students' reading comprehension skills.

##### **2. Dependent Variable**

Dependent variable was a variable that could be influenced by independent variable. The variable in this study was students' reading comprehension ability. Reading comprehension was defined as an activity aimed at improving students' reading skills.

#### **B. Research Setting**

The research location was SMP Negeri 3 Metro which was located on Jalan Letjend. Alamsyah Ratu Prawiranegara No.1 Central Metro District, Metro City, Lampung. UPTD SMP Negeri 3 Metro was located in a strategic

position because it was located in the center of Metro City and was easily accessible. UPTD SMP Negeri 3 Metro was located on Jalan AR. Prawira Negara No. 1 Metro City, with the following restrictions:

1. The west side was bordered by the Wisma haji office
2. The east was bordered by residential areas
3. The south was bordered by Metropolis Radio
4. The north was bordered by Sutiyoso road.

### **C. Research Subject**

The subject of this research was students' English reading comprehension skills. In this research, the researcher collaborated with an English teacher, she was Mam Nita Eryani, S.Pd. In this research subject, researchers used Classroom Action Research (CAR) as a research method. This study sampled eighth grade students of SMP Negeri 3 Metro in the second semester. The researcher chose the eighth grade, because many eighth grade students did not reach the minimum score and low English reading comprehension skills. In order to improve the students' reading comprehension, the researcher used the *AWABE* application as an interesting media.

### **D. Research Procedure**

The definition of Classroom Action Research (CAR) according to Kemmis and Mc. Taggart (1988), classroom action research was a form of collective self-reflection carried out by participants in social situations to improve the reasoning and justice of these practices against the situation

where these practices were carried out. Classroom action research aimed to improve the quality of a learning process in the classroom so that teachers could improve their teaching quality, so that the learning process in the classroom would be better than before.

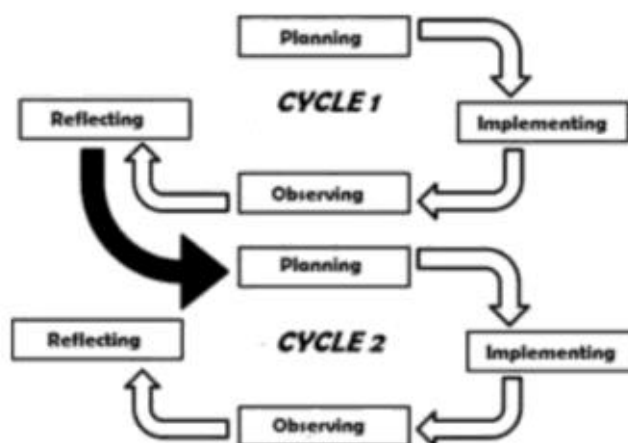


Figure 1 Kemmis and Mc Taggart Action Research Design<sup>38</sup>  
(Adapted from Parnawi Afi, 2020)

The research designed used was the Classroom Action Research (CAR) model of Kemmis & Mc Taggart. This model used the stages of a research cycle which consisted of four stages, namely planning, implementing, observing, and reflecting.<sup>39</sup> Here was the explanation:

<sup>38</sup> *Ibid* P.12

<sup>39</sup> Anggoro Subuh, Sriyanto Sriyanto, Thoe Khar Ng, Talib Abdul Corrienna, "Proceedings of the 2nd International Conference on Quran and Hadith Studies Information Technology and Media in Conjunction with the 1st International Conference on Islam, Science and Technology, ICONQUHAS & ICONIST", Bandung, October 2-4, 2018, Indonesia: Iconquhas 2018. N.p., EAI Publishing, 2018. P.277



### 1. Planning

At this stage the action design was in the form of a lesson plan, an evaluation plan which included tests and non-tests.

### 2. Action

Action was carried out in accordance with the planning that has been prepared. This action was carried out by the researcher as the teacher. Operationally, the implementation was assisted by a fellow teacher as an observer who acted as an assessor. Assessment of the child's learning process was carried out from the beginning of learning until learning ends. The assessment used data collection instruments that have been prepared previously.

### 3. Observation

Observations were made during the teaching and learning process, observations could be made by direct observation or observation, or by interview. Data collection by observation aims to be able to directly observe all children's behavior, both positive and negative during the teaching and learning process.

### 4. Reflection

Based on observations and interviews in cycle I as a guide. From this situation it could be used for improvement and improvement in cycle II actions. There were several things that need to be considered during the teaching and learning process of cycle I, for example there were some children who focus on learning, change seats, underestimate the use of

media. Therefore, in cycle II, actions would be taken to increase more incentive observations on students so that they could achieve optimal learning outcomes. In this research method, used class action research by Kemmis and Mc Taggart. This research has 2 cycles, which in the first cycle contains: planning, action, observation and reflection. And the second cycle was a cycle where students could develop their abilities.

### **E. Data Collection Technique**

The data collection techniques in this study were as follows:

#### **1. Test**

##### **a. Pre Test**

Pre Test was a test conducted to measure the initial ability of students before participating in learning activities. The purpose of giving this pre-test was to find out the initial ability of students related to the material to be delivered.

##### **b. Post Test**

Pre Test was an evaluation activity carried out by the teacher at the end of each presentation of material. The aim was to determine the level of student knowledge of the material that has been taught.

#### **2. Observation**

Observation was a data collection method where the researcher or their collaborators record information as they witnessed it during the research. In addition, the researcher used observation as a data collection approach to find out how to teach reading using online short stories in the

classroom, how students responded to the media and how the media could improve their reading comprehension, and how the media could help students in learning English, especially in reading comprehension.

### **3. Documentation**

Documentation was the collection, selection, processing and storage of information in the field of knowledge. In addition, documentation was also defined as providing or collecting evidence and information (such as pictures, quotations, newspaper cuttings, and other reference materials).

### **4. Field Notes**

A frequently used method of recording data collected during observations was field observations. Later, notes could enhance information from other sources, such as documents and interviews, or primary research data. In addition, it could be in the form of photographs, audio and also video recordings. In this study, researchers used field notes to record activities during the learning process in the form of a report.

## **F. Data Analysis Technique**

Researchers analyzed the data using statistical techniques in assessing the pre-test and post-test. The following were the formulas used:

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

Notes:

- P = Percentage of Students Activity
- F = The total number of students' scores
- N = Number of students'

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

Notes:  $\bar{X}$  = Mean

$\sum X$  = The total number of students' scores

N = Number of students

### G. Indicator of Success

Indicators of success during the learning process of the action research.

This research could be considered successful if 70% of the students got a minimum score of 75 on their learning activities and reading skills. If the target has been achieved, then the cycle could be stopped.

## **CHAPTER IV**

### **RESULT OF RESEARCH**

#### **A. Description of Research Location**

UPTD SMP Negeri 3 Metro located in Metro city. At first, UPTD SMP Negeri 3 Metro named SGB or head teacher's school that established since 1954. But in the year of 1958 SGB eliminated and established junior high school for economics (SMEP) Metro. Furthermore, in the year of 1979 established junior high school 3 Metro (SMP Negeri 3 Metro) based on SK Mendikbud no. 030/8/1979 on February, 17, 1979.

Vision that written in UPTD SMP Negeri 3 Metro curriculum is a moral image which described school profile in future. Vision of UPTD SMP Negeri 3 Metro is: "the realization of studens who are party and religious". Meanwhile, there are some mission of UPTD SMP Negeri 3 Metro: (1) growing faith and piety through the practice of religious teachings, (2) optimize the learning and guidance process, (3) develop all the potential, interests, talents and creattivity of students, (4) fostering student independence through planned and continous habituation and self development activities, (5) establishing harmonious cooperation between school members and other institutions.

## **B. Description of Research**

This research was a classroom action research (CAR). The action of this research was using short story in *AWABE* application to improve students' reading comprehension. The research consisted of two cycles : cycle I and cycle II. Each of cycle consisted of three meetings and for each meeting took time of 2x40 minutes. For every cycle comprised of planning, action, observation and reflection.

Before giving an action using short story in *AWABE* application and doing the research, researcher done the observation again to make sure that there were no improvement of students' reading comprehension in VIII B class. Before doing the action, researcher come to observe the situation of class. Researcher came to class to observe teaching and learning process from the greeting until the end of the class.

After done the observation before research, researcher got the result about students' reading comprehension and situation in class. From the result of observation, researcher found that just like pre survey result students' reading comprehension still has no improvement. Students still has difficult to understand the text, has less vocabularies and lack of motivation in reading English. The reading comprehension result also has no significant improvement. After get the result, researcher done the research in VIII B class of SMP Negeri 3 Metro. The explanation of research result description is as follows:

### 1. Pre test activity

Pre test used to measure students' reading comprehension result before implementation of action. Pre-test conducted on 04 January 2024. This pre-test followed by all students of VIII B that consisted of 30 students in total. Researcher started by greeting students and told them that researcher was going to do a research in their class to know about their reading comprehension skill before the action. The students done their test individually. The pre-test in form of multiple choice that consisted of ten questions. Moreover, the pre-test result of eighth class students of SMP Negeri 3 Metro could be seen on table as follows:

**Table 2**

**Data pre-test results from reading English at SMP Negeri 3 Metro**

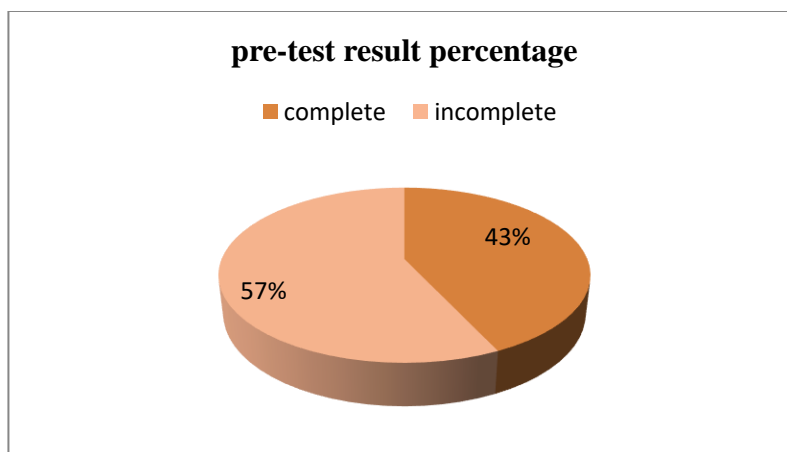
<b>NO.</b>	<b>NAME</b>	<b>SCORE</b>	<b>CRITERIA</b>
1	AG	80	COMPLETE
2	AF	80	COMPLETE
3	ARI	80	COMPLETE
4	ANPW	60	INCOMPLETE
5	AN	60	INCOMPLETE
6	ANI	80	COMPLETE
7	AVL	60	INCOMPLETE
8	AS	50	INCOMPLETE
9	AIP	60	INCOMPLETE
10	BD	80	COMPLETE
11	BAS	70	INCOMPLETE
12	FA	80	COMPLETE
13	GSP	80	COMPLETE
14	JL	60	INCOMPLETE
15	KZ	60	INCOMPLETE
16	KF	60	INCOMPLETE
17	MFA	80	COMPLETE
18	MII	80	COMPLETE

19	MD	50	INCOMPLETE
20	MML	70	INCOMPLETE
21	NZA	80	COMPLETE
22	NN	50	INCOMPLETE
23	QR	60	INCOMPLETE
24	RAI	50	INCOMPLETE
25	SA	80	COMPLETE
26	SFO	80	COMPLETE
27	SD	60	INCOMPLETE
28	SNS	60	INCOMPLETE
29	SS	80	COMPLETE
30	YP	60	INCOMPLETE
<b>TOTAL SCORE</b>		<b>2040</b>	
<b>AVERAGE SCORE</b>		<b>68</b>	

**Table 3**  
**The Percentage Pre-Test Result of Reading English at**  
**SMP Negeri 3 Metro**

NO	Score	Explanation	Frequency	Percentage
	>75	Complete	13	43%
	≤75	Incomplete	17	57%
<b>Total</b>			30	100%

Source: the result of pre-test result on 04 January 2024



**Figure 2 Pre-Test Percentage**

Based on the data table above, it could be inferred that there were only 13 students (43%) who succeeded and the rest 17 students (57%)



were not succeeded. The succeeded students were students who got minimum mastery criteria of SMP Negeri 3 Metro ( $>75$ ). Based on this result the total of students who succeeded to get MMC was fewer than total of students who were not succeeded.

Reading comprehension average score result of pre-test was 68. This result showed that VIII B class students of SMPN 3 Metro reading comprehension still unsatisfied because it far from the indicator of success from CAR research. Therefore, researcher used short story in *AWABE* application to improve students' reading comprehension.

## 2. Cycle I activity

### a. Planning

At planning stage, researcher and collaborator (Ms. Nita) prepared many things that used in teaching and learning process e.g lesson plan, prepared the media (short story in *AWABE* application), material, post test I to examine students reading comprehension and observation sheet to examine students activity.

### b. Acting

Cycle I conducted on three meetings. The first and second meetings used to explained the material about short story conducted on 08 and 10 January 2024. The last meeting used to conduct post test I to measure students' reading comprehension result in cycle I that conducted on 11 January 2024. The class took time of 2x40 minutes and followed by 30 students.

Researcher began the class by greeting students. After that, the class continued with pray together. Then, researcher checked their attendance list and have a small talk with students. Class continued with researcher explained about short story to students. After explained about short story, researcher told students to open their phone and download *AWABE* application. After students downloaded the application, researcher taught them how to use it. Researcher told them to chose motivation topic and pick the title of the text was “Keep Your Dream” and explained how to identify characteristics of short story text.

After all students was able to find the text that selected. Researcher told them to read the text and gave them times to read it couple times and understood it. After finished, researcher chose some students to come in front of class and read it. Then, researcher discussed the text and meaning together and identified characteristics of short story together.

In the last meeting on 11 January 2024, researcher gave them post test I in form of essay consisted of five questions. They done the test individually. After finished answer the test, researcher collected their answers and then processed the data. The result of post test I could be seen on table as follows:

Table 4

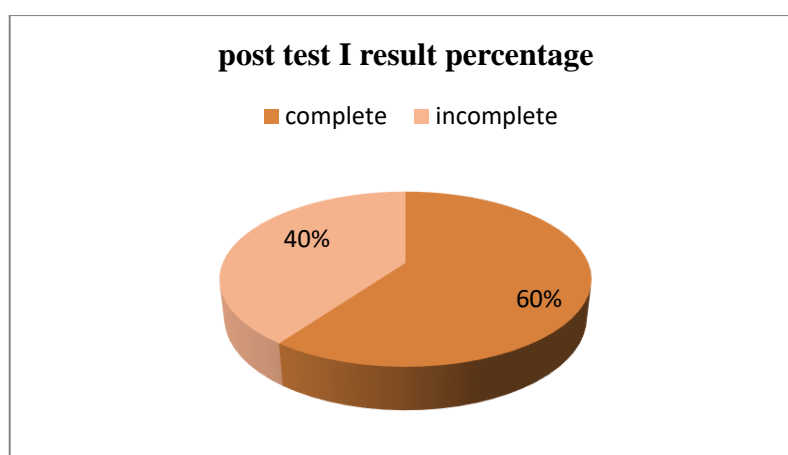
Data post test I results from reading English at SMP Negeri 3 Metro

NO.	NAME	SCORE	CRITERIA
1	AG	80	COMPLETE
2	AF	85	COMPLETE
3	ARI	80	COMPLETE
4	ANPW	65	INCOMPLETE
5	AN	75	COMPLETE
6	ANI	85	COMPLETE
7	AL	70	INCOMPLETE
8	AS	60	INCOMPLETE
9	AIP	70	INCOMPLETE
10	BD	85	COMPLETE
11	BAS	70	INCOMPLETE
12	FA	85	COMPLETE
13	GSP	80	COMPLETE
14	JL	70	INCOMPLETE
15	KZ	65	INCOMPLETE
16	KF	75	COMPLETE
17	MFA	80	COMPLETE
18	MII	80	COMPLETE
19	MD	70	INCOMPLETE
20	MML	75	COMPLETE
21	NZA	85	COMPLETE
22	NN	70	INCOMPLETE
23	QR	70	INCOMPLETE
24	RAI	65	INCOMPLETE
25	SA	90	COMPLETE
26	SFO	80	COMPLETE
27	SD	70	INCOMPLETE
28	SNS	75	COMPLETE
29	SS	80	COMPLETE
30	YP	75	COMPLETE
<b>TOTAL SCORE</b>		<b>2265</b>	
<b>AVERAGE SCORE</b>		<b>75</b>	

**Table 5**  
**The Percentage Post-Test I Result of Reading English at**  
**SMP Negeri 3 Metro**

No	Score	Explanation	Frequency	Percentage
1	>75	Complete	18	<b>60%</b>
2	≤ 75	Incomplete	12	<b>40%</b>
<b>Total</b>			30	100%

Source: the result of post test I result on 11 January 2024



**Figure 3 Post Test I Percentage**

Based on what showed in table and figure above, it could be inferred that students who succeeded to get MMC in this cycle was 18 students (60%) and the rest of students 12 students (40%) was not able to get MMC. If it compared to pre-test result then there were improvement of students VIII B SMP Negeri 3 Metro reading comprehension.

The improvement could be seen from amount of students who got MMC increased from pre-test with 13 students became 18 students in post test I. The other improvement could be seen from average score from 2040 became 2265. This showed the

improvement in cycle I. But the result has not reach the indicator of success of CAR where 70% students in class got MMC.

c. Observing

While researcher doing an action. Collaborator observed students activities. Researcher explained material in front of class about short story using *AWABE* application. While the action done, students activities being observed. There are four indicators of students activities in class as follows:

- 1) Paying attention to teacher' explanation
- 2) Asking/answering the teacher question
- 3) Being active in class
- 4) Doing the task given by the teacher

The result of students activities in cycle I that observed by researcher and collaborator could be seen as follows:

**Table 6**

**Students Learning Activites In Cycle I Data**

NO.	STUDENTS' NAME	THE ASPECTS THAT ARE OBSERVED			
		1	2	3	4
1.	AG	✓	✓	✓	✓
2.	AF	✓	✓	✓	✓
3.	ARI	✓	✓	✓	✓
4.	ANPW	-	-	-	-
5.	AN	✓	✓	✓	✓
6.	ANI	✓	✓	✓	✓
7.	AL	-	-	-	-
8.	AS	-	-	-	-
9.	AIP	-	-	-	-

10.	BD	✓	✓	✓	✓
11.	BAS	✓	✓	✓	✓
12.	FA	✓	✓	✓	✓
13.	GSP	✓	✓	✓	✓
14.	JL	-	-	-	-
15.	KZ	✓	-	-	✓
16.	KF	✓	✓	✓	✓
17.	MFA	✓	✓	✓	✓
18.	MII	✓	✓	✓	✓
19.	MD	✓	-	-	✓
20.	MML	✓	✓	✓	✓
21.	NZA	✓	✓	✓	✓
22.	NN	-	-	-	-
23.	QR	-	-	-	-
24.	RAI	✓	-	-	-
25.	SA	✓	✓	✓	✓
26.	SFO	✓	✓	✓	✓
27.	SD	✓	-	-	✓
28.	SNS	✓	✓	-	✓
29.	SS	-	-	-	-
30.	YP	✓	✓	✓	✓
<b>TOTAL</b>		<b>22</b>	<b>18</b>	<b>17</b>	<b>21</b>

Table 7

**Students Learning Activities Percentage In Cycle I Data**

No	Students activities	Frequency	Percentage
1	Paying attention to teacher' explanation	22	73%
2	Asking/answering the teacher question	18	60%
3	Being active in class	17	57%
4	Doing the task given by the teacher	21	70%
<b>Total of students</b>		<b>30</b>	

source: the result of students activities in cycle I

From the table, it could be inferred that not all students was active in class during the learning process in cycle I. From the table, total of students who paying attention to teacher' explanation was 22 students (73%), total of students who asking or answering teacher question was 18 students (60%), total of students who active in class was 17 students (57%) and total of students who doing task given was 21 students (70%). From the result, there were two activities which still has low frequency that were: asking or answering teacher question and active in class.

d. Reflecting

From the result of this research in cycle I. Researcher could conclude that the teaching learning result has not achieved the goal. At this stage, researcher processed all the data. Like compared the result from pre-test and post test I. Also, observed students activity in class while the teaching process happened. The result of cycle I has not able to reach indicator of CAR research where 70% students get (>75) score or minimum mastery criteria. Therefore, this research should continue to cycle II.

3. Cycle II activity

After done the action in cycle I. The result was not successful enough. Because the result was not reach the indicator of success, this research continued to cycle II to fix some weakness in cycle I. The steps of cycle II as follows:

a. Planning

Based on the teaching learning process in cycle I. The implementation of cycle II focused on some problems appeared in cycle I. When processed the data result from cycle I, researcher found out some problems/weaknesses. The first problem was there were some students who not brought their cellphones so that they have to use *AWABE* application together with their friend and make them difficult to take time to understand the story. The second problem was there were some students who still confused about how to use the *AWABE* application.

To overcome these problems, researcher told students in advance and contacted parents group chat to ask students to bring their cellphones. The other solution was researcher explained and taught students how to use *AWABE* application one by one so they could use the application optimally. Researcher and collaborator prepared things that used in teaching and learning proces e.g lesson plan, prepared the media (short story in *AWABE* application) that used in cycle II, material, post test II and observation sheet.

b. Acting

Cycle II conducted on three meetings. The first and second meetings used to explained the material about short story conducted on 15 and 17 January 2024. The last meeting used to conduct post test II to measure students' reading comprehension result in cycle II



that conducted on 18 January 2024. The class took time of 2x40 minutes and followed by 30 students.

Researcher began the class by greeting students. After that, the class continued with pray together. Then, researcher checked their attendance list and have a small talk with students before the class started. Class continued with researcher explained about short story to students. After explained about short story, researcher told students to open their phone and opened their *AWABE* application.

After students opened the application, researcher taught them how to use it one by one because in cycle I, there were some students who still found it difficult to use *AWABE* application. Researcher told them to choose some topic for cycle II (inspiration, love and motivation) and pick the title of the text “Little Boy’s Meeting with God” for first meeting, “Having a Best Friend” for second meeting and “Struggles of Our Life” for post test II.

After all students was able to find the text that selected. Researcher told them to read the text and gave them times to read it couple times and understood it. After finished, researcher chose some students to come in front of class and read it. Then, researcher discussed the text and meaning together and identified characteristics of short story together.

In the last meeting on 18 January 2024, researcher gave them post test II in form of essay consisted of five questions. They done

the test individually. After finished answering the test, researcher collected their answers and then processed the data. The result of post test II could be seen on table as follows:

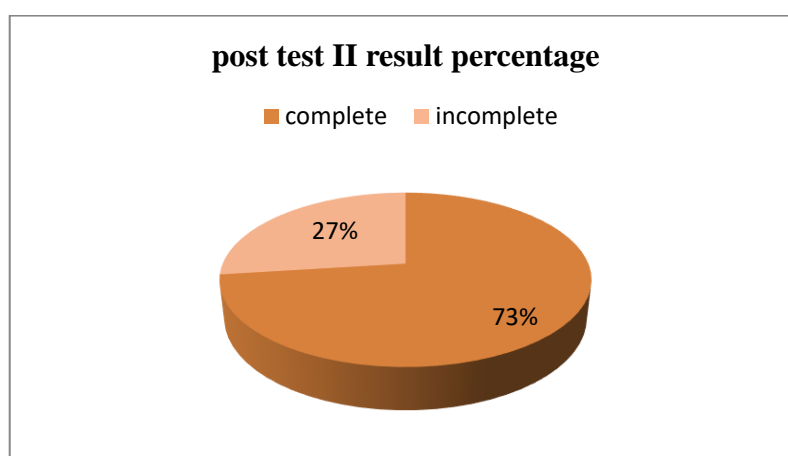
**Table 8**  
**Data post test II results from reading English at**  
**SMP Negeri 3 Metro**

<b>NO.</b>	<b>NAME</b>	<b>SCORE</b>	<b>CRITERIA</b>
1	AG	90	COMPLETE
2	AF	90	COMPLETE
3	ARI	80	COMPLETE
4	ANPW	70	INCOMPLETE
5	AN	80	COMPLETE
6	ANI	90	COMPLETE
7	AL	75	COMPLETE
8	AS	65	INCOMPLETE
9	AIP	70	INCOMPLETE
10	BD	90	COMPLETE
11	BAS	80	COMPLETE
12	FA	85	COMPLETE
13	GSP	90	COMPLETE
14	JL	70	INCOMPLETE
15	KZ	75	COMPLETE
16	KF	75	COMPLETE
17	MFA	80	COMPLETE
18	MII	90	COMPLETE
19	MD	70	INCOMPLETE
20	MML	75	COMPLETE
21	NZA	90	COMPLETE
22	NN	80	COMPLETE
23	QR	70	INCOMPLETE
24	RAI	70	INCOMPLETE
25	SA	90	COMPLETE
26	SFO	85	COMPLETE
27	SD	65	INCOMPLETE
28	SNS	80	COMPLETE
29	SS	90	COMPLETE
30	YP	80	COMPLETE
<b>TOTAL SCORE</b>		<b>2390</b>	
<b>AVERAGE SCORE</b>		<b>79</b>	

**Table 9**  
**The Percentage Post-Test II Result of Reading English at**  
**SMP Negeri 3 Metro**

NO	Score	Explanation	Frequency	Percentage
1	>75	Complete	22	73%
2	≤75	Incomplete	8	27%
<b>Total</b>			<b>30</b>	<b>100%</b>

Source: the result of Post test II result on 18 January 2024



**Figure 4 Post Test II Percentage**

B based on what showed in table and figure above, it could be inferred that students who succeeded to get MMC in this cycle is 22 students (73%) and the rest of students 8 students (27%) were not able to get MMC. If it compared to post test I result then there were improvement of students VIII B SMP Negeri 3 Metro reading comprehension.

The improvement could be seen from amount of students who got MMC increased from post test I with 18 students became 22 students in post test II. The other improvement could be seen from

average score from 2265 became 2390. This showed the improvement in cycle II. After fixed some problems in cycle I, researcher examined the result of cycle II.

After examined the post test II result and compared it to cycle I. The result was able to achieve the indicator of success of CAR research where 70% students were able to get MMC. Therefore, this research was success to prove that short story in *AWABE* application can improve students' reading comprehension.

c. Observing

While researcher doing an action to fix some problems in cycle I. Collaborator observed students activities. Researcher explained material in front of class about short story using *AWABE* application. While the action done, students activities being observed. There are four indicators of students activities in class as follows:

- 1) Paying attention to teacher' explanation
- 2) Asking/answering the teacher question
- 3) Being active in class
- 4) Doing the task given by the teacher

The result of students activities in cycle II that observed by researcher and collaborator could be seen as follows:

Table 10

## Students Learning Activites In Cycle II Data

NO.	STUDENTS' NAME	THE ASPECTS THAT ARE OBSERVED			
		1	2	3	4
1.	AG	✓	✓	✓	✓
2.	AF	✓	✓	✓	✓
3.	ARI	✓	✓	✓	✓
4.	ANPW	-	-	-	-
5.	AN	✓	✓	✓	✓
6.	ANI	✓	✓	✓	✓
7.	AL	✓	✓	✓	✓
8.	AS	-	-	-	-
9.	AIP	-	-	-	-
10.	BD	✓	✓	✓	✓
11.	BAS	✓	✓	✓	✓
12.	FA	✓	✓	✓	✓
13.	GSP	✓	✓	✓	✓
14.	JL	✓	✓	✓	✓
15.	KZ	✓	-	-	✓
16.	KF	✓	✓	✓	✓
17.	MFA	✓	✓	✓	✓
18.	MII	✓	✓	✓	✓
19.	MD	✓	-	-	✓
20.	MML	✓	✓	✓	✓
21.	NZA	✓	✓	✓	✓
22.	NN	✓	✓	✓	✓
23.	QR	-	-	-	-
24.	RAI	✓	-	-	✓
25.	SA	✓	✓	✓	✓
26.	SFO	✓	✓	✓	✓
27.	SD	✓	-	-	-
28.	SNS	✓	✓	✓	✓
29.	SS	✓	-	-	✓
30.	YP	✓	✓	✓	✓
<b>TOTAL</b>		<b>26</b>	<b>21</b>	<b>21</b>	<b>25</b>

**Table 11**  
**Students Learning Activites Percentage In Cycle II Data**

No	Students activites	Frequency	Percentage
1	Paying attention to teacher' explanation	26	86%
2	Asking/answering the teacher question	21	70%
3	Being active in class	21	70%
4	Doing the task given by the teacher	25	83%
<b>Total of students</b>		<b>30</b>	

source: the result of students activities in cycle II

From the table, it could be inferred that not all students was active in class during the learning process in cycle II but the result was satisfied. From the table, total of students who paying attention to teacher' explanation was 26 students (86%), total of students who asking or answering teacher question was 21 students (70%), total of students who active in class was 21 students (70%) and total of students who doing task given was 25 students (83%). From the result in cycle II, all of students activities indicator has reach 70%.

d. Reflecting

From the result of this research in cycle II. Researcher could concluded that the teaching learning result was able to achieved the goal. At this stage, researcher processed all the data. Like compared the result from post test I and post test II. Also, observed students activity in class while the teaching process happened.

The result of cycle II was able to reach indicator of CAR research where 70% students get (>75) score or minimum mastery

criteria. Because in this cycle there were 22 students (73%) who got MMC in VIII B SMP Negeri 3 Metro class. Therefore, the conclusion from cycle II was that this research was successful because it reached indicator of CAR research and could improved that short story in *AWABE* application can improve students' reading comprehension.

### **C. Interpretation of Research**

This research was done because of some problems. The first problem was that students have difficulty in understanding the text even though it has been taught to read. The second problem was students' have less vocabulary. The third problem was lack of motivation to get students interested in reading English and the last problem was that English teacher did not use variety kinds of media that result on students not interesting in learning reading.

The purpose of this research was to prove the use of the *AWABE* short story application can improve English reading comprehension skills in grade VIII of second grade students of SMP Negeri 3 Metro. The research done by using classroom action research method. The explanation of the research result could be seen as follows:

1. Students' reading comprehension improvement through short story in *AWABE* application in each cycle
  - a. Pre test

At pre-test, the average score of students reading comprehension was 68. This was the result of students VIII B of SMP Negeri 3 Metro

before the action given to them. The total of students who got MMC at pre-test was 13 students with 43% percentage from total of students (30 students). Meanwhile, the total of students who does not get MMC was 17 students. It showed there were more students who does not get MMC than students who get MMC in this class.

b. Post test I

The result of students' reading comprehension through short story in *AWABE* application at post test I was improved. It could be seen from the average score of class that improved from 68 in pre-test to 75 in post test I. Meanwhile for total of students also improved in post test I. From 13 students (43%) in pre-test improved to 18 students (60%) in post test I. The gap of percentage is 17%. Although, there was a big improvement but it is not reached the aim of CAR research yet so the research continued to cycle II to fixed some weakness in cycle I.

c. Post test II

At post test II, the average score of students VIII B of SMP Negeri 3 Metro was 79. It was improved from post test I. For the total of students also improved in post test II. From 18 students (60%) in post test I improved to 22 students (73%) in post test II. The gap of percentage improvement was 13%. From this result the research was stop because this research was able to prove that using short story in

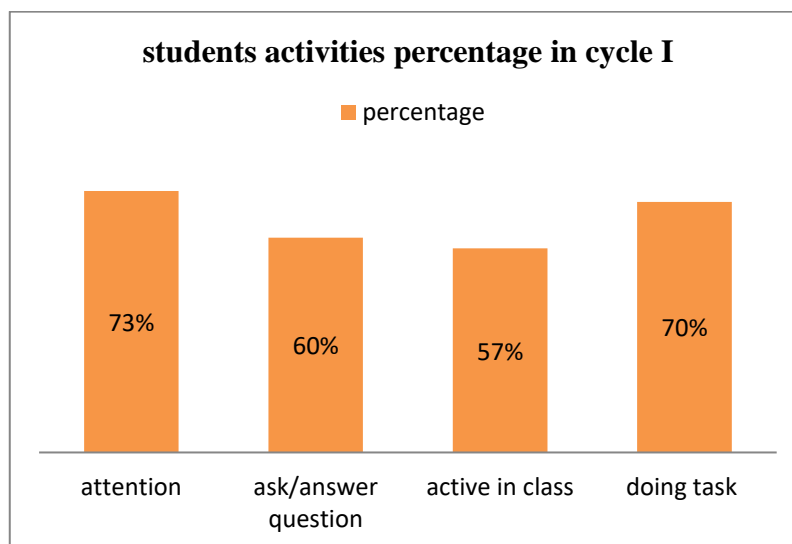


*AWABE* application at VIII B class of SMP Negeri 3 Metro could improve their reading comprehension ability.

2. Students activities in class through short story in *AWABE* application in each cycle

a. Cycle I

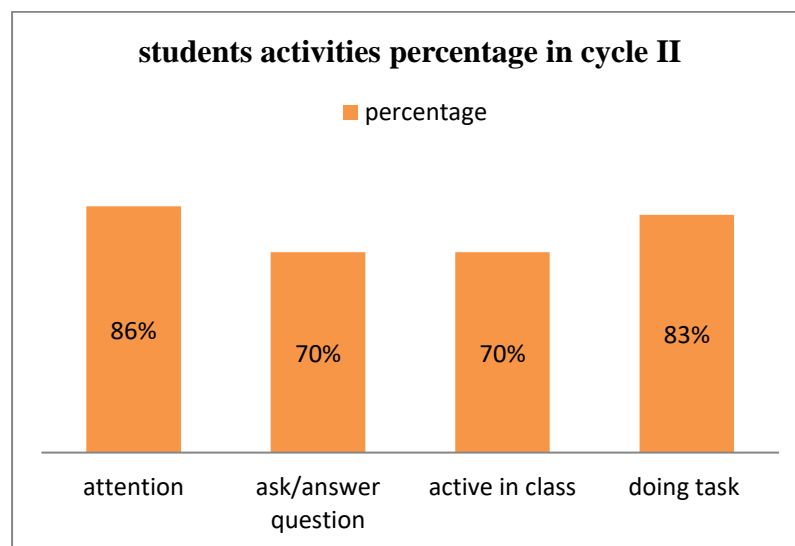
The result of students VIII B class of SMP Negeri 3 activities in cycle I was there were 22 students who paying attention to teacher' explanation (73%), 18 students who asking or answering teacher question (60%), 17 students who active in class (57%) and 21 students who doing task given to them (70%). From the result, there were two activities which still has low frequency that were: asking or answering teacher question and active in class. The figure of students activities percentage in cycle I could be seen as follows:



**Figure 5 Students Activities Percentage In Cycle I**

b. Cycle II

The result of students VIII B class of SMP Negeri 3 activities in cycle II was there were 26 students who paying attention to teacher' explanation (86%), 21 students who asking or answering teacher question (70%), 21 students who active in class (70%) and 25 students who doing task given by teacher (83%). From the result in cycle II, all of students activities indicator has reach 70%. It could be inferred that using short story in *AWABE* application could improve the students activities. The figure of students activities percentage in cycle II could be seen as follows:



**Figure 6 Students Activities Percentage In Cycle II**

3. Students' reading comprehension score in pre test, post test I and post test II

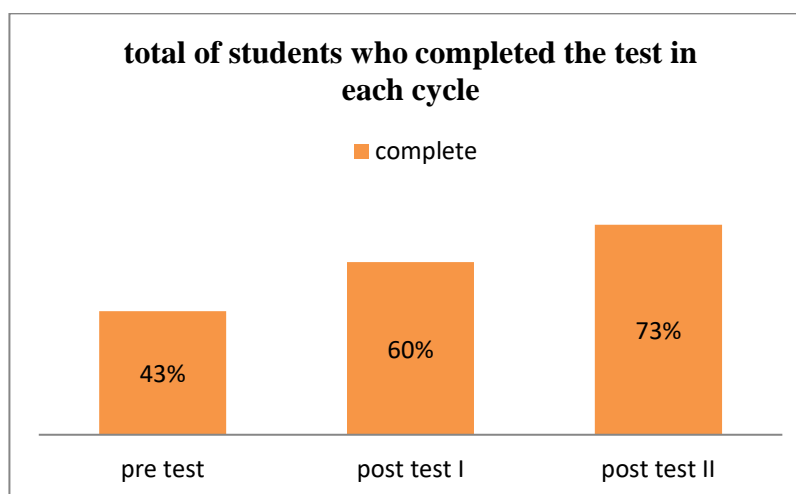
The students' reading comprehension score comparison in each cycle could be seen from the table as follows:

**Table 14**  
**Students score from pre test, post test I and post test II**

No	Name	Students Score		
		Pre Test	Post Test I	Post Test II
1.	AG	80	80	90
2.	AF	80	85	90
3.	ARI	80	80	80
4.	ANPW	60	65	70
5.	AN	60	75	80
6.	ANI	80	85	90
7.	AL	60	70	75
8.	AS	50	60	65
9.	AIP	60	70	70
10.	BD	80	85	90
11.	BAS	70	70	80
12.	FA	80	85	85
13.	GSP	80	80	90
14.	JL	60	70	70
15.	KZ	60	65	75
16.	KF	60	75	75
17.	MFA	80	80	80
18.	MII	80	80	90
19.	MD	50	70	70
20.	MML	70	75	75
21.	NZA	80	85	90
22.	NN	50	70	80
23.	QR	60	70	70
24.	RAI	50	65	70
25.	SA	80	90	90
26.	SFO	80	80	85
27.	SD	60	70	65
28.	SNS	60	75	80
29.	SS	80	80	90
30.	YP	60	75	80
<b>Total score</b>		<b>2040</b>	<b>2265</b>	<b>2390</b>
<b>Average score</b>		<b>68</b>	<b>75</b>	<b>79</b>

From the table above, it could be seen clearly that there were some improvement of students' reading comprehension result from pre-test, post test I and post test II. The improvement also could be seen from the total score of students from each cycle. in pre test total score was 2040 and it was increased in cycle I became 2265 and increased again in cycle II became 2390. the other improvement was from students' reading comprehension average score. in pre test the average score was 68 and it increased in post test I became 75 and improved again in cycle II became 79.

The students' reading comprehension score comparison in each cycle also could be seen from the figure as follows:



**Figure 7 Total Students Who Completed The Test in Each Cycle**

From the table and figure data that has been shown, there is an increase in Pre-Test, Post Test I and Post Test II. In the pre-test, students' who completed the MMC were 13 students (43%) and in post test I students who completed the MMC were 18 students (60%).

This is an increase of 17% from pre-test to post test I. Furthermore in post test II, there were 22 students' (73%) who completed the MMC. Obviously, from post test I to post test II there was an increase of 13%. The improvement could be seen from the students' average score of each cycle.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research result from two cycles, researcher would describe the conclusion that using short story in *AWABE* application could improve students VIII B class of SMP Negeri 3 Metro reading comprehension. This result have succeeded in giving prove that using short story in *AWABE* application could help students improving their reading comprehension and understanding the text.

The improvement of students' reading comprehension through short story in *AWABE* application could be seen from their post test I and post test II result. The first improvement from the average score of students. In post test I, the average score was 75 and improved in post test II became 79. The next improvement could be seen from the students who got MMC in cycle I and II. In cycle I students who got MMC was 18 students (60%) and it was improved in cycle II became 22 students (73%).

From the result explained above, it could be conclude that short story in *AWABE* application could improve students' reading comprehension. After got the result from cycle II. This result was success in aim the indicator of success from CAR where 70% students in class passed the test (got MMC).

## **B. Suggestion**

Based on the conclusion that described above. Researcher would like to give some suggestions to add in teaching learning activities. The suggestions as follows:

### 1. For English teacher

There are two suggestions that researcher want to give to English teacher:

- a. Teacher need to prepare and select the right technique to teaching in class. Use variaton of technique to use in class can help students to enjoy the class more and gain interest in learning. The use of monotonous technique in class can cause students to less enjoy teaching learning process and make them feel bored.
- b. Teacher can use short story in *AWABE* application as variation in their teaching learning process. Beside that this technique can gain students interest and focus and help them. Using this technique also teach students to become more familiar with technology and following current development.

### 2. For students

Researcher would like to suggest students to more open with new technique in class and want to learn through technology. Because it can help them to gain interest in learning and make them used to current technology.

### 3. For headmaster

Researcher would like to suggest the headmaster of SMP Negeri 3 Metro to encourage her teacher to be more varied in using learning techniques. Also to promote using technology like computer and cellphone for teaching learning process.



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# APPENDICES

## SILABUS

Sekolah : SMP Negeri 3 Metro

Kelas : VIII

Mata Pelajaran : Bahasa Inggris

Semester : 2

Standar Kompetensi : Membaca

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

Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>Short story</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.	<ul style="list-style-type: none"> <li>Story of "Keep Your Dream"</li> <li>"Never to Give Up"</li> <li>"The Ship of Friendship"</li> <li>"Little Boy's Meeting with God"</li> <li>"Having a Best Friend"</li> <li>"Struggles of Our Life" (<i>short story</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Memperhatikan <i>guiding question</i> sebelum membaca cerita.</li> <li>Membaca <i>Short story text</i> berjudul "<i>The Hungry Dragon</i>".</li> <li>Mengidentifikasi <i>characteristics of narrative text</i> di teks tersebut.</li> <li>Mengerjakan latihan soal yang berkaitan dengan teks tersebut.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to read aloud a short story text.</li> <li>Students are able to identify characteristics of short story text.</li> </ul>	<ul style="list-style-type: none"> <li><i>Three Passes Techniques</i> (kegiatan pendahuluan, kegiatan inti, dan kegiatan penutup)</li> <li>Membaca teks <i>short story</i>.</li> <li>Mengidentifikasi <i>characteristics of "Keep Your Dream"</i></li> <li>"Never to Give Up"</li> <li>"The Ship of Friendship"</li> <li>"Little Boy's Meeting with God"</li> <li>"Having a Best Friend"</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud "Keep Your Dream"</li> <li>"Never to Give Up"</li> <li>"The Ship of Friendship"</li> <li>"Little Boy's Meeting with God"</li> <li>"Having a Best Friend"</li> <li>"Struggles of Our Life" story. Let's identify the</li> </ul>	2x40 menit	Worksheet	



### Lesson Plan

School	: SMP Negeri 3 Metro
Course	: English
Class/Semester	: VIII / 2
Time allocation	: 2 x 40 Minutes
Language Skill	: Reading

#### A. Standard Competence

11. Memahami makna dalam esai pendek sederhana berbentuk *short story* untuk berinteraksi dengan lingkungan sekitar.

#### B. Basic Competence

- 11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk *short story* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

#### C. Learning Objectives

At the end of the course students are expected to be able to:

- Reading aloud a short story text.
- Identify characteristics of short story text.

#### D. Materials

- Story of “Keep Your Dream”  
“Never to Give Up”  
“The Ship of Friendship”  
“Little Boy’s Meeting with God”  
“Having a Best Friend”  
“Struggles of Our Life” (see appendix)
- Characteristics of short story text.

### E. Teaching method

- Contextual Teaching and Learning

### F. Learning activities

Step	Activity Description	Time Allocation
1	2	3
1. Pre-Activity	a. Preface <ul style="list-style-type: none"> <li>• Teacher greets the students by asking “Good morning? How are you?” / “What is your feeling today?”. (friendly)</li> <li>• Teacher checks students’ attendance by asking “Who is absent today? Where is she/he?” (attention)</li> </ul> b. Apperception <ul style="list-style-type: none"> <li>• Teacher asks several questions to students randomly: “Have you had breakfast??”; “what did you eat this morning?” (humble)</li> <li>• Teacher mentions the material.</li> </ul>	10 minutes
2. Main Activity	<ul style="list-style-type: none"> <li>• The teacher asks students to open their cellphones and then use the <i>AWABE</i> application.</li> <li>• The teacher tells the title that will be studied in the <i>AWABE</i> application.</li> <li>• Teacher tells a story of “Keep Your Dream”</li> <li>• The teacher asks 6 questions, including: “What is the meaning of the story?”; “How many characters are in the story?”, “Who are the characters in the story?”, “Where the story takes place?”, “When did the story take place?”, “What is the moral lesson that can be learned from the story?”.</li> <li>• Teacher gives students’ worksheet related to “Keep your dream” story to each student.</li> <li>• Students write answers on sheets of</li> </ul>	60 minutes

	paper that have been given by the teacher.	
3. Post Activity	<ul style="list-style-type: none"> <li>• Teacher asks the students whether they enjoy the lesson or not. (honesty)</li> <li>• Teacher reviews the materials by asking students what they have learned today. (responsive)</li> <li>• Teacher closes the lesson by saying “good bye” (caring)</li> </ul>	10 minutes
		<b>80 minutes</b>

### G. Media

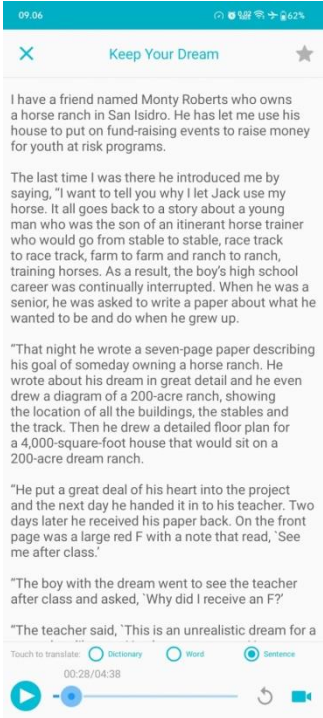
- Story from the *AWABE* application entitled “Keep Your Dream”
  - “Never to Give Up”
  - “The Ship of Friendship”
  - “Little Boy’s Meeting with God”
  - “Having a Best Friend”
  - “Struggles of Our Life” (see appendix)
- Students’ worksheets related to of “Keep Your Dream”
  - “Never to Give Up”
  - “The Ship of Friendship”
  - “Little Boy’s Meeting with God”
  - “Having a Best Friend”
  - “Struggles of Our Life” (see appendix)
- White-board and board-marker

### H. Scoring

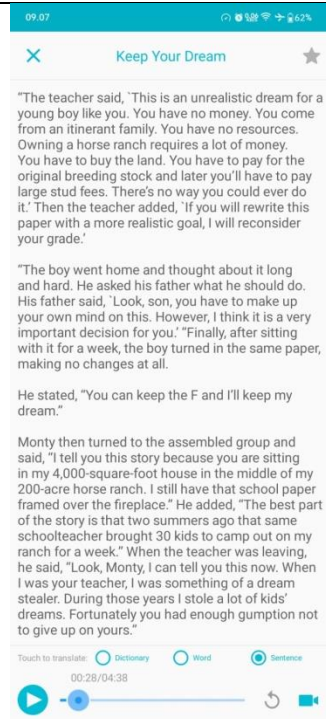
- Technique : Oral and Written Test
- Procedure : Do the tasks
- Instrument : Identify the characteristics of “Keep Your Dream”
  - “Never to Give Up”
  - “The Ship of Friendship”
  - “Little Boy’s Meeting with God”
  - “Having a Best Friend”
  - “Struggles of Our Life”



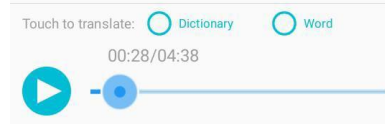
**I. Scoring Instrument**

Indicator	No.	Instrument
1	2	3
<p>Students are able to read aloud a short story text (humble).</p>		<p><b>Read aloud “Keep Your Dream”</b>  <b>“Never to Give Up”</b>  <b>“The Ship of Friendship”</b>  <b>“Little Boy’s Meeting with God”</b>  <b>“Having a Best Friend”</b>  <b>“Struggles of Our Life”</b></p> 

Students are able to identify characteristics of Short story text.



Moral: Don't let anyone steal your dream, your heart, no matter what. No Dream is too small when one works hard to live. One should always try making dreams come true, no matter what.



**Then, do the tasks related to "Keep Your Dream"**

**Let's identify the characteristics of "Keep Your Dream"**

**J. Evaluation /KKM**

Kompetensi Dasar	Kriteria Ketuntasan Minimal (KKM)				
	Kompleksitas	Sarana	Intake	Jumlah	(KKM)
membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>Short story</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.	75	75	75	225	75

- Kriteria Ketuntasan Minimal (KKM) = 75 atau 70%
- Tuntas = NA peserta didik  $\geq$  75 atau 70% (Pemantapan Pengayaan)
- Tidak Tuntas = NA Peserta didik  $<$  75 (Remedial)

**K. Appendix**

*Story of "Keep Your Dream"*

*"Never to Give Up"*

*"The Ship of Friendship"*

*"Little Boy's Meeting with God"*

*"Having a Best Friend"*

*"Struggles of Our Life"*

*Worksheets related to "Keep Your Dream"*

*"Never to Give Up"*

*"The Ship of Friendship"*

*"Little Boy's Meeting with God"*

*"Having a Best Friend"*

*"Struggles of Our Life"*

Stories can be accessed via the *AWABE* application  
<https://play.google.com/store/apps/details?id=com.AWABE.englishstory>

Mengetahui :  
Guru Mata Pelajaran,

Researcher,

Novita Dian Utari

**SOAL PRE-TEST**

**Name :**

**Class :**

***Choose the correct answer with crossing (X) a,b,c,d, or e!***

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

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

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down.

At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead". Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

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

1. What separated one village from another a long time ago in the New Territories?

- A. Another village
- B. Mountains
- C. Forests
- D. Hills

E. Towers and logs

2. Who was Ah Tim?

- A. The young woman's brother.
- B. The young woman's son.
- C. The young woman's brother and nephew.
- D. The young woman's brother's son.
- E. One of the men who fetched a stick

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

- A. Ah Tm
- B. The woman
- C. The woman's son.
- D. Her brother's nephew.
- E. The baby and his his mother

4. How could the wolves catch Ah Tim?

- A. He was afraid.
- B. He was stumbled by a stone.
- C. He ran slowly.
- D. The woman cried.
- E. The wolves were good runners

5. The woman gave her son to the wolves because ...

- A. She loved her nephew than her son.
- B. She thought about how her brother would be.
- C. She wanted her son was eaten by the wolves.
- D. She was crazy.
- E. She kept a grudge on his brother

6. What did the villagers bring sticks for?

- A. For the weapon to beat the wolves.
- B. To bring the woman's nephew.
- C. For the fire woods.
- D. For play
- E. For building ahouse for the woman

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

- A. Received
- B. Caught
- C. Got
- D. Hit
- E. Lifted

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

- A. Located in one huge area.

- B. Situated in a large district.
- C. Separated by untamed jungles.
- D. Wild and unsafe.
- E. Dark and very dangerous.

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

- A. Ah Tim wanted to see the wolves.
- B. His aunt wanted him to come along.
- C. Ah Tim was bored living with his parents.
- D. The baby was too cute to be alone.
- E. Ah Tim would be a guardian for them.

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

- A. To describe the danger of the villages.
- B. To entertain the readers of the story.
- C. To tell the villagers relationship.
- D. To explain how important a relative is.
- E. To narrate how the wolves were playing with the baby.



**SOAL POST TEST 1**

NAME :

STUDENT NUMBER :

CLASS :

DATE :

**Direction:**

Open the *AWABE* application. Open the selected topic and title. Translate and understand the contents of the short story, then answer the questions correctly.

1. Open your *AWABE* Application

Click *AWABE* Application - Motivation (Topic) – Keep Your Dream (The Title).

2. Open your *AWABE* Application

Click *AWABE* Application - Motivation (Topic) – Never to Give Up (The Title).

3. Open your *AWABE* Application

Click *AWABE* Application - Motivation (Topic) – The Ship of Friendship (The Title).

**Questions:**

1. What is the meaning of the story?
2. How many characters and who are characters in the story?
3. Where the story takes place?
4. When did the story take place?
5. What is the moral lesson that can be learned from the story?

**SOAL POST TEST 2**

NAME :

STUDENT NUMBER :

CLASS :

DATE :

**Direction:**

Open the *AWABE* application. Open the selected topic and title. Translate and understand the contents of the short story, then answer the questions correctly.

1. Open your *AWABE* Application

Click *AWABE* Application - Inspiration (Topic) – Little Boy’s Meeting with God (The Title).

2. Open your *AWABE* Application

Click *AWABE* Application - Love (Topic) – Having a Best Friend (The Tittle).

3. Open your *AWABE* Application

Click *AWABE* Application - Motivation (Topic) – Struggles of Our Life (The Tittle).

**Questions:**

1. What is the meaning of the story?
2. How many characters and who are the characters in the story?
3. Where the story takes place?
4. When did the story take place?
5. What is the moral lesson that can be learned from the story?



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Nomor : B-6031/In.28.1/J/TL.00/12/2023  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Ahmad Subhan Roza (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

Nama : **NOVITA DIAN UTARI**  
NPM : 1801070047  
Semester : 11 (Sebelas)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : IMPROVING STUDENTS' READING COMPREHENSION  
TROUGH SHORT STORY IN AWABE APPLICATION AT SMP  
NEGERI 3 METRO.

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, 26 Desember 2023  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**  
NIP 19880308 201503 1 006



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Nomor : B-4820/In.28/J/TL.01/11/2022  
Lampiran :-  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
KEPALA SEKOLAH SMP NEGERI 3  
METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **NOVITA DIAN UTARI**  
NPM : 1801070047  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris  
Judul : IMPROVING STUDENTS READING COMPREHENSION THROUGH  
SHORT STORY IN AWABE APPLICATION FOR JUNIOR HIGH  
SCHOOL

untuk melakukan prasurvey di SMP NEGERI 3 METRO, 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'alaikum Wr. Wb.*

Metro, 11 November 2022  
Ketua Jurusan,

**Andianto MPd**  
NIP 19871102 201503 1 004



**PEMERINTAH KOTA METRO**  
**SMP NEGERI 3 METRO**

Jl. Letjend AR Prawiranegara Telpon (0725) 41829 Kota Metro  
Email : [smpn3komet@gmail.com](mailto:smpn3komet@gmail.com) website : 10807603.siap.sekolah.com

Nomor :382/1.12.3/SMP.3/12/2023  
Lampiran :-  
Perihal : Izin Prasurvey

Kepada  
Yth : Ketua Jurusan IAIN Metro  
Di –

**Tempat**

Berdasarkan surat dari Institut Agama Islam Negeri Metro Nomor: B-4820/In.28/J/TL.01/11/2022 tanggal, 07 November 2022 tentang Izin prasurvey, sebagai berikut:

No.	Nama	NIM	Jurusan
1.	Novita Dian Utari	1801070047	Tadris Bahasa Inggris

Mahasiswi yang tercantum diatas telah kami Terima di UPTD SMP Negeri 3 Metro, dan akan Melaksanakan Prasurvey.

Demikian surat ini kami sampaikan agar dapat dipergunakan sebagaimana mestinya, atas perhatian dan kerjasamanya kami ucapkan terimakasih

Metro, 13 November 2023  
Kepala SMP Negeri 3 Metro  
  
Lusi Andriyani, S.E.M.Pd.I  
NIP. 19740829 200604 2 008





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Nomor : B-6098/In.28/D.1/TL.00/12/2023  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMP NEGERI 3 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-6099/In.28/D.1/TL.01/12/2023, tanggal 27 Desember 2023 atas nama saudara:

Nama : **NOVITA DIAN UTARI**  
NPM : 1801070047  
Semester : 11 (Sebelas)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP NEGERI 3 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 3 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' READING COMPREHENSION THROUGH SHORT STORY IN AWABE APPLICATION AT SMP NEGERI 3 METRO."

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 27 Desember 2023  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



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**SMP NEGERI 3 METRO**

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Nomor :382/1.12.3/SMP.3/12/2023  
 Lampiran :-  
 Perihal : Izin Research

Kepada  
 Yth : Ketua Jurusan IAIN Metro  
 Di –

**Tempat**

Berdasarkan surat dari Institut Agama Islam Negeri Metro Nomor: B-6098/In.28/J/TL.01/12/2023 tanggal, 27 Desember 2023 tentang Izin Research, sebagai berikut:

No.	Nama	NIM	Jurusan
1.	Novita Dian Utari	1801070047	Tadris Bahasa Inggris

Mahasiswi yang tercantum diatas telah kami Terima di UPTD SMP Negeri 3 Metro, dan akan Melaksanakan Research.

Demikian surat ini kami sampaikan agar dapat dipergunakan sebagaimana mestinya, atas perhatian dan kerjasamanya kami ucapkan terimakasih

Metro, 29 Desember 2023  
 Kepala SMP Negeri 3 Metro  
  
 Lusi Andriyani, S.E.M.Pd.I  
 NIP. 19740829 200604 2 008





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## SURAT TUGAS

Nomor: B-6099/In.28/D.1/TL.01/12/2023

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

Nama : **NOVITA DIAN UTARI**  
NPM : 1801070047  
Semester : 11 (Sebelas)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 3 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' READING COMPREHENSION THROUGH SHORT STORY IN AWABE APPLICATION AT SMP NEGERI 3 METRO".
  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 : 27 Desember 2023

Mengetahui,  
Pejabat Setempat



Lusi Andriyani, S.E.M.Pd.I  
NIP 19740829 200604 2 008

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



NOVITA DIAN UTARI  
1801070047 (IMPROVING  
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**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertandatangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Novita Dian Utari  
NPM : 1801070047  
Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris. Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya

Metro, 12 Februari 2024

Ketua Jurusan TBI  
  
**Dr. Much Deiniatur, M.Pd.B.I**  
NIP. 198803062015031006





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UNIT PERPUSTAKAAN**

**NPP: 1807062F0000001**

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Nama : Novita Dian Utari  
NPM : 1801070047  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1801070047

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, 12 Februari 2024  
Kepala Perpustakaan

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



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IAIN METRO**

Nama : Novita Dian Utari  
Jurusan : TBI

NPM : 1801070047  
Semester : XI

No	Hari/Tanggal	Pembimbing	Materiyang dikonsultasikan	TandaTangan Dosen
1	Senin, 02/10/2023		Bimbingan Chapter I	
2	Kamis, 12/10/2023		Bimbingan & Revisi Chapter I - III	
3	Selasa, 24/10/2023		Revisi Chapter I - III	
4	Senin, 30/10/2023		Ms. Lembar Proposal.	

Mengetahui  
Ketua Jurusan TBI

**Dr. Much Deiniatur, M.Pd**  
NIP.198803082015031006

Dosen Pembimbing

**Dr. Ahmad Subhan Roza, M.Pd**  
NIP.197506102008011014



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Nama : Novita Dian Utari  
 Jurusan : TBI

NPM : 1801070047  
 Semester : XI

No	Hari/Tanggal	Pembimbing	Materiyang dikonsultasikan	TandaTangan Dosen
1.	Jum'at 1 <sup>08</sup> / <sub>12</sub> 2023		<i>Am. Subhan Roza</i>	

Mengetahui  
 Ketua Jurusan TBI

*[Signature]*  
**Dr. Much Dehiatur, M.Pd**  
 NIP. 198803082015031006

Dosen Pembimbing

*[Signature]*  
**Dr. Ahmad Subhan Roza, M.Pd**  
 NIP.197506102008011014





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Nama : Novita Dian Utari  
Jurusan : TBI

NPM : 1801070047  
Semester : XII

No	Hari/Tanggal	Pembimbing	Materiyang dikonsultasikan	TandaTangan Dosen
1	Selasa, 27/01 2023		Bimbingan Ch. IV & V	
2	Senin, 29/01 2024		Revisi Penulisan	
3	Kamis, 01/02 2024		Bimbingan Ch IV	
4	Rabu, 07/02 2024		Revisi Chapter IV	
5	<del>Selasa</del> , 16/02 Jumat 2024		Revisi	

Mengetahui  
Ketua Jurusan TBI



**Dr. Much Deiniatur, M.Pd**  
NIP. 198803082015031006

Dosen Pembimbing



**Dr. Ahmad Subhan Roza, M.Pd**  
NIP. 197506102008011014

## DOCUMENTATION



1. students using short story in *AWABE* application



2. Teaching I in cycle I



**3. Teaching II in cycle I**



**4. Post-Test I**





**5. Teaching I in cycle II**



**6. Teaching II in cycle II**



**7. Post-Test II**



**8. documentation with students VIII B class of SMP Negeri 3 Metro**

## CURRICULUM VITAE



Here are the curriculum vitae of the researcher of this undergraduate thesis:

Name : Novita Dian Utari

Place and Date born : Metro on 15 November 2000.

Adress : St. Budi Utomo, 25, Margodadi, South Metro.

Education History :

1. Muhammadiyah Elementary school (2012)
2. Muhammadiyah 1 Metro Junior High School (2015)
3. Senior High School 2 Metro (2018)