THE EFFECT OF SHORT STORY ON STUDENTS' READING COMPREHENSION
(An Experimental Research Of Second Grade At Smpn 5 Rejang Lebong In Academic Year 2019/2020)

THESIS

This Thesis is submitted to fulfill
the requirement for "Sarjana" degree
of English Tadris Study Program

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(IAIN) CURUP
2019**

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Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Negeri Islam Curup. Demikian permohonan ini kami ajukan, terima kasih.

Wassalamu'alaikum Wr. Wb

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Day / Date	:	**Wednesday, 6th November 2019**
Time	:	**11.00 a.m – 12.00 a.m**
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PREFACE

The praise is be due to Allah SWT because only by his mercy and guidance, so the writer can finish to write this thesis with the title "The Effect of Short Story on Students' Reading Comprehension".

This thesis is submitted as the part of the completion for the bachelor degree in Institute for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far away from being perfect , so the writer really appreciates any suggestion and critics from the readers are writer expected.

Finally, may this thesis is useful and benefit for the readers and the writer.

Curup,   Oktober 2019

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ACKNOWLEDGEMENT

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Assalamu'alaikum Wr Wb

Alhamdulillahirabbil' alamin. All of praises just Allah SWT the almighty and merciful god who blessing and guidance have made me possible to finish this thesis completely. Praying and greeting to our Muhammad SAW and all of his family and followers who has brought us for the realm of the darkness into the technological era.

The researcher completed this study entitled "The Effect of Short Story on Students' Reading Comprehension (An experimental Research of Second Grade at SMPN 5 Rejang Lebong in acamedic year 2019/2020). This thesis is presented in fulfilling some of the requirements for the degree of strata 1 in English study program of IAIN Curup. In conducting this thesis, the author accepts valuable contributions, guidance, assistance, support, and motivation from other. On this occasion, the author would like to express her deepest appropriation for:

1. Mr. Dr. Rahmat Hidayat, M.Ag, M.Pd as Rector of IAIN Curup

2. Mr. Dr. H. Ifnaldi, M.Pd as Dean Faculty of Tarbiyah

3. Mrs. Jumatul Hidayah, M.Pd as head of English Tadris Study Program

4. Mam Desfitranita, M.Pd and Mr. Bayu Senjahari, M.Pd as my advisor who guides me in making this tesis to completion and has given me a lot of time and motivation.

5. Mr. Paidi Gusmuliana, M.Pd as my co-advisor who always guides me from the beginning until the end of my thesis.

6. Miss Nastiti Handayani as my beautiful thesis validator who always help me to check my instrument.

7. All of the lecturer's in IAIN Curup who have given their knowledge to us.

8. All of teachers at SMPN 5 Rejang Lebong.

Finally, the researcher realized that this thesis writing was not perfect in structure, grammar, discussion or other thing that were not in line with expectation. The author is really satisfied, if there are criticisms or suggestion directly to the author to make this thesis better and more perfect.

And in writing this thesis, the author hopes to provide benefits to the reader and the God will protect us and give us the easiest way to deal with our future. Aamiin ya Robbal'alamin.

Wassalamu'alaikum Wr Wb

Curup,   Oktober 2019

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MOTTO

❖ *"Always be yourself no matter what they say and never be anyone else even if they look better than you"*

❖ **"Success needs a process"**

❖ *"The best pleasure in life is doing what people say you cannot do"*

- *Shella Marcelina* -

DEDICATION

This thesis dedicates to :

- *Thank you so much for my beloved family, My only and one, My daddy (Mr. Zaveni Rasyidin) and my mommy (Mrs. Yuri Susanti), my grandpa (Mr. Moechtar Effendi and Alm. Amri Alex) also my grandma (Almh. Nyimas Zaenab and Yuniar) thank you for your love and pray for me.*

- *Thank you for my best friends:*

  (Wildut, Yuk Maya, Tinong, Ayu Cannet, Rizqi Islami, Nilfa Yeni)

- *Thank you to all of my friends at TBI in 2015*

- *Thanks for my KKPM and PPL Squad*

- *Especially for someone special for my best partner (Wahyu Trio Oktora) who has given me his time and always support me, accompanied, patiently and help anything to me from the beginning to the end of this thesis. The biggest and the deepest Love for you.*

- *My brother Kak Rovi, thank you for your helping to edit this thesis from beginning until the end.*

- *All of the people around me that I can't mention entirely.*

This is a simple appreciation as the reason,

that I dedicate especially for my parents..

Dad (Mr. Zaveni) and Mom (Mrs. Yuri)

I Love you ♥

ABSTRACT

Shella Marcelina, 2019   **: "The Effect of Short Story on Students' Reading Comprehension" (An Experimental Research Of Second Grade At Smpn 5 Rejang Lebong In Academic Year 2019/2020)**

Advisor   **: Desfitranita, M.Pd**

Co-Advisor   **: Paidi Gusmuliana, M.Pd**

The objective of the research were: 1) The students' reading comprehension after using short story on second grade at SMPN 5 Rejang Lebong, 2) If Short Story effective for students' reading comprehension on the second grade at SMPN 5 Rejang Lebong. The writer used quasi-experimental research, The population in this research involves all of students on the VIII class at SMPN 5 Rejang Lebong then researcher used homogeneity test before finding the subject of the research. Based on the homogeneity test researcher choose VIII A as a control class and VIII B as experiment class. This research, the research procedure can be viewed as the framework presented in the following below: Both groups are funished the respective treatment for 8times. The instrument was pre-test and post-test. The techniques for analyzing the data by using T test formula to try the hypothesis provide. Based on the result in the previous chapter and after conducting the result of the treatment, the researcher concludes that: 1) Mean score of pre-test was 65,0 then in the post test has mean score 70,0. So there is improvement 5,0 point. 2) In experiment group indicates that mean score owns the number 65,0 with the standard deviation 3,82. Pre-test in experiment was 65,0 and the post-test 70,0 that means there is 5,0 point of improvement, 3) Regarding the effectiveness of short story was effective in improving students' reading comprehension. In accordance to the data analysis, the result certainly proves Short Story is effective in develop students' reading comprehension.

Keyword: Short Story, Students' Reading Comprehension.

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CHAPTER I

INTRODUCTION

A. Background of the Research

English must be taught at all levels of education, starting from junior high school. The main purpose of teaching English in junior high school is to be able to understand English both oral and written. In teaching English in junior high school, there are several important components of teaching English, such as; listening comprehension, writing comprehension, reading comprehension and speaking comprehension. However, most junior high school students lack the interest and low motivation towards one of the components of the English language teaching, that is lack of reading comprehension.

Reading is a process to get an understanding of a text. In the process of reading, the reader uses the background of their knowledge. In English language teaching, reading skills are very influential because they help develop other skills and become the focus of English teacher. Therefore, the teacher must invite students to make reading as a habit and make them accustomed to reading in each of their activities. Reading is one of the skills that must be possessed by students who are trying to learn English, because reading provides many benefits.

According to Alyousef "Reading is something that produces reading fluency because of the interactive process between the reader and the text. The process

occurs as the reader tries to get an interpretation based on the text."[1] Reading is an essential part of daily life, especially for students. Therefore, the teacher must show how to be a good reader to avoid misunderstanding in reading. Westwood stated that "In order to be a competent reader, students need effective strategies to identify and understand the text".[2] Thus, the main purpose in understanding reading English is not only to help students improve their reading comprehension, but also to create a great enthusiasm in reading comprehension and to find an appropriate way to make students enjoy English.

Reading is a skill to get information based on something written. Whereas reading comprehension is one type of English language teaching and one of the skills taught in junior high school. The importance of reading comprehension for students is to understand the purpose of the text being read and the purpose of getting information from read sources. There are several factors that influence students' reading skills to be weak, namely internal and external factors. Internal factors can come from the students themselves, such as lack of knowledge and motivation. And external factors can come from schools, teachers, or conditions that affect students in learning English.

Based on pre-observation by the researcher in some schools at Rejang Lebong regency which more used reading they are: SMPN 5 Rejang Lebong and

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[1] Alyousef, H.S, Teaching Reading Comprehension to Esl/Efl Learners. (The Reading Matrix, 2005), page. 64.
[2] Westwood, Peter, *What Teacher Needs to Know about Reading and Writing Difficulties*. (Victoria, Australia: Accer Pers).

SMPN 2 Rejang Lebong. Then, for that's school based on the teacher at SMPN 2 Rejang Lebong, the students' have good achievement in reading, the teacher transcript of score show that the students have complicated on reading is only 70%, but in SMPN 5 Rejang Lebong just 50% is completed in reading.

In this case, many students have experience of a sense of laziness and boredom in reading English texts in conventional strategy. This is a factor that makes it difficult for students to understand English texts. The problems came from the teacher, due to the lack of teacher method and skill in teaching reading. Most of the English teachers only ask their students without giving strategies and direction in giving the material.

Additionally, based on Interview to the teachers, some teachers used conventional strategy in teaching. Conventional strategy is traditional strategy used by English Teachers such as teacher being the controller of learning environment, so power and responsibility are held by the teachers. These problems can be influence by some factors. The writer assumed based on the writer observation during doing research in SMPN 5 Rejang Lebong activity in teaching reading. These problems also appear caused by method, strategy or approach in teaching reading because some teachers taught reading just gave text and exercise. It makes students less comprehended, less interest in reading, and makes students bored. The researcher found the problem of students are not able to identify the topic of the text, are not

able to look for the main idea, also cannot identify generic structure and language features in the text. Even they are not able identify reference, inference of the text.

Overall the teacher want to know the effect and result of the active role in reading comprehension. Effect is a change which is a result or consequence of an action or other cause. The purpose of know effect of this strategy is to test and find out the success rate of something. By looking the effect of a strategy that is able to increase students' interest and motivation towards reading comprehension in English texts. One strategy that can be used to improve students' reading comprehension is short story.

Short story is using to enhance reading comprehension in material junior high school, such as in junior high school number 5 Rejang Lebong. Short story is one of the teaching strategy used in learning English and are included as a type of literature. In short story there are settings, characters, plots, etc. Which are important parts of the learning process that can attract students' attention.[3] Short story can be a valuable strategy in improving students' reading comprehension, because short story can provide excitement and increase students' enthusiasm.[4]

So the students play an active and highly motivated role in learning reading comprehension by applying short stories. Because short story is a strategy that can develop reading comprehension and material in the form of story at the same time

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[3] Saricoban, Arif and Hulya Kucokoglu, Using Literature in EFL Classes: Short Story. 1st International Conference on Foreign Language Teaching and Applied Linguistics, (Sarajevo, 2011).
[4] Ibid.

so it is not boring and the students' interest is higher and can be adapted according to the times. So this strategy is considered more effective than other strategy in developing students' interest.

Based on the information above, it can be concluded that understanding reading is not an easy skill, therefore to improve reading comprehension students are more enthusiastic about applying short story. The researcher found the students' difficulties in understanding English reading text especially to identify the topic of the text, to look for the main idea, to identify generic structure and language features in the text, also not able identify reference, inference of the text. So, the researcher choose Short Story as the strategy in teaching reading comprehension due to short story is practical as their length is long enough to cover entirely in 1-2 class sessions, and it not complicated for students to work with on their own, and it has a variety of choice for different interests. Finally, it can be used with all levels, all ages and all classes.[5] Even the researcher had the own experience while the researcher did micro teaching at the school. So the researcher further examine the use of short story in improving students' reading comprehension. Therefore, the researcher do the research with title is **"THE EFFECT OF SHORT STORY ON STUDENTS' READING COMPREHENSION" (An Experimental Research of Second Grade at SMPN 5 Rejang Lebong in academic year 2019/ 2020).**

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[5]Collie, J., & Slater, S, *Literature in The Language Classroom*. (Glasgow: Cambridge University Press, 1991), Vol 5th ed.

B. Research Questions

Based on the background above, the researcher made three questions as following:

1. How is the students' reading comprehension who are taught by using conventional strategy?

2. How is the students' reading comprehension who are taught by using short story strategy?

3. Is there any significant different between using conventional strategy and short story strategy?

C. The Objectives of The Research

Based on the background above, the objective of the study were as following:

1. To find out the students' reading comprehension who are taught by using conventional strategy.

2. To find out the students' reading comprehension who are taught by using short story strategy.

3. To find out if there is any significant different between using conventional strategy and short story strategy.

D. Delimitation of the Research

Based on the Identification of the problem above, the problems of the research are limited on:

1. Reading at SMP Negeri 5 Rejang Lebong

2. The effect of Short Story on students' reading Comprehension at SMP Negeri 5 Rejang Lebong.

E. Definition of key terms

1. Short Story

Short story is the most preferred one in language classroom. It is a less complex and simpler than reading another literature. And then, short story is the effective way of teaching in classroom situations.[6] In this reseacrh, the use of short story strategy is to help students to enhance their reading comprehension.

2. Reading Comprehension

Reading comprehension is a process that aims to understand a reading, the meaning of reading comprehension aims to produce meaning from a text.[7] In this research, reading comprehension means that the students could be comprehend a reading text to get purpose and information from reading.

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[6] Saricoban, Arif and Hulya Kucokoglu, Op. Cit, p.161.
[7] Van Dijk, T. A., &Kintsch, W, *Strategies of discourse comprehension.* (New York: Academic Press, 1983).

F. Significance of The Research

This research will be significant for some aspects. They are:

1. **For the teachers**

    This research is valuable for English teachers to enhance students' reading comprehension, due to help teachers in explaining the material. This strategy could be an alternative in teaching English especially reading comprehension.

2. **For the students**

    This research is hoped to be valuable for the students and help them in comprehending the material, also to get their self interest in reading comprehension.

3. **For School**

    The result of this research is to help the school to decide and use a strategy in teaching reading comprehension by using short story strategy is one of good strategy.

G. Hypothesis

The research hypothesis that will be tested in research is closely related to the formulation of the problem posed, but it should be noted that each study does not have to hypothesize, but must formulate the problem. Research that must hypothesize is research that uses experimental methods[8].

The null hypothesis (Ho) there is no significant effect of Short Story on students' reading comprehension at SMPN 5 Rejang Lebong in the academic 2019/2020. The alternative hypothesis (Ha) there is significant effect of Short Story on students' reading comprehension at SMPN 5 Rejang Lebong in the academic 2019/2020.

H. Organization of The Research

This thesis consists of five chapters the brief description is presented below:

Chapter I. Introduction

This chapter consists of introduction background of the research, research question, objective of the research, hypothesis, delimitation, significant of the research, and the operational definition.

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[8] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2014), h.153

Chapter II. Review of Related Literature

This chapter consists of theoretical foundation that is related to this research and previous study of the research.

Chapter III. Research Methodology

This chapter tells about methodology of the research. It is including kind of the research, research instrument, data collection technique, and data analysis technique.

Chapter IV. Finding and Discussion

This chapter shows the result of the result including finding and discussion.

Chapter V. Conclusion and Suggestion

This chapter is final result of the research. It is conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

A. Reading

1. Definition of Reading

Reading is a series of processes to find and get the purpose of writing. Reading plays an important role in everyday life, because we will be able to share and develop knowledge, technology, etc. and will get various information needed. Therefore, reading is a skill that must be mastered in learning foreign languages, especially English. Reading is more important than writing and speaking.[9] Reading helps us to think, for example increasing understanding and building more vocabulary.

There is so much understanding of reading according to experts who conclude that reading the combination of word and intelligence is interrelated with the message to comprehend the message.[10] Knowledge in reading is a common element for understanding the reading. In general, readers build a background of their own knowledge, vocabulary, experience of reading to help them understand the reading. This means that the new information the reader gets from reading is related to the knowledge they

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[9] M.F Patel and Praveen M. Jain, *English Language Teaching,* 2008, Jaipure: Sunrise. P.113

[10] Kustaryo, Dra.Sukirah, *Reading Technique for College Student*. (Jakarta: Proyek Pembangunan Lembaga Pendidikan dan Kebudayaan, 1998).

already have. The process of reading is very important, when students know a little about the topic of reading, they will learn more effectively.

Generally, if students have decided to study English as a foreign language, they will find a situation why reading is the main reason for learning a language. Without reading proficiency, students cannot display their knowledge properly. The real purpose of reading is to develop an understanding of something, where the reader sets the strategy and purpose of reading it. By specific characteristics of reading passage it has become the goal of the reader. So reading tasks must be realistic in students abilities also language use.[11]

2. **The Importance of Reading**

The most importance of reading is motivating students to learn, as it is not on compulsion but on love. Reading activity gives the students the chance to choose what they like to read, it means that reading is an inner motivate to do the activity.[12] So, the teacher can get the advantage from it, the teacher can use this activity to make the students more diligent and study harder even in the subject they may hate. Another importance of reading is it helps to build confident personality. In addition, Nation states that a crucial part of importance reading is an ability of being able to recognize written

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[11] Silbertain, Sandra, *Techniques And Resources In Teaching Reading*. (New York: Oxford University Press, 1984).

[12] Harrison, Collin, *Understanding Reading Development.* (London: SAGE Publicaions, 2004).

forms and to connect them with their spoken forms and their meanings.[13] It means that, reading depends on the students' ability to think and recognize the written form. And then, the significant purpose in such reading is to find out essential meaning, the central theme, or general information of the material. The information may be feeling or emotion expressed.

B. Reading Comprehension

1. Definition of Reading Comprehension

Comprehension is an active process of building meaning and the essence of reading based on a text.[14] Reading comprehension is a general knowledge and acquisitions skills that provide information obtained from reading results.[15] Comprehension does not depend on the characteristics of the reader, such as working memory and prior knowledge but on language process, such as basic reading skill, vocabulary, motivation, etc. as a mature reader in comprehension skill, it is made through the efficient progress of the tab to learn to the destination of the reading.

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[13] ISP, Nation, *Teaching ESL/EFL Reading and Writing.* Madison Ave. (New York. Routledge, 2009).

[14] Durkin, D, *Teaching them to read. (*Boston: Allyn & Bacon, 1993), Vol 6th ed.

[15] Bormouth in Zurhdi, Dramiyati book, *Strategi meningkatkan kemampuan membaca.* (Yogyakarta: uny press, 2007), h. 22.

According to Grabe in Murcia, there are 6 knowledge and expertise of common components that reflect the process of reading[16], such as:

a. Vocabulary and structural knowledge: An understanding of the language structure and vocabulary introduction.

b. Formal discourse structure knowledge: An understanding of how to regulate information and text simultaneously in various types of text.

c. Content/world background knowledge: the main knowledge links from the text and understanding of the cultural information contained in the text.

d. Synthesis and evaluation skills/strategies: The ability to read and incorporate information from many sources. Critical thinking about reading and decided on useful information.

e. Metacognitive knowledge and skill monitoring: the ability to describe what is being adjusted and the use of strategy while reading.

Based on definition above it can be concluded that reading is a complex process or activity to convey the message and information. By reading, readers will know what they read and understand the ideas of the author. The aims to make messages and information that comes from the author can be understood easily by the reader.

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[16] Ediger, Anne, *Teaching Children Literacy Skills in a Second Language and Teaching English as a Second or Foreign Language.* (New Jersey: Heinle & Heinle) p. 153.

In addition, Brown states there are two categories of reading ability. They are:[17]

1. Micro skill of Reading Comprehension

   The Micro skill refers to producing the smaller chunks of language, such as;

   a) Discriminate among the distinctive graphemes and orthographic pattern of English

   b) Retain chunks of language of different lengths in short-terms memory

   c) Process writing at an efficient rate of suit the purpose

   d) Recognize a core of words, and interpret order patterns and their significant

   e) Recognize grammatical word classes (noun, verbs, etc.)

   f) Recognize that a particular meaning may be expressed in different grammatical forms

   g) Recognize cohesive devices in written discourse and their significance for interpretation

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[17] Brown Dean James, *The Element of Language Curriculum: A Systematic Approach to Program Development*. (Boston: Heinle & Heinle Publisher, 1995). p. 187.

2. Macro skill of Reading Comprehension

The macro skill implies the reader's focus on the larger elements such as;

a) To obtain information for some purpose or because we are curious about some topic

b) To obtain instruction on how to perform some task for our work or daily life

c) To keep in touch with friend by correspondence or to understand business letter

In other hand, the reading comprehension will be easy to get or to achieve and macro skill are; getting general information from the text, getting specific information from a text, and pleasure or for interest. Skilled reader may employ one type of processes more than the other when the situation allows them to do this without affecting their comprehension. But less able readers may tend to rely too much on one type of processing with the results of poorer comprehension. So, some of the students have the idea that knowledge based processing is not appropriate reading activity, so that they fail to use knowledge they have.

Furthermore, According to Tankersley, these are points out that reading comprehension depends on three factors[18]:

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[18] Tankersley, Karen, *Literacy Strategies for Grades 4-12: Reinforcing the Threads of   Reading*. (New Jersey: Association for Supervision and Curriculum Department. 1952).

a. The first factor is that the reader has understanding of the linguistic structures of the text.

b. The second factor is that the reader is able to exercise the content being read. It means that the reader is able to control on the reader own level of understanding while reading the material.

c. The third factor is that the reader has sufficient background in the content.

Successful reading activities need habit to the reading text or ability to predict and mastery of important language elements to support comprehension.[19]

2. **Levels of Reading Comprehension**

According to Dallmann, there are three levels of comprehension namely:

a. Literal comprehension

Literal comprehension means knowing the ideas and information directly based on the passage. The abilities are:

1) Knowledge of word meanings.

2) Remember of details and paraphrased in own words.

3) Understanding of grammar, verb, pronouns, conjunctions, and so on.

4) Remember of main idea explicitly stated

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[19] Hadi, Abdul, *Reading Baaed-classroom Activities: An Effort toward the Integration of Language Skill in Teaching English as a Foreign Language.* (*TEFLIN Journal,* 2006,Vol 17, p.59-68.

5) Knowledge of sequence of information presented in passage.

b. Interpretative comprehension

Interpretative comprehension is a comprehending of ideas and information not directly based on the passage. The abilities are:

1) Understanding the author's purpose, attitude by information and reason.

2) Assume the real information, main ideas, comparisons, cause-effect relationship not directly based on the passage.

3) Make brief of story content.

c. Critical comprehension

Critical comprehension contains analyzing, evaluating, and personally reacting to information presented in the passage. The abilities are:

1) Personal reacting to information in a passage indicating its meaning to the reader.

2) Analyzing and evaluating the quality of written information in terms of some standards.

It can be concluded there are three levels that students need to master in learning reading comprehension. In this research, the level of comprehension used is literal comprehension, because in this level the students use their knowledge to knowing the ideas and information directly based on the passage.

3. The Strategies of Reading Comprehension

Reading comprehension is very important in daily life, when we can't comprehend the message, we have some understand meaning or information. According to Brown, there are several strategies to be a successful comprehends a reading material, each of which can be practically applied in classroom technique[20]

a. Identify the purpose of reading

To get the meaning in reading, make sure our purposes in reading something. We often ask the learners to read but they don't know what is the purpose exactly, efficient reading consist of clearly identifying, by doing it, you know what you are looking for.

b. Scan the text for specific information

We have often hearing about this strategies, scanning, especially in reading, this strategies commonly uses in reading activities. Scanning can be called as searching for some particular piece or pieces information in a text. The purpose why we do this strategy is to save times, because we can find specific information without reading through whole the text.

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[20] Brown, H. Douglas, *Language Assessment: Principles and Classroom Practices.* (San Francisco: Longman, 2004).

Scanning exercise may ask student to look for name, date, definition of key concept or list certain number of supporting detail.

c. Use semantic mapping or clustering

Readers can easily be overwhelmed by a long string of ideas or even the strategies mapping or grouping ideas into meaningful cluster, help the reader to provide some order to chaos. It means, they have drawing my mapping to get meaningful idea.

4. **Developing Students' Reading Comprehension**

Reading comprehension and reading fluently are necessary skill that students must acquire to become good readers. When students do not read fluently and do not understand about they read, it means that the students have difficulty to understand the texts, because they have lack background knowledge or vocabulary to understand the meaning of unfamiliar words.

Reading is a process to get understanding about the text. According to Penny, when we read a text we must know about the characteristics of efficient reading to become good readers.[21] They are as follows:

a. The language of the text is comprehensible to the learners.
b. Content. The content of the text is acceptable to learners indicating that they know enough.

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[21] Ur, Penny, *A Course in Language Teaching.* (Cambridge: University Pers, 1996).

c. Speed. The reading progress is fairly, mainly, because the reader has automated recognition of common combination, and the reader does not waste the time working out each word of group of word to learn.

d. Attention. The reader concentrates on the significant bits and skim, the rest may even skips parts he or she knows to be significant.

e. Incomprehensible Vocabulary. The reader takes incomprehensible vocabulary in his or her stride, guess its meaning from the surrounding text, uses dictionary only when these strategies are insufficient.

f. Prediction. The reader thinks a head, hypothesizes, and predicts.

g. Background Information. The reader has and uses background information to help understand the text.

h. Motivation. The reader is motivated to read by interesting content or challenging task.

i. Purpose. The reader is aware of a clear purpose in reading.

j. Strategies. The reader uses different strategies for different kinds of reading.

In line with Dorn and Soffos, to become good readers there are four types of knowledge that sustain and expand students' reading comprehension[22], that is:

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[22] Dorn, Linda J and Carla Soffos, *Teaching for Deep Comprehension. A Reading Workshop Approach*. (Portland, Maine: Stenhouse Publisher, 2005).

1) Generic knowledge: It is the reader's background information- her or his general theory of the world (schema). Background knowledge is nonvisual (cognitive) information that the reader activates to construct the meaning for a text.

2) Text knowledge: relates to the precise message of the text, including content knowledge, vocabulary meanings, and texts structure.

3) Strategic knowledge: It is the reader's knowledge of specific strategies for problem solving, including cognitive strategies for sustaining and expanding the meanings of texts.

4) Reflecting knowledge: It is the mind's ability to think abstractly. It involves thinking beyond the text.

On the other hand, According to Klinger, these are skills and strategies that can be used by readers to understand from the text are as follows [23]:

a. Rapid and accurate word reading.

b. Setting goals for reading.

c. Noting the structure and organization of text

d. Monitoring their understanding while reading

e. Creating mental notes and summaries

f. Making prediction about what will happen, checking them as they go along and revising and evaluating them as needed

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[23] Klingner, Janette K, et al, *Teaching Reading Comprehension to Students With Learning Difficulties.* (New York: The Guildford Press, 2007).

g. Capitalizing on what they know about the topic and integrating with the new learning

h. Making inference

i. Using mental images such as visualization to assist them in remembering or understanding events or characters

Based on the definitions above, it can be concluded that, as a reader we must know the efficient way of reading and type of knowledge to understand the text well to get or understand about meaning is to become a competent readers.

5. Teaching Reading Comprehension

According to Penny states that there are three principles in teaching reading as follows, exploit the reader's background knowledge, build a strong vocabulary base, and teach for comprehension. In addition Reading is a way to understand what the writer conveys to the reader. Reading is centrally a comprehension process. [24] The important point that in comprehending text is related to the goal, it means that the teacher must teach it. Therefore teaching reading comprehension includes as follow;

a. Identify the meaning of the text

b. Build the vocabulary

c. Understand about the text.

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[24] Grabe William. Reading in Second Language; Moving from Theory to Practice. Chicago: American Library Association [Electronic Book], 2009. p. 15

If the students are able to identify the meaning of the text, can build the vocabulary, and understand the topic. It means that the goals of teaching reading comprehension are reached.

In teaching reading as well as teaching other skill such as listening, speaking and writing, the teacher should assess students' reading comprehension. To asses students reading comprehension the research need indicators. The indicator also as the guidance for teacher and students what aspects should be reach. Based on Wetphal opinion there are some indicators of reading comprehension:

    a. The students are able to find factual information.

    b. The students are able to identify main idea.

    c. The students are able to identify supporting idea.

    d. The students are able to locate the meaning of vocabulary in context.

    e. The students are able make inference from the reading text.

6. **Strategy in Teaching Reading Comprehension**

In teaching reading, the teacher should be creative in applying the strategies to achieve the goal of the reading process in the classroom. It is done so that the target of teaching and learning process can be achieved as well. In this paper, the writer proposes some strategies that can be selected by the teacher taken from some experts. It is aimed at helping the teacher to figure out the problem

on reading activity in the classroom atmosphere. The strategies that the writer stated including visualization strategy, highlighting strategy, and anticipation guide strategy. For more detailed explanations, it can be obviously seen as follows:

a. Visualization Strategy

This strategy helps the students in learning process. Some experts have shown their points of view related to this strategy, like Antonacci et.at states that visualization is an instructional strategy that facilitates comprehension of informational text through the use of imagery.[25] It is supported by Roe et.al who argues that visualization is the process of forming mental images that depict reading content, such as story setting, character, etc. It means that visualization is a strategy that can make the students more easily finding the important information from the text. It helps the students to remember the important information without reading the story back. This strategy then can help students to develop their idea and imagination in the story and also help the students increase their comprehension in reading.

In addition, Paris inserts that visualization is strategies that can help students transform words into higher level concepts, and improve students' focus, attention to detail independent reading skill.[26] In short, this strategy

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[25] Antanocci, P.A. & O'Callaghan, C. M, *Developing content area literacy: 40 strategies for middle and secondary classroom.* (New York: SAGE Publication,Inc, 2011).

[26] Paris, Scott., *Teaching reading and viewing: Comprehension strategies and activities for years 1-9.* (New York: Queensland Studies Authority, 2010).

helps the students to improve their comprehension of their idea and easy to find everything that the students want to read. It can also help the students easy to find the important information of the ideas of the written text.

Further explanation, Paris states the advantage of this strategy that is it can help students transform words into higher-level concepts, and improve students' focus, attention to detail independent reading skill. It means that visualization can help the students to focus on reading. Then, this strategy can also help the students to improve comprehension of their idea and easy to find everything that the students want to read. Thus, the students can be easily presenting their idea from the text.

To teach reading by using the visualization strategy, here are some steps proposed by Antonacci et al should be followed:

1) Introduce the topic to the students

    Teacher presents a selected topic of text through a brainstorming activity.

2) Model analysis of the text features

    Teacher conducts a text walk before read-aloud, nothing map, visual aids, and chapter heading. Selected key vocabulary words are presented in context and discussed.

3) Read aloud selected passage

    Teacher reads aloud the selected passage and direct students to sketch their

idea while listening.

4) Discuss version of illustration

   Students share the image of the passage and discuss variation among them. Teacher asks the students to note patterns across image such as scenes, objects, and emotions

5) Facilitate students' application to text

   Teacher asks students to write a summary of the passage based on the discussion. Students continue to read the text and use the visualization strategy to process the information.

Based on the explanation above, it can be concluded that visualization strategy is one strategy that can be applied by the teacher to help the students enjoy in reading. It can make the students easily find the important information without reading the story so often. This strategy then can also help the students to develop their idea and imagination in the story and also help students increase their comprehension in reading. In short, this strategy can help the students improve their comprehension of the ideas and easy to find everything that the students want to read.

Overall, it can be strongly stated that visualization strategy has an advantage that is it can help students to transform words into higher- level concepts, and improve students' focus, attention to detail independent reading skill. It means that visualization can help the students focus on reading activities.

Then, this strategy can also help students improve their comprehension of the ideas and easy to find everything that they want to read. So the students can be easy to present their ideas from the text.

b. **Highlighting Strategy**

The second strategy that can be considered to be applied by the English teacher is Highlighting strategy. There are some theories proposed by the experts about this strategy. According to Cerveny et al, highlighting is a strategy which uses highlighting the main ideas and supporting details to help teachers teach students to improve the organization of reading.[27] It means that this strategy can make the students will be easy to find the important information in the text and make students comprehend the text as well. It is supported by Schumm states that highlighted text which concerns with the key ideas is important a test and classroom discussion[28]. Meanwhile, Hedgcock et al points out that highlighting is valuable intensive reading skill, both for comprehension monitoring while reading and for review after reading.[29]

To run this strategy, the following procedures can be considered as proposed by Hervey et.al:

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[27] Cerveny, C. & Lacotti, *M, 35 learning tools for practicing essential reading and writing strategies.* (New York: Prentice, Inc, 2003).

[28] Schumm, J.S, *Reading assessment and instruction for all learners.* (New York: The Guilford Press, 2006).

[29] Hedgcock, J. S. & Ferris, D, *Teaching readers of English: Students, texts, and contexts. (*New York: Routledge 270 Madison Eve, 2009).

1) Look carefully at the first time and the last line of each paragraph: an important information is often contained there

2) Highlight only necessary word and phrases, not entire sentence.

3) Jot notes in the margin or on a stick note to paraphrase the information, merge your thinking with it, and better remember it.

4) Do not get thrown off by interesting details. Although they are fascinating, they often obscure important information.

5) Make notes in the margin to emphasize a pertinent highlighted word or phrase.

6) Note signal words: they are almost always followed by important information.

7) Pay attention to the vast array of nonfiction features that signals important.

8) Pay attention to surprising information. It might mean you are learning something new.

9) When finished, check to see that no more than a half the paragraph is highlighted. As a readers become more adept, on third of the paragraph is a good measure for highlighting.

In short, the effective highlighting focuses primarily on key ideas in a passage and may identify key quotations that capture the sense of the text in the author's own voice. This strategy helps students easier to identify and find everything that the students want to read. This strategy, then focuses on key idea

and important information from the text. As a result, this strategy can also make the students are easy in understanding and can increase students' comprehension in reading. Besides, this strategy is easily helping the students to remember where the important information of the text. Eventually, a teacher should pay much attention to the procedures of running this strategy so that the teaching reading will be also running well.

c. Anticipation Guide Strategy

Anticipation Guide strategy is one of strategies in teaching reading which leads the students to get comprehension at the end of the reading activity. This strategy is used in teaching reading before the students read the text in teaching learning process and done to activate students' background knowledge about the topic being read; therefore this strategy can only be implemented in pre-teaching activity. It means that this strategy can be put into pre-reading practice because this strategy will guide the students to identify what information will be obtained as well.

Related to the explanation above, there some experts propose their own arguments to support the concept of that strategy. Richardson et.al states that anticipation guide strategy is a strategy to access prior knowledge focusing on reading and stimulate students' interest in a topic.[30] The activity of this strategy is

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[30] Richardson et.al, *Reading to learn in the content areas*. (California: Wadsworth Cengange Learning, 2009).

characterized by reading to some statements before and after reading. Students can work in group or individually to do this activity. Since students have to react to the statement before reading, they will have reading purpose in their mind during reading a text. Therefore, this strategy will motivate students to be active in reading class as well.

Similar to the statement above, Moss inserts that anticipation guide is an active pre-reading strategy used to activate prior knowledge and preconceptions about a topic before students begin to read the texts, as well as to provide reinforcement of key concept after reading. This strategy is well appropriate for teaching social studies contents and help students clarify their ideas and voice their opinion about the topic. Besides, it's also facilitate students to illuminate their thoughts about the topic before reading and give strengthening of key conception after reading process.

Related to the procedures of applying this strategy, Berg divides three main parts of activity: preparation, anticipation, reading and discussion.[31] For more detail explanations, it can be obviously seen as follows:

a. Preparation. It is the first activity of Anticipation Guide strategy. This activity will be applied before the reading process. The procedures in this part is as follows:

1) The teacher selects a reading for students based on the content of the

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[31] Berg, E, *Reading in content areas-boosting achievements in grades 7-12.* (New York: International Center for Leadership in Education, 2003).

reading. Before starting to study the teacher should prepare and select a reading text to the students that is related to the subject. The reading text should be appropriate with the students' need and characteristics in order to make them easier to comprehend whole information of the text.

2) Determine the points of the text. After the teacher selects and gives the text, the teacher asks the students to write the points of the text. It means that the teacher guides the students to find the important points of the text.

3) Write the statements (it can be five or six statements). Statement should be addressed the possible misconception about the topic. It means that the teacher should give related statement about the topic to the students. It is done in order to make the students forced to read comprehensively to find the right concept about the information.

4) Include space after each statement for the students to write agree (A), disagree (DA), or not sure (NS). In this step, the writer can give an explanation that the teacher asks the students to give their opinion and then write agree (A), disagree (DA) or not sure (NS) based on the topic. It is imperative that students not just mark agree or disagree but that the only discuss with their partner why they responded in a particular manner, substantiating and justifying their thinking.

b. Anticipation will be the next part in procedures of Anticipation Guide strategy is Anticipation. In this activity the teacher will do some activities as

follow:

1) Introduce the topic. The teacher introduces the topic to the students before starting to make their opinion. It is important to make students understand more about the topic and easier to write the points of the text.

2) Distribute anticipation guide sheet. After the students understand, the teacher starts to share Anticipation Guide template.

3) Direct the students to write A, D, or NS by each statement as appropriate. It means that the teacher gives instruction to the students how the way to fill the Anticipation Guide sheet. The teacher, then give the students a chance to respond each statement silently.

4) Discuss each statement in the class. The teacher asks the students discuss each statement in the class. Ask the students their reason in choosing the respond. The teacher asks the students why and how the student gives their reason and choosing the respond to fill the sheet.

c. Reading and discussion will be the last part of Anticipation Guide strategy is reading and discussion. The steps of these procedures are:

1) The teacher asks the students to read for purpose, looking for information that will either prove or disprove their personal responses to the statements.

2) After reading, ask students to discuss their findings in small group or wth

partners. Instruct students to correct the answers on their anticipation guides and revise any of the students to make more accurate.

3) The last step is discus the next information they learned and how it relates to the misconception they had before reading.

In short, the writer shows the advantages of this strategy. This strategy can help students to think about theme and ideas they will encounter during reading. It means that Anticipation guide strategy is a strategy which helps students to access their prior knowledge in reading and stimulate the students' interest about the topic. They will have reading purpose in their mind during reading a text. Besides, for the teacher this strategy can help them to access the amount of background knowledge possessed by a group, and also help to correct any misconception the students may have about particular topic. For the students, in addition, this strategy can give them an idea about the material to be studied, motivate them to know more about the topic, and get positive reading experience.

C. Short Story

1) Definition of Short Story

Short story is a work of fiction which is usually written in prose and narrative format. Short Story is one kind of Narrative text that should be learnt by the students besides descriptive, recount, and report texts. Short Story is a

piece of text which tells a story and entertains the reader or listener. According to Johnson, short story is a story that we watch or movies to be entertained and enjoyed.[32] Besides, short story makes students feel interested about what they read from the texts. Short story has the social purpose to entertain and instruct the reader. The generic structure of narrative text consists of three parts: orientation, complimentary/problems, and resolution.[33] Furthermore, Klingners says that the reader can except to find in a story such as the characters, setting, plot (including a problem that needs to be solved), and a resolution to the problem.[34]

A short story is fictional work of prose that is shorter in length than a novel. Edgar Allan Poe as cited in Das says that a short story should be read in one sitting, from a half hour to two hours.[35] In contemporary fiction, a short story can range from 1,000 to 20,000 words. Because of the shorter length, a short story usually focuses on one plot, one main character (with a few additional minor characters), and one central theme, whereas a novel can consist multiple plots and themes, with a variety of famous characters.

Short story deals with important elements that build the story itself. All of these elements take their own role to make the story sensible. They are

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[32] Johnson, Andrew P, *Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students.* (New York: Rownman & Littlefieled Education, 2008).

[33] Hasibuan, Kalayo and Fauzan Ansyari, *Teaching English as a Foreign Language* (TEFL). (Pekanbaru: Alfa Riau Graha Unri Press, 2007).

[34] Ibid.

[35] https://www.jstor.org/stable/25121469?seq=1#metadata_infotab_content

theme, plot, setting, character and point of view.[36] A short story refers to a work of fiction that is usually within prose in narrative format. It tends to be less complex than novels. Usually a short story focuses on only one incident, has a single plot, a single setting, a small number of characters, and overs a short period of time.

Based on the reason, short stories are the most suitable to use in English teaching due to its shortness, as supported by Collie and Slater when they list four advantages of using short stories for language teachers.[37] First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with on their own. Third, short stories have a variety of choice for different interests and tastes. Finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes.

2) The Short Story Implementation toward Students' Reading Comprehension

The idea that short stories are the most suitable literary genre to use in English teaching due to its shortness is supported by Hirvela and Boyles study on adult Hong Kong Chinese students' attitudes towards four genres of literary texts(short story, novel, poetry and drama) indicated short stories as

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[36] Al Alami, S, *The power of short stories, novellas, an novels in today's world. International Journal of Language and Literature*, 2016, Vol 4(1), p. 21-35.
[37] Ibid., p.5.

the genre that is less feared and the second most enjoyed (43%, the novel is the most enjoyed with 44%), since short stories are easy to finish and definite to understand.[38] The idea is also in line with collie and Slater when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for. The short story is an engaging literary genre and can therefore be utilized for language learning purposes. Almost all modem short stories have the following unique characteristics which make them especially suitable to be used in reading comprehension classes: universality, non trivality, personal, relevance, variety, interest, economic, suggestive power, and ambiguity. moreover each learner's interpretation has validity and an almost infinite fund of interactife disscussion is guaranteed. The short story creates the tension necessary for an genuine exchange of ideas in class discussion. In addition, the short story pushes the students out of a passive reading state into a personal connection with the text and than beyond, extending the connection to other texts and to the world outside of school. closely related to the issue of implied meaning.[39]

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[38] Hirvela, A., & Boyle, J, *Literature courses and student attitudes.* (ELT Journal, 1988) p. 179-184.

[39] Hanapi, Rosmina, dkk, *Journal of The Short Story Implementation to Improve Students' Reading Skill.* 2018, P.3.

According to Knutson, there are two process through which profocient readers figure out the meaning of a text.[40] One is what she terms "bottom-up process'' and the other she calls "top-down process''. The bottom-up process is when the reader decodes the individual elements of the text to build a total meaning. however, in the top-down process the reader starts with forming hypotheses an making predictions. it is of obvious that these two strategies are used simultaneously by a success for reader with regard to the above argument, the advantage of using a short story rather than a non-literary text is that some pre-reading activities which can be nicely applied to the short story (such as the discussion of the topic and narrative structure) are very useful in facilitating the readers' top-down process. the short story offers certain advantages for material design for students since this genre includes short textual material to be satisfactorily handled in a one or limited teaching sessions. Furthermore, reading a whole unabridged and non-simplified literary text gives the students a sense of accomplishment. Therefore, it will encouraging when students are psychologically satisfied that they have read the very words of a great writer.

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[40] E. M. Knutson, *Teaching Whole Texts: Literature and Foreign Language Reading Instruction, (*The French Review, 1993), Vol 67, p. 12-26.

D. Previous Related Finding

Supporting this research, researcher has observed some thesis before. Those are Research by:

The first based on Amelia Eka Frimasay (2015) who investigate The using short story to improve students' reading comprehension at SMPN 2 Bengkulu, have found out the result that effect someone consciousness about using scientific approach toward students reading comprehension. The aspect in scientific approach be a main role in students' reading comprehension, because the implementation of scientific approaches in the learning process involves skills. So, implementation of short story has relation to build students' reading comprehension.

The second is from Hasbaini and Abdul Manan (2017) who investigate Teaching reading comprehension by using short stories to enhance the quality of students' reading at the first semester students of Muhammadiyah University of Aceh, have found out the result that based on investigate whether or not the students in the experimental group taught by using short stories would produce a higher achievement than those of the control group taught by using conventional study. So, It can be concluded that the students who were taught by using short stories had a better achievement in reading comprehension than those who taught by using conventional study.

The last is from Ameera Sultan (2018) who investigate The effect of using short stories on the development of 5th grades' reading comprehension skill in

herbon district. The study recommended that the program could be offered to train teacher on using short stories. So, it can be concluded that the students need to be provide with opportunities to practice using it.

Based on previous study there are lot of the research about reading ability. All of the strategies being important part to increase that ability. This research different from the previous study because in this research the researcher focus on implementation of short story on students' reading comprehension that have been created as one of the four skill improve English language program of SMPN 5 Rejang Lebong.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter discussed several things such as research design, population, sample, instrument to the collect data, data collection technique, and data analysis procedure.

A. Kind of the Research

The kind of this research is quantitative research, especially as quasi-experimental research. Alsa stated that "Experimental research is the research that held by a researcher where the researcher gives the act by aware to the subject of the research (respondent) so the researcher will observe and take a note the reaction of the subject and then observe the conclusion between action and reaction that seems from the respondent. [41] According to Gay and Peter this design should be famous since it looks very much like the pre-test and post-test control class design.[42] The best of quantitative design which is used to decide probable cause and effect is experimental. It is always done to see a treatment with the intent by using experiments.[43]

In this research they were two variables. So the researcher used quasi experimental design, exactly non-equivalent research. The researcher used two

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[41] Alsa, Asmadi, *Pendekatan Kuantitatif Kualitatif dalam Penelitian Psikologi,* (Yogyakarta: Pustaka Belajar, 2004).

[42] C.R Gay and Peter D, *Educational Research Competency for Analysis Application*. (Columbus: New jersey, 2000).

[43] Suharsimi Arikunto. *Prosedur Penelitian*: *Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta. 1998) h.38.

classes; they were experiment class and control class. Experiment class was a class that given a treatment by using short story strategy in reading and control class was a class that given a treatment but without using short story strategy. One of the most commonly used quasi-experimental designed could be represented as:

The Diagram of Research Design

1) Experimental group
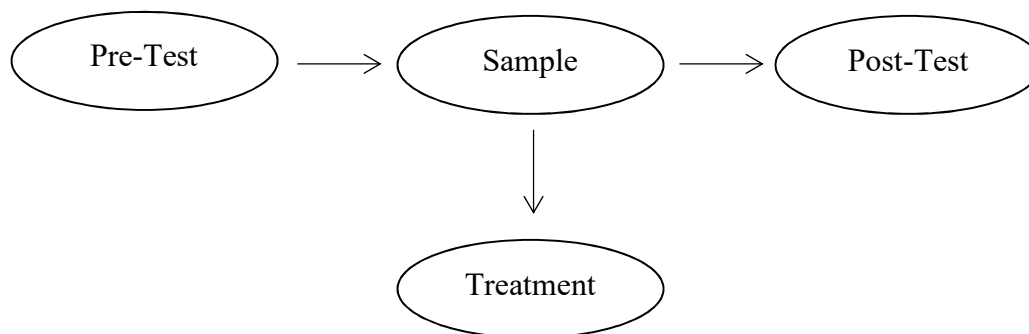
2) Control group

B. Population and Sample

1) Population

Population is all subject is intended to be investigated.[44] In the other hand, Arikunto stated that a field research of a field study for example an educational research could be carried out at school, in the societies, factories, or hospital to

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[44] Hadi, Sutrisno, *Statistik Jilid II.* (Yogyakarta: Andi Offset, 1977).

achieve educational objectives[45]. The population of this research is the entire second grade student of SMP Negeri 5 Rejang Lebong. To get empirical data for the study, the researcher give the test. This test given to the second grade of SMP Negeri 5 Rejang Lebong in academic year and they have 60 students in two classes. They were supposed to do the test to show their achievement in reading comprehension.

2) Homogeneity

Homogeneous sampling represents selecting participant who are very similar in exercise, perspective or outlook; this produces a narrow, homogeneous sample, and making data collection even analyzing samples. The mean of analysis samples is the researcher determines the effect of experiment both separately and in combination. To acquire the homogeneous ability of students, the researcher took the data in the form of English scores of whole students who became the population in this study.

Those mean scores can be seen as on the table below :

Table 1

Students' score in Homogeneity

NO	CLASS	GRADE
1	A	58,70
2	B	57,68

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[45] Arikunto, Suharsimi. *Prosedur Penelitian suatu Pendekatan Praktek*. (Jakarta: Rineka Cipta, 2002), h. 3.

Base on the result of homogeneity test. There are students score in homogeneity test. The result above showed that students score is homogeny. Then the researcher sure that take both of the class become sample in this study. Where class A as control class and class B as experimental class.

3) Sample

Before the researcher conduct the experimental research, the researcher will conduct the homogeneity score of the student based on the table above. Based on Gay and Peter said that homogeneous sampling is selecting participant who are very similar in exercise, perspective or outlook: this procedure a narrow, homogenous sample, and make data collection and analysis samples.[46] In this research, the researcher used both of them as cluster sampling. From the selected sample, one group was randomly selected, was VIII B as the experimental class and VIII A as the control class. The test is given to all classes of second grade (classes A and B) in SMP Negeri 5 Rejang Lebong.

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[46] L.R.Gay and Peter Airasian, *Educational Research Competences for Analysis Application*, an imprint of practice Hall, (New Jersey: Columbus).

C. Procedure of the Research

The process of collecting data in this research can be seen as diagram below:
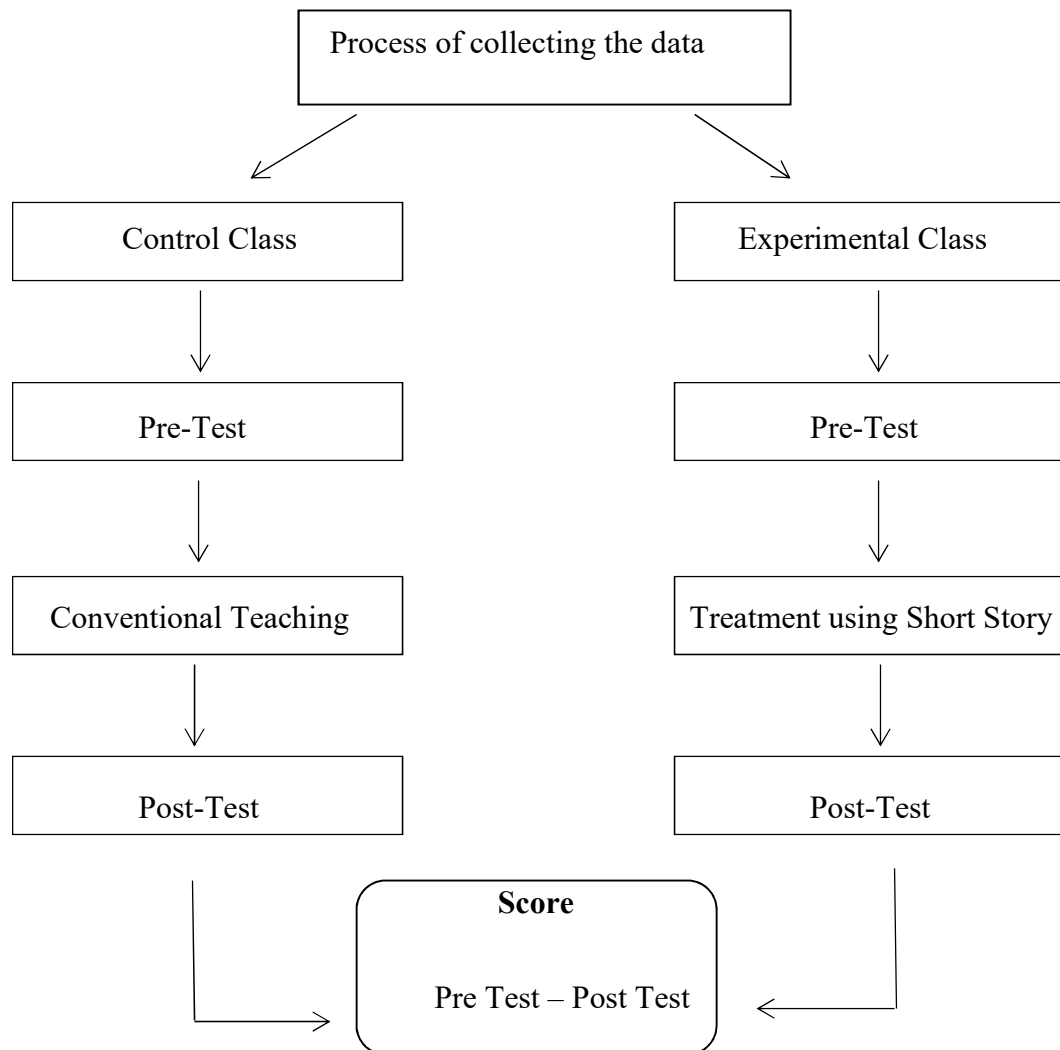
Procedure in Control Class	Procedure in Experimental Class
1. Appreciation a. The teacher asks about the previous material b. The The teacher prepare the material	1. Pre-reading activities a. The teacher asks the students to read the narrative text through a short story text. b. The teacher asks to the students to identify the new vocabulary in the short story text. c. The teacher can work together with the students to make a vocabulary list which includes new and targeted vocabulary list and discussed in class. d. The teacher divides students to several groups and work on portions of the list to find their meanings, both denotative and connotative.
2. Exploration a. The teacher introduces the material to the students b. The teacher gives and explains	2. In-class oral reading a. The teacher may activate the students' initial response to the text b. The teacher can introduce the formal

the material to the students	features (figurative language) of the text.
	c. The teacher can help students prepare questions which can ultimately lead to the overall understanding of the text and thus facilitate the reading comprehension objectives.
	d. The teacher collects the list of questions with purpose it can stimulate a motivated reading at home, prior to the short story's live presentation in the classroom also it aids the comprehension of the text.
3. Elaboration a. The teacher gives the narrative text to the students b. The teacher asks to the students to read text by their self c. The teacher reads the text, and the students follow it	3. Textual analysis and group work a. The teacher gives the text to the student and must prepared glossary, and they requiring to comment on basic issues of the text. b. The teacher stimulates student's imaginative power by divide and

d. The teacher asks the material and students answer the question based on the text e. The teacher gives exercise about the material	invite them to write one or two paragraphs on the main ideas of the text or relate these ideas to their own real life experiences or even imagine themselves in circumstances suggested in the text. c. The teacher motivates the students readings of the short story at home prior to its oral presentation in the classroom can be achieved.
4. Confirmation a. The teacher asks to students to make a conclusion about the material	4. Post-reading Assignments a. The teacher gives the short story writing assignment to the students to enable them to articulate and further develop their thoughts through class discussions
5. Post-Teaching Activity a. The teacher gives homework to the students	

D. Research Instrument

The instrument used in this experiment was to measure students' in reading. As an indication of progress towards the educational goals set for students. A test use as a method of data collecting. Instrument is the tool used to collect the data or the needed information[47]. A test is a set of questions, each of which have correct answer, which examinees usually answer orally or in writing[48]. In this thesis, the researcher discusses the strategy of the object of the second grade students of SMP Negeri 5 Rejang Lebong. Before designing an instrument, the researcher must decide what type of test to use.

According to Tinambunan said that "Achievement tests were designed to show the level of success in several previous learning activity"[49]. Based on the statement above, the researcher assumed that in this researcher, the researcher wanted to carry out an achievement test. An achievement test is a systematic procedure for determining the number of student learning, in this case based on the text of students' reading comprehension. The type of test used in this study is an objective test. Objective tests have highly structured tests and require students to supply one or two paragraph words. According to Tinambunan, the objective test including a variety of items type. Objective item could be classified into supply-type item and selection type. The supply type test required pupil to supply the answer. The type is

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[47] M. Toha Anggoro, *Metode Penelitian*, (Jakarta: PT Grasindo, 2000), h.52
[48] Tinambunan, *Evaluation of student achievement,* 2000.
[49] *Ibid.,*

also known as short answer or completion. And the selection type required pupil to select the answer from given number or alternatives. Research's instruments are all tools used to collect, examine, investigate a problem, or collect, analyze, manage and present data systematically and objectively with the aim of solving a problem or testing a hypothesis[50]. So all tools that can support a study can be called research's instrument.

In this research, the researcher used reading comprehension test. To obtain the data about students' reading comprehension toward short story text, the researcher used a test to collect the data. The test was divided into two kinds of tests; pre-test and post-test. Pre-test was given one time before treatment and post-test was given after treatment. The treatment was given for ten meetings in the classroom.

Some types of instruments in a study is test:

a. **Test**

Tests are a series of questions or exercises or other tools used to measure skills, measurements, intelligence, abilities or talents possessed by individuals or groups. The test is an instrument which used by the teacher that provides an indicator of students performance level. It means the test is useful for the teacher to find out the level of students. According to

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[50] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D,* (Bandung: Alfabeta, 2014), h.75.

Handayani test is an instrument which is used by the teacher that provides an indicator of students performance level.[51]

The researcher used this instrument to know students' ability in SMP N 5 Rejang Lebong. The type of test which was used by the researcher is multiple choice test that consists of questions to measure students' reading comprehension of short story texts. According to Brown, multiple choice responses are not only matter of choosing one or four or five possible answers. Multiple choice is required of the students to select the best answer out of a number of options.[52] The test consists of 20 items for pre-test and 20 items for post-test. The students were given 30 minutes to answer the test. The focuses of the test include identifying the theme, identifying the plot, setting, point of view, characters, and the message in short story text.

a. Reading Comprehension Test

The researcher makes the material of this instrument base on the syllabus of the second grade students of SMP Negeri 5 Rejang Lebong. Moreover, the instrument in this study were designed in multiple choices because the format of multiple choice would make student produce accurate answer for both correct or incorrect one. Multiple choice format even facilitated the researcher in correcting the result of student's work.

[51] Handayani, Evaluasi Pendidikan, (Bandung : Ilmu Pustaka, 2000),p 63

[52] Brown, H. Douglas, *Language Assessment: Principles and Classroom Practices.* (San Francisco: Longman, 2004).

This consisted of 20 items. The correct answer got 1 score and the wrong answer get 0 score. It was based on the limitation of time given to the students to accomplish the test. The researcher provided 60 minutes for the students to finish the test.

The test has an instrument in this study was made based on indicators of the subject which had to be achieved in the end of the treatment. In the other word, the researcher develops the test so that the test has test item which represented the objectives of the reading to comprehension being tested. The researcher did some steps in developing the test. The structure of the test is shown in below:

a. Writing the blueprint

The researcher created the blueprint of the study instrument as the substance to the plan the test before constructing items. Blueprint which was commonly also called a test content requirement consisted of some point.

b. Writing the reading test

The researcher needed to write the reading test items after writing the blueprint. The reading test consists of 20 items in multiple choice format to make the students give the accurate answers between correct and incorrect ones. Writing the test

consisted of writing the directions and the item of the test. The instruction made must be clear to make the students easier in understanding the test instruction.

c. Analyzing the Test Validity

Validity is very vital in writing a test. The test had to measure the skill or knowledge. In order to obtain the validity of the test used in this study, the researcher examined the test with two significancies major validation which indicated the content and construct validity. The criteria of good tests were valid. That mean, it analyze where the item is valid and not valid items. It aims to know about the difficulties level of item are used, mechanic, functuation, and capitalization.

d. Experts Validation

Having constructed the blueprint and the test as the research instrument, the research subsequently gained the validation with the other stage referring to the expert validation. Here, the test was then checked by the expert who scientifically possessed qualified major in reading comprehension and evaluating the test. The researcher gave the test of lecturer at IAIN Curup to get the comment and feedbacks about the test which had been made. The

validator for instrument of this research is Mrs. Nastiti Handayani, M.Pd.

e. First Revision

The purpose of first revision was to evaluate test whether there were a test or some points that should be revised. The researcher would revise the test based on the experts validation suggestions. The first revision was corrected on the structural and form of test was given by researcher. Then the first revision have been finish the validator toke the signature for the instrument.

f. Trying Out the Test

Before the test was given to the sample, the researcher tried out the test to another class that had same characteristic as the as the subjects of this study. The researcher chose the students in the same place of the research would be done. It was to see whether the time allocation to do the test was enough or not and also to see whether the students understood the instruction of the test or not. After the first validation have been repairer. The researcher do try out to the VIII A and VIII B. The class was chosen because they have good ability in reading skill the other class. It was supporting the teacher transcript of score. After do try out so researcher can

determine the experiment and control class. Meanwhile VIII A has means score on 58,70 and the VIII B has mean score on 57,68. The researcher applied the experiment for VIII B, which has means score that VIII A. In order can get the maximal strategy or improvement in scoring.

g. Analyzing the result of the Try Out

To find out the reliability of the test, the researcher used inter-rate technique. It means writer used scoring which involve some criteria and aspect in reading to calculate the correlation coefficient of the two scores, the researcher used product moment formula[53] those are:

1) Reliability

Reliability was the degree to which a test consistently measure whatever it measures. Problem of measurement th at affect reliability are random problem and problem of measurement that affect validity are systematic or constant problem[54]. From accounting above r-accounting = 0,386 ≥ r table = 0, 344 by N = 29 significant so the questionnaire

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[53] Ibid, p.72

[54] Gay, L., *Eductional Research: Competencies For Analysis And Application*, (Menrrill Pub. Co.,Columbus, 1987), p. 67.

is reliable. It is concluded getting the consideration for analysis.

2) Validity

Validity was the extent to which a test measures what it is supposed to measure. The question of validity was raised in the context of the three points made above, the form of the test, the purpose of the test and the population for whom it was intended. Based on the criteria of validity so the item on pre-test is valid on very high category by the range criteria 0,97 based on the validity category 0,81 – 1,00 was called very high.

E. **Treatment**

Table 2

Treatment Schedule's Table

Sequence of Treatment	Meeting	Theme	Date
1.	First Meeting	**Pre Test**	Sept, 9th, 2019
2.	Second Meeting	A Woman and the Wolves	Sept, 13rd, 2019
3.	Third Meeting	Golden Snail	Sept, 14th, 2019
4.	Fourth Meeting	The fox and The Crow	Sept, 16th, 2019
5.	Fifth Meeting	Timun Emas	Sept, 20th, 2019
6.	Sixth Meeting	Rabbit and Crocodile	Sept, 21^{st,} 2019
7.	Seventh Meeting	Ann and Grasshopper	Sept, 23rd, 2019
8.	Eighth Meeting	Bear and Lion	Sept, 27th, 2019
9.	Nineth Meeting	The foolish Donkey	Sept, 28st, 2019
10.	Tenth Meeting	**Post Test**	Sept, 30^{th,}2019

F. **Technique of Collecting Data**

1. **Pre-Test**

Pre-test is usually used to know the students' achievement before the researcher given the material of the research. Multiple choice question is the format of pre-test. According to Weisberg and Buker, the students who get between 80 till 100 score are consider very good, those who get 60 till 79 are consider good, those who get 60 till 70 score are consider average, and those

who get under to 49 are consider poor.[55] The instrument used in this study was a test. According to Webster's Collegiate tests are a series of questions or exercises or other tools used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or groups[56]. Tests are used to see how much student learning outcomes are for the material being taught. The test results were analyzed to find out the difference in improvement in student learning outcomes.

2. **Post-Test**

The definition of post-test is after the researcher presented the material to the students, the researcher measured the students' achievement of how well they understood the material of short story using the same text and question in the pre-test. And then, post test is one form of test that is carried out after the core learning activities are completed. Post tests are conducted to determine the success of the learning process, which is to measure how much students have mastered the material that has been learned or the competencies developed.

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[55] Robbert Weissberg and Suzane Buker, *Writing up Research (Experimental Research Report Writing for student of English),* (United State: Practice Hall Regent Englewood Cliffs, 1990), p. 24.
[56] Purwanto, *Evaluasi Hasil Belajar,* (Yogyakarta: Pustaka Belajar, 2013), cet. V, h. 64.

G. Technique of Analyzing Data

The data analysis is required to answer the entire research questions becoming the major focus of this research. In this step, the researcher also analyzed whether the students had the improvement in their reading comprehension after the teaching with using Short Story has been applied or even in contrast. In this research, the researcher used SPSS 16 application to facilitate the analysis to find out whether there is significant effect of using short story strategy on students' reading comprehension. The Category of score in reading test could be classified, as follows:

Table 3

The Scale of Students' Reading Comprehension

The Score of Reading Comprehension Level	Category
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

The T-table is employed to see whether or not there is a significant difference between the mean score of both experimental and control group. The hypotheses of this research are:

1. Ho is accepted if to < t-table or there is no significant effect of using short story strategy on students' reading comprehension.

2. Ha is accepted if to > t-table or there is significant effect of using short story strategy on students' reading comprehension.

After getting the data, they are proceeded and analyzed through the following steps:

1. Seeking gained score from students' reading test and describing it in the tables. The gained score of experiment class are variable I that symbolized by X and the gained score of control class are variable II that symbolized by Y.

2. Determining mean of variable of experiment class with formula:

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

MX : Mean score of experiment group

$\sum X$: The sum of student's score in experiment group

N : The amount of students in experiment group

3. Determining mean of variable of control class with formula:

$$MY = \frac{\sum Y}{N}$$

MY : Mean score of control group

$\sum Y$: The sum of student's score in control group

N : The amount of students in control group

4. Determining deviation score of variable X with formula:

$$x = X - MX$$

    x : Standard deviation score of experiment group

    X   : Gained score between pre-test and post-test in experiment group

    MX   : Mean score of experiment group

Sum of ~ or $\sum$ ~ must equal to null. From the square of ~, the researcher found out $\sum$ ~^{2}

5. Determining deviation score of variable Y with formula:

$$y = Y - MY$$

    y : Standard deviation score of control group

    Y   : Gained score between pre-test and post-test in control group

    MY   : Mean score of control group

Sum of y or $\sum y$ must equal to null. From the square of y, the researcher found out $\sum y^2$

6. Analyzing the result by using statistic calculation of T-Test:

$$t_0 = \frac{MX - MY}{\sqrt{\frac{\sum x^2 + \sum y^2}{(NX + NY - 2)} \frac{(NX + NY)}{(NX \cdot NY)}}}$$

    MX   : Mean score of experiment group

    MY   : Mean score of control group

$\sum_x 2$: The sum of standard deviation of experiment group

$\sum_y 2$: The sum of standard deviation of control group

NX : The amount student of experiment group

NY : The amount student of control group

BAB IV

FINDING AND DISCUSSION

A. **Finding**

1. **Students' reading comprehension before using of Short Story.**

   The conventional teaching were applied in the control group used the class (VIII A). The result of pre-test which the researcher has gained can be viewed on the table below where, students' name were respresented by students' sequence based on the absent list.

   a. Pre Test

      Before researcher used the Short Story as a learning strategy, reading the text or comprehending a topic by students was still worried and very low, and from a low standard score in this test was 60, but in this test students had the lowest score in the pre-test 28. So they often have difficulty, it's because they really forget the meaning and sometimes forget what the text is being discussed, because they only make a simple and just conventional learning.

Table 4
The score of students' pre-test in control class

Respondent	Control (Y)
Student 1	55
Student 2	30
Student 3	50
Student 4	55
Student 5	50
Student 6	53
Student 7	58
Student 8	58
Student 9	53
Student 10	36
Student 11	44
Student 12	50
Student 13	39
Student 14	53
Student 15	30
Student 16	41
Student 17	45
Student 18	57
Student 19	55
Student 20	50
Student 21	49
Student 22	30
Student 23	41
Student 24	40
Student 25	50
Student 26	53
Student 27	57
Student 28	39
Student 29	30
Student 30	31
Jumlah	$\sum$ **1.382**

From the average above, researcher find the means score below :

$$X = \frac{\Sigma x}{N}$$

$$= \frac{1.382}{30}$$

$$= 46,06$$

Table 5

Data analysis of pre-test in Control class

Respondent	(Y)	Y^0)	$Y-Y^0$)	$Y-Y^0)^2$
Student 1	55	46,06	8,94	17,88
Student 2	30	46,06	-16,03	-32,06
Student 3	50	46,06	3,94	7,88
Student 4	55	46,06	8,94	17,88
Student 5	50	46,06	3,94	7,88
Student 6	53	46,06	6,94	13,88
Student 7	58	46,06	11,94	23,88
Student 8	58	46,06	11,94	23,88
Student 9	53	46,06	6,94	13,88
Student 10	36	46,06	-10,06	-20,12
Student 11	44	46,06	-2,06	-4,12
Student 12	50	46,06	3,94	7,88
Student 13	39	46,06	-7,06	-14,12
Student 14	53	46,06	6,94	13,88
Student 15	30	46,06	-16,06	-32,12
Student 16	41	46,06	-5,06	-10,12
Student 17	45	46,06	-1,06	-2,12
Student 18	57	46,06	10,94	21,88
Student 19	55	46,06	8,94	17,88
Student 20	50	46,06	3,94	7,88
Student 21	49	46,06	2,94	5,88
Student 22	30	46,06	-16,06	-32,12
Student 23	41	46,06	-5,06	-10,12
Student 24	40	46,06	-6,06	-12,12

Student 25	50	46,06	3,94	7,88
Student 26	53	46,06	6,94	13,88
Student 27	57	46,06	10,94	21,88
Student 28	39	46,06	-7,06	-14,12
Student 29	30	46,06	-16,06	-32,12
Student 30	31	46,06	-15,06	-30,12
Julmah				**129,8**

$Ny = 30$

$\sum(Y - Y0)^2$

$SD_Y = \dfrac{\sqrt{\sum(Y-Y)2}}{N-1}$

$SD_Y = \dfrac{\sqrt{129,68}}{30-1}$

$SD_Y = \sqrt{4,47}$

$SD_Y = 2,11$

Table 6

The score of students' pre-test in experimental class

Respondent	Experiment (X)
Student 1	70
Student 2	68
Student 3	60
Student 4	66
Student 5	52
Student 6	66
Student 7	66
Student 8	80
Student 9	72
Student 10	55
Student 11	32
Student 12	81
Student 13	28
Student 14	46
Student 15	42
Student 16	76
Student 17	79
Student 18	70
Student 19	70
Student 20	52
Student 21	33
Student 22	80
Student 23	77
Student 24	73
Student 25	84
Student 26	64
Student 27	82
Student 28	81
Student 29	65
Student 30	81
Jumlah	$\sum$ 1.951
Jumlah	M 65,03

From the average above, researcher find the means score below :

$$\text{x } X = \frac{\Sigma x}{N}$$

$$= \frac{1951}{30}$$

$$= 65,03$$

From the accounting above the mean score is 65,03

Table 7
Data analysis of pre-test in experimental class

Respondent	(X)	(X⁰)	(X-X⁰)	(X-X⁰)²
Student 1	70	65,0	5	10
Student 2	68	65,0	3	6
Student 3	60	65,0	-5	-10
Student 4	66	65,0	1	1
Student 5	52	65,0	-13	-26
Student 6	66	65,0	1	1
Student 7	66	65,0	1	1
Student 8	80	65,0	15	30
Student 9	72	65,0	7	14
Student 10	55	65,0	-10	-20
Student 11	32	65,0	-33	-66
Student 12	81	65,0	16	32
Student 13	28	65,0	-37	-74
Student 14	46	65,0	-19	-38
Student 15	42	65,0	-23	-46
Student 16	76	65,0	11	22
Student 17	79	65,0	14	28
Student 18	70	65,0	5	10
Student 19	70	65,0	5	10
Student 20	52	65,0	-13	-26
Student 21	33	65,0	-32	-64
Student 22	80	65,0	15	30
Student 23	77	65,0	12	24
Student 24	73	65,0	8	16
Student 25	84	65,0	19	38
Student 26	64	65,0	-1	-2
Student 27	81	65,0	17	35
Student 28	65	65,0	16	36
Student 29	81	65,0	0	0
Student 30		65,0	16	32
Jumlah	**1.951**			**424,8**

NX = 30

$$SD_y = \sqrt{\frac{\sum(Y-YO)2}{N-1}}$$

$$SD_x = \sqrt{\frac{424,8}{30-1}}$$

$$SD_x = 3,82$$

2. Students' reading comprehension after using of Short Story.

b. Post Test

The condition of students' reading comprehension after used Short Story, it can be viewed based on the result of post test 30 students having seat on the experimental group (VIII B). After the researhers used short story as a leraning strategy, standar of test after treatment in post test is 65. Concerning with the result of post test in experimental group, it can be seen on played data on table below in which, students' name are respented by students' sequence based on absent list.

TABLE 8
The score of students' Post test in Control Class

Respondent	Control (Y)
Student 1	23
Student 2	39
Student 3	45
Student 4	23
Student 5	55
Student 6	31
Student 7	58
Student 8	46
Student 9	43
Student 10	44
Student 11	34
Student 12	45

Student 13	45
Student 14	70
Student 15	56
Student 16	34
Student 17	58
Student 18	36
Student 19	57
Student 20	43
Student 21	45
Student 22	56
Student 23	65
Student 24	66
Student 25	69
Student 26	50
Student 27	47
Student 28	45
Student 29	34
Student 30	57
Jumlah	**1.419**
Jumlah	**M 47,3**

$$X = \frac{\Sigma X}{N}$$
$$= \frac{1419}{30}$$
$$= 47,3$$

From the accounting above the mean score is 47,3

Tabel 9
Data Analyze Post test in Control Class

NO	Y	Y^0	$(Y-Y^0)$	$(Y-Y^0)^2$
Student 1	23	47,3	-24,3	-48,6
Student 2	39	47,3	-8,3	-16,6
Student 3	45	47,3	-2,3	-4,6
Student 4	23	47,3	-24,3	-48,6
Student 5	55	47,3	7,7	15,4
Student 6	31	47,3	-16,3	-32,6
Student 7	58	47,3	10,7	21,4
Student 8	46	47,3	-1,3	-2,6
Student 9	43	47,3	-4,3	-8,6
Student 10	44	47,3	-3,3	-6,6
Student 11	34	47,3	-13,3	-26,6
Student 12	45	47,3	-2,3	-4,6
Student 13	45	47,3	-2,3	-4,6
Student 14	70	47,3	22,7	45,4
Student 15	56	47,3	8,7	17,4
Student 16	34	47,3	-13,3	-26,6
Student 17	58	47,3	10,7	21,4
Student 18	36	47,3	-11,3	-22,6
Student 19	57	47,3	9,7	19,4
Student 20	43	47,3	-4,3	-8,6
Student 21	45	47,3	-2,3	-4,6
Student 22	56	47,3	8,7	17,4
Student 23	65	47,3	17,7	35,4
Student 24	66	47,3	18,7	37,4
Student 25	69	47,3	21,7	43,4
Student 26	50	47,3	2,7	5,4
Student 27	47	47,3	-0,3	-0,6
Student 28	45	47,3	-2,3	-4,6
Student 29	34	47,3	-13,3	-26,6
Student 30	57	47,3	9,7	19,4
Jumlah	**1.419**			**131,4**

NX = 30

$$SD_y = \sqrt{\frac{\sum(Y-Y0)2}{N-1}}$$

$$SD_y = \sqrt{\frac{131,4}{30-1}}$$

$SD_y = 2,12$

Table 10
The score of students' Post test in Experimental Class

Respondent	Experiment (X)
Student 1	68
Student 2	69
Student 3	79
Student 4	87
Student 5	66
Student 6	89
Student 7	69
Student 8	73
Student 9	75
Student 10	81
Student 11	85
Student 12	91
Student 13	94
Student 14	95
Student 15	68
Student 16	68
Student 17	66
Student 18	90
Student 19	71
Student 20	76
Student 21	75
Student 22	64
Student 23	87
Student 24	82
Student 25	89
Student 26	84
Student 27	92
Student 28	94
Student 29	91
Student 30	84
Jumlah	**∑ 2.102**
Jumlah	**M 70,0**

From the average above, researcher find the means score below :

$$X = \frac{\sum X}{N}$$
$$= \frac{2102}{30}$$

$= 70{,}0$

From the accounting above the mean score is 70,0

Tabel 10

Data Analyze Post test in Experimental Class

NO	Y	Y^0	$(Y-Y^0)$	$(Y-Y^0)^2$
Student 1	68	70,0	-2	-4
Student 2	69	70,0	-1	-2
Student 3	79	70,0	9	18
Student 4	87	70,0	17	34
Student 5	66	70,0	-4	-8
Student 6	89	70,0	19	38
Student 7	69	70,0	-1	-2
Student 8	73	70,0	3	6
Student 9	75	70,0	5	15
Student 10	81	70,0	11	22
Student 11	85	70,0	10	20
Student 12	91	70,0	21	42
Student 13	94	70,0	24	48
Student 14	95	70,0	25	50
Student 15	68	70,0	-2	-4
Student 16	68	70,0	-2	-4
Student 17	66	70,0	-4	-8
Student 18	89	70,0	19	38
Student 19	71	70,0	1	2
Student 20	76	70,0	6	12
Student 21	64	70,0	-6	-12
Student 22	64	70,0	-6	-12
Student 23	87	70,0	17	34
Student 24	78	70,0	8	16
Student 25	89	70,0	19	38
Student 26	84	70,0	14	28
Student 27	92	70,0	22	44
Student 28	94	70,0	24	48
Student 29	91	70,0	21	42
Student 30	84	70,0	14	28
Jumlah	**2.102**		**44,3**	**567**

$\text{NX} = 30$

$$SD_x = \sqrt{\frac{\sum(Y-Y0)2}{N-1}}$$

$$SD_x = \sqrt{\frac{567}{30-1}}$$

$SD_x= 4,41$

Based on the data showed on the table below, the result of calculation got 30 students' score in post test at experimental class proves that they possess the mean score 65,0 as and standard devitation that is found out has the degree of score as 25,0 the highest score 95 acquired by one and the lowest score 64. The mean score in post test is 70,0 the total score obtained based on sum of students' score. Then the researcher calculates the standard deviation which attains the number as 4,41. Pre test in experiment was 65,0 and the post test 70,0 that means there is 5 points of improvement.

3. The implementation of Short Story on Students' Reading Comprehension

In analyzing pre-test and post-test result, the score both classess were compared to wheter the treatment give significant effect or not. The following table may help clarification and contain of comparative result from experimental and control group.

The explanation above indicates that the treatment of this study which is as the effect of short story has been obviously successful. It can even produce a significant to develop students' reading comprehension. In order to have further information concerning with the data of both groups, the researcher froms the table below :

Tabel 11
The score of pre test and post test

Number of subject	Control Class		Experimental Class	
	Pre Test	Post Test	Pre Test	Post Test
Student 1	55	23	70	68
Student 2	30	39	68	69
Student 3	50	45	60	79
Student 4	55	23	66	87
Student 5	50	55	52	66
Student 6	53	31	66	89
Student 7	58	58	66	69
Student 8	58	46	80	73
Student 9	53	43	72	75
Student 10	36	44	55	81
Student 11	44	34	32	85
Student 12	50	45	81	91
Student 13	39	45	28	94
Student 14	53	70	46	95
Student 15	30	56	42	68
Student 16	41	34	76	68
Student 17	45	58	79	66
Student 18	57	36	70	90
Student 19	55	57	70	71
Student 20	50	43	52	76
Student 21	49	45	33	75
Student 22	30	56	80	64
Student 23	41	65	77	87
Student 24	40	66	73	82
Student 25	50	69	84	89
Student 26	53	50	64	84
Student 27	57	65	82	92
Student 28	39	66	81	94
Student 29	30	34	66	91
Student 30	31	57	81	84
Jumlah	**1.382**	**1.419**	**1.951**	**2.102**
Mean Score	**46,06**	**47,3**	**65,0**	**70,0**
Standars Deviation	**2,11**	**2,12**	**3,82**	**4,41**

To test the hypothesisis, the researcher employs the t-test formula. The t-test is used to see wheter the t obtained indicates the significant difference between the mean score of the experimental and control group. Actually based on the analyses of the researcher towards the data produced by both groups, the researcher has dared to certify that Short Story is effective in improving students' reading comprehension. Somehow, the calculation is steadily needed because it can more certainly decide wheter hypotheses alternative can be accepted or no. The cultivating of both groups data by employing the t-formula can be seen on the presentation below :

a. The "t" Calculation

$M_1 = 70,0$

$M_2 = 47,3$

$S_1 = 4,41$

$S_2 = 2,12$

$N_1 = 30$

$N_2 = 30$

$$T = \frac{M_1 - M_2}{\sqrt{\frac{(S_1)2 + (S_2)2}{N_1 \quad N_2}}}$$

$$T = \frac{7,2}{\sqrt{\frac{8,82 + 4,24}{30 \quad 30}}}$$

$$T = \frac{7,2}{\sqrt{0,5 + 0,6}}$$

$$T = \frac{7,2}{1,04}$$

T = 6,923

t-test = 6,923

t-table = 2,828

t-test> t-table

6,923>2,828

H_1 is accepted

H_0 is rejected

From t-test above the researcher take a value is 28, in sugiono's book 28 is enough. Mean that if Short Story strategy can develop to reading comprehension.

B. Discussion

Reading is one of language skill that must be enhance in students ability. But reading is not easy work. Short story is one of the most important strategy to give influence and develop students' ability. This strategy is all aids used by teacher and students to enhance reading comprehension. In researchers' observation in field, most of students difficult to remember their idea and vocabulary. To make them enjoy and start to remember about vocabulary and reading, consequently an English teacher should motivate and support the students, so they must give spirit and motivation from reading. One of the media can be used by the teacher is using Short Story to enhance students' reading comprehension. To find out the effect of short

story on students' reading comprehension, the researcher did this research of the second grade students of Junior High School of SMP N 05 Rejang Lebong.

The researcher did two tests to get the data. They are pre-test and post-test. Pre-test analysis show that in control group is not higher that experimental group. Before gave the post – test, the researcher gave the different treatment to both of group. The researcher gave Short Story strategy to experiment group, and with out Short Story strategy to control group. The researcher explained about Reading and ask to the students about reading, and than the researcher gave the test to both of groups by using short story strategy and the researcher knew that mean score of control group and the mean score of experiment group. In the second meeting the researcher replayed again about past lesson and gave the other task.

So the Short Story can to enhance students' reading comprehension. Because from the result above value of the students to go higher up before studying by Short Story. Hi is accepted an Ho is rejected.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the result in the previous chapter and after conducting the result of the treatment, the researcher concludes that use the Short Story as a strategy of learning, reading which is owned by the children there is still very low and worrying, and than standard from low score in this test is 60, but in this test the students have a lowest score in pre-test is 28. So they are often difficult to even mention it well, it's in because they realy heard and memorized about vocabulary and language English, but they are only given the task of learning or even not at all. After the researchers used the Short Story as a strategy of learning, standard of test after treatment in post-test is 65. Reading which is owned by the students there is enhancing than ever, even the vocabulary and memorizing the way they have just added more and more with their inability to read from what they have heard and memorized. This strategy is effective to enhance students' reading comprehension.

B. Suggestions

After doing the research about the using of Short Story on students' reading comprehension and gate the result of the research, then included it in the conclusion of the research, the researcher made some suggestion related to the research.

Dealing the result of finding that have been presented above, the researcher would like some suggestion as follow :

1. For the improvement, reading is the ability and it used as the appropriate strategy in teaching is urgently needed.

2. Teacher should do something to enhance students' reading comprehension and they can used shared reading skill as the alternative way in teaching reading skill.

3. For the further researcher, It will be conduct the research the writer hopes that the other time, the researcher investigate more about the effect of Short story. The students not only until this time, but there are many strategies in teaching reading. Because they have many strategies in teaching reading skill and using Short Story to the students be easier in learning text on reading skill side so it will became new contribution for teaching reading when the school have not facility more. So teaching by using Short Story is only one of teaching strategy that can enhance students' reading comprehension.

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APPENDIXES

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
Nomor : 07₂ /In.34/1/PP.00.9/02/2019
Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	: 1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
	4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
	5.	Keputusan Menteri Agama RI Nomor B.II/3/15447 tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
	6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
	7.	Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN:

Menetapkan		
Pertama	: 1.	Desfitranita, M.Pd 19791225 200912 2 002
	2.	Paidi Gusmuliana, M.Pd 19840817 201503 1 004

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

NAMA : Shella Marcelina
NIM : 15551042
JUDUL SKRIPSI : The Implementation Of Short Story To Enhance Students Reading Comprehension.

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup.
Pada tanggal , 4 Februari 2019
Dekan,

Nurmal

S U R A T   I Z I N
Nomor : 503/207 /IP/DPMPTSP/VII/2019

TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

Dasar :
1. Peraturan Bupati Nomor 03 Tahun 2017 tentang Pendelegasian Kewenangan Pelayanan Perizinan dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu **Satu Pintu Kabupaten Rejang Lebong.**
2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : **873/In.34/FT/PP.00.9/07/2019** Hal Permohonan Izin Penelitian Permohonan diterima Tanggal, 31 Juli 2019

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL	:	Shella Marcelena /Curup, 15 Juni 1998
NIM	:	15551042
Pekerjaan	:	Mahasiswa
Program Studi/Fakultas	:	Tadris Bahasa Inggris (TBI) / Tarbiyah
Judul Proposal Penelitian	:	The Implementation Of Short Story On Students Reading Comprehension. (An Experimental Research Of Second Grade At SMPN 5 Rejang Lebong In Academic Year 2019/2020)
Lokasi Penelitian	:	SMP Negeri 5 Kabupaten Rejang Lebong
Waktu Penelitian	:	31 Juli 2019 s/d 31 Oktober 2019
Penanggung Jawab	:	Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :
a) Harus mentaati semua ketentuan Ferundang-Undangan yang berlaku.
b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 31 Juli 2019
Plh. Kepala Dinas

Ir. Karneli
Pembina Tk. 1
NIP. 19620214 199203 2 001

Tembusan :
Kepala Badan Kesbangpol Kab. RL
Wakil Dekan I Fakultas Tarbiyah IAIN Curup
Kepala SMP Negeri 5 Kabupaten Rejang Lebong
Yang Bersangkutan
Arsip

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/ 311 / PL /SMP.5/RL/2019

Yang bertanda tangan di bawah ini Kepala SMP Negeri 5 Rejang Lebong dengan ini menerangkan bahwa :

Nama	: **SHELLA MERCELANA**
Tempat/Tgl.Lahir	: Curup, 15 Juni 1998
NPM	: 15551042
Tempat Penelitian	: SMP Negeri 5 Rejang lebong

Nama tersebut telah melaksanakan observasi awal untuk kelengkapan proposal dengan Judul *"The Implementation Of Short Story On Students Reading Comperehensio"* di SMP Negeri 5 Rejang Lebong yang dilaksanakan pada tanggal 31 Juli 2019 s/d 31 Oktober 2019.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Curup, 11 September 2019
Kepala Sekolah

SMP NEGERI 5
REJANG LEBONG

AMIR BUDIMAN, M.Pd
NIP 196012191983021002

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	**: Smp 5 Rejang Lebong**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: VIII/2**
Materi Pokok	**: Narrative Text**
Alokasi Waktu	**: 8 X 2 Jp (45x2 menit)**

A. KOMPETENSI INTI

1. (KI.1)   Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR:

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

INDIKATOR:

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif berbentuk fable/legend/dll.
2. Mengidentifikasi makna dalam teks naratif berbentuk fable/legend/dll baik secara individu maupun diskusi dalam kelompok
3. Menentukan tokoh utama dan karakternya dalam teks naratif berbentuk fable/legend/dll beserta pesan moral terkait.
4. Mengidentifikasi generic structures dan fungsi teks naratif berbentuk fable/legend/dll.
5. Menganalisis makna teks naratif lisan dan tulis, berbentuk fabel/legend/dll pendek dan sederhana.
6. Membaca teks naratif berbentuk secara baik dalam hal intonasi, pengucapan dan ekspresi.
7. Mengkategorikan cerita teks naratif dalam bentuk fable/legend/dll sesuai dengan struktur teks dan unsur kebahasaan yang benar.
8. Menulis text narrative dengan penggunaan huruf besar dan tanda baca yang benar
9. Menjawab pertayaan berdasarkan teks naratif dengan struktur kebahasaan yang benar.

C. TUJUAN PEMBELAJARAN:

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, **untuk melaksanakan komunikasi transaksional dan fungsional dengan guru**

dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

D. MATERI PEMBELAJARAN

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Struktur teks

1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)

2. Memberikan penilaian(evaluasi) tentang situasi dan kondisi terjadinya cerita

3. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)

4. Memaparkan akhir cerita, di mana krisis berakhir(resolusi) dengan bahagia atau sedih

5. Memberikan alasan atau komentar umum (reorientasi)

Unsur kebahasaan

(1) Simple Past tense, Simple Past Continouos Tense

(2) Kosa kata: nama peran/hewan, tempat, waktu dan situasi yang terkait dengan tokoh

(3) Adverb of time: first, next, then, after that, before, finally, etc

(4) Prepositional phrase: a long time ago, one day, in the morning, the next day, last

(5) Ucapan, tekanan kata, intonasi

(6) Ejaan dan tanda baca

(7) Tulisan tangan.

Topik

Narative text

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest. One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "It is getting dark. Let my son, Ah Tim go with you though the forest. So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew. They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

E. METODE PEMBELAJARAN:
Scientific Approach dengan methode *Discovery Learning*

F. MEDIA PEMBELAJARAN:
LCD/slide, gambar-gambar binatang (Ant and Dove)

G. SUMBER BELAJAR
Buku Wajib Siswa SMP Kelas VIII

Internet

H. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan Pembuka

a. Memberi salam

b. Berdoa bersama

2. Kegiatan Inti

Pertemuan I (1 x 2 JP)

Peserta Didik	Guru
Kegiatan Pre-reading	
1. Peserta didik membaca teks naratif yang berjudul a woman and the wolves yang telah disediakan oleh guru.	1. Guru meminta peserta didik membaca teks naratif yang berjudul a woman and the wolves.
2. Peserta didik mengidentifikasi kosakata baru yang ada di dalam teks naratif yang berjudul a woman and the wolves tersebut. 3. Peserta didik menemukan kosakata baru yang menjadi target lalu membuatnya menjadi daftar kosakata target. 4. Peserta didik bekerja sama dengan kelompok masing-masing dan mulai mengidentifikasi makna denotasi dan konotasi dari daftar kosakata sebelumnya,	2. Guru meminta peserta didik untuk mengidentifikasi kosakata baru di dalam teks naratif yang berjudul a woman and the wolves tersebut. 3. Guru dapat membantu peserta didik untuk membuat daftar kosakata yang termasuk kedalam bagian/target kosakata baru. 4. Guru membagi peserta didik menjadi beberapa kelompok dan bekerja sama untuk mengidentifikasi makna denotasi maupun konotasi dari daftar kosakata sebelumnya
Kegiatan In-class oral reading	
1. Peserta didik merespon dan menanyakan teks naratif yang berjudul a woman and the wolves yang diberikan kepada guru.	1. Guru menggerakan peserta didik untuk merespon teks naratif yang berjudul a woman and the wolves yang diberikan.

Peserta Didik	Guru
2. Peserta didik memahami bahasa kiasan yang terdapat didalam teks naratif yang berjudul a woman and the wolves yang telah dijelaskan oleh guru. 3. Peserta didik menyiapkan pertanyaan yang telah disiapkan sebelumnya berdasarkan teks naratif yang berjudul a woman and the wolves yang diberikan. 4. Peserta didik mengajukan pertnyaan yang telah disiapkan sebelumnya dari teks naratif yang berjudul a woman and the wolves.	2. Guru memperkenalkan tentang bahasa kiasan yang terdapat di dalam teks naratif yang berjudul a woman and the wolves. 3. Guru membantu siswa untuk menyiapkan pertanyaan yang bertujuan untuk mengetahui pemahaman secara keseluruhan dari teks naratif yang berjudul a woman and the wolves. 4. Guru mengumpulkan daftar pertanyaan yg bertujuan mendorong peserta didik untuk membaca dan membantu pemahaman terhadap teks naratif yang berjudul a woman and the wolves.
Kegiatan textual analysis & group work	
1. Peserta didik mengidentifikasi kosakata yang terdapat pada teks naratif yang berjudul a woman and the wolves yang berikan oleh guru 2. Peserta didik terbagi menjadi beberapa kelompok dan mulai menuliskan beberapa paragraph dari topic utama dan mengaitkan dengan pengalaman pribadi atau imajinasi peserta didik berdasarkan teks naratif tersebut. 3. Peserta didik memahami dan termotivasi untuk membaca agar tercapainya kemampuan oral individu masing-masing.	1. Guru memberikan kembali teks naratif yang berjudul a woman and the wolves dan peserta didik menyiapkan daftar kata-kata dan memberikan komentar terhadap persoalan umum pada teks naratif. 2. Guru membangkitkan imajinasi peserta didik dengan membagi menjadi beberapa kelompok dan meminta untuk menuliskan 1 atau beberapa paragraph dari topic utama yang berkaitan dengan pengalaman pribadi atau imajinasi peserta didik berdasarkan teks naratif tersebut. 3. Guru memotivasi peserta didik untuk membaca cerita pendek dari teks naratif di rumah yang bertujuan untuk tercapainya kemampuan oral peserta didik.
Kegiatan post-reading assignment	
1. Peserta didik mengeluarkan dan mengembangkan pemikiran disertai	1. Guru memberikan tugas menulis cerita pendek kepada peserta didik

Peserta Didik	Guru
menulis cerita pendek dalam diskusi kelas. .	yang bertujuan untuk mengeluarkan dan mengembangkan pemikiran melalui diskusi kelas.

3. Kegiatan Penutup:

a. Meminta peserta didik menyimpulkan dari hasil pembelajaran teks naratif yang berjudul a woman and the wolves

b. Berdoa

Pertemuan II (1 x 2 JP)

Golden Snail

Long time ago there lived a king of Daha Kingdom named Kertamarta. He had two daughters named Dewi Galuh and Candra Kirana. Candra Kirana was a very beautiful and kind girl but his sister was an evil. One day, Candra Kirana was engaged to a prince of Kahuripan Kingdom named Raden Inu Kertapati who was handsome and wise. This engagement made Dewi Galuh envied to his sister. Then she went to a witch to harm Candra Kirana. The witch agreed to do what Dewi Galuh asked. When Candra Kirana was walking around the palace garden, the witch came and cursed her. She transformed her into a golden snail. After that, Dewi Galuh threw her which has become a snail in the river.

One day, an old woman was looking for fish in the river using nets. When she was about to lift the net, she saw a golden snail transported. Then she brought the golden snail went home and put it in a jar. The next day, she returned to the river to look for fishes but unfortunately she did not get any fish. She was disappointed and returned to her house.

However when she arrived, she was very surprised to see a lot of delicious dishes had been presented at the top of the table. This incident occurred over and over in the next days. The old woman was curious. She finally decided to find out who did it to her by pretending to go to the river. She hid behind her house and peeked at what's going on inside. Then she saw the snails turned into a beautiful woman and cooked meals for her. Soon the old woman came into her house, "Who are you?" Asked the old woman "I was a princess of Daha were cursed by a witch into a golden snail" said her. After telling what had happened to her, she was invited Chandra Kirana to stay with her.

The news of Candra Kirana's loss made prince Inu Kertapati confused and sad. He searched for her all over the kingdom by disguising as a villager. The witch knew what was done by him. She was disguised as a raven to disrupt the prince's effort to meet Candra Kirana. On his own way Prince Inu Kertapati was helped by an old man who was great. He hit the bird with his stick until it died. Prince Inu thanked to him. He also told the intent and purpose of his journey. After knowing what had happened, the old man told Prince Inu to search her in Dadapan village. Afterwards the prince traveled to the Dadapan Village right away. After walking for days, the prince arrived in the Dadapan Village. He was very thirsty at that time. Then he saw a small hut and approached it. Suddenly he was shocked because he saw his fiancée was cooking through the window. He immediately entered the hut to see her. Finally they were both very happy because they met and the magic was lost. Then the princess told what had happened to her and she also introduced the old woman who had helped her to the prince. The prince was very grateful to the old woman. Then he brought Candra Kirana

and the old woman to the palace. After arriving at the palace, the king was happy because her daughter had returned. He also knew what had happened to his daughter. Knowing his sister had been found, Candra Galuh run away from the palace because she was afraid of being punished by his father. Finally Candra Kirana and Raden Inu Kertapati were married and they lived happily ever after.

1. Kegiatan Pembuka

a. Memberi salam

b. Berdoa bersama

2. Kegiatan Inti

Peserta Didik	Guru
Kegiatan Pre-reading	
1. Peserta didik membaca teks naratif yang berjudul golden snail yang telah disediakan oleh guru. 2. Peserta didik mengidentifikasi kosakata baru yang ada di dalam teks naratif yang berjudul golden snail tersebut. 3. Peserta didik menemukan kosakata baru yang menjadi target lalu membuatnya menjadi daftar kosakata target. 4. Peserta didik bekerja sama dengan kelompok masing-masing dan mulai mengidentifikasi makna denotasi dan konotasi dari daftar kosakata sebelumnya,	1. Guru meminta peserta didik membaca teks naratif yang berjudul golden snail. 2. Guru meminta peserta didik untuk mengidentifikasi kosakata baru di dalam teks naratif yang berjudul golden snail tersebut. 3. Guru dapat membantu peserta didik untuk membuat daftar kosakata yang termasuk kedalam bagian/target kosakata baru. 4. Guru membagi peserta didik menjadi beberapa kelompok dan bekerja sama untuk mengidentifikasi makna denotasi maupun konotasi dari daftar kosakata sebelumnya
Kegiatan In-class oral reading	
1. Peserta didik merespon dan menanyakan teks naratif yang berjudul golden snail yang diberikan kepada	1. Guru menggerakan peserta didik untuk merespon teks naratif yang berjudul golden snail yang

Peserta Didik	Guru
guru. 2. Peserta didik memahami bahasa kiasan yang terdapat didalam teks naratif yang berjudul golden snail yang telah dijelaskan oleh guru. 3. Peserta didik menyiapkan pertanyaan yang telah disiapkan sebelumnya berdasarkan teks naratif yang berjudul golden snail yang diberikan. 4. Peserta didik mengajukan pertnyaan yang telah disiapkan sebelumnya dari teks naratif yang berjudul golden snail.	diberikan. 2. Guru memperkenalkan tentang bahasa kiasan yang terdapat di dalam teks naratif yang berjudul golden snail. 3. Guru membantu siswa untuk menyiapkan pertanyaan yang bertujuan untuk mengetahui pemahaman secara keseluruhan dari teks naratif yang berjudul golden snail. 4. Guru mengumpulkan daftar pertanyaan yg bertujuan mendorong peserta didik untuk membaca dan membantu pemahaman terhadap teks naratif yang berjudul golden snail.
Kegiatan textual analysis & group work	
1. Peserta didik mengidentifikasi kosakata yang terdapat pada teks naratif yang berjudul golden snail yang berikan oleh guru. 2. Peserta didik terbagi menjadi beberapa kelompok dan mulai menuliskan beberapa paragraph dari topic utama dan mengaitkan dengan pengalaman pribadi atau imajinasi peserta didik berdasarkan teks naratif tersebut. 3. Peserta didik memahami dan termotivasi untuk membaca agar tercapainya kemampuan oral individu masing-masing.	1. Guru memberikan kembali teks naratif yang berjudul golden snail dan peserta didik menyiapkan daftar kata-kata dan memberikan komentar terhadap persoalan umum pada teks naratif. 2. Guru membangkitkan imajinasi peserta didik dengan membagi menjadi beberapa kelompok dan meminta untuk menuliskan 1 atau beberapa paragraph dari topic utama yang berkaitan dengan pengalaman pribadi atau imajinasi peserta didik berdasarkan teks naratif tersebut. 3. Guru memotivasi peserta didik untuk membaca cerita pendek dari teks naratif di rumah yang bertujuan untuk tercapainya kemampuan oral peserta didik.
Kegiatan post-reading assignment	
1. Peserta didik mengeluarkan dan mengembangkan pemikiran disertai	1. Guru memberikan tugas menulis cerita pendek kepada peserta didik

Peserta Didik	Guru
menulis cerita pendek dalam diskusi kelas. .	yang bertujuan untuk mengeluarkan dan mengembangkan pemikiran melalui diskusi kelas.

3. Kegiatan Penutup:

a. Meminta peserta didik menyimpulkan dari hasil pembelajaran teks naratif yang berjudul golden snail.

b. Berdoa

Pertemuan III (1 x 2 JP)

The Fox and The Crow

One day there was a fox that saw a Crow flying off with a piece of cheese in its beak and settle comfortably on a branch of a tree.

"That's my food, because I am a Fox," Master Reynard said, while he was going to the foot of the tree.

"Good day, Mistress Crow," he greeted. "How beautiful you are looking today: how glossy your softy feathers; how bright your sharp eye. I feel sure your voice must surpass that all of other birds, just as your figure does; let me enjoy one song from you that I may greet you as the Queen of Birds."

The Crow lifted up her head and croaked her best, but the moment she opened her mouth the piece of cheese fell down to the ground, and directly snapped up by Master Fox.

"That will do," he said. "That was all I really wanted. As the substitution for your cheese I will give you a piece of wise advice for the future: "Do not trust liars.""

1. Kegiatan Pembuka

a. Memberi salam

b. Berdoa bersama

2. Kegiatan Inti

Peserta Didik	Guru
Kegiatan Pre-reading	
1. Peserta didik membaca teks naratif yang berjudul the fox and the crow yang telah disediakan oleh guru. 2. Peserta didik mengidentifikasi kosakata baru yang ada di dalam teks naratif yang berjudul the fox and the crow tersebut. 3. Peserta didik menemukan kosakata baru yang menjadi target lalu membuatnya menjadi daftar kosakata target. 4. Peserta didik bekerja sama dengan kelompok masing-masing dan mulai mengidentifikasi makna denotasi dan konotasi dari daftar kosakata sebelumnya,	1. Guru meminta peserta didik membaca teks naratif yang berjudul the fox and the crow. 2. Guru meminta peserta didik untuk mengidentifikasi kosakata baru di dalam teks naratif yang berjudul the fox and the crow tersebut. 3. Guru dapat membantu peserta didik untuk membuat daftar kosakata yang termasuk kedalam bagian/target kosakata baru. 4. Guru membagi peserta didik menjadi beberapa kelompok dan bekerja sama untuk mengidentifikasi makna denotasi maupun konotasi dari daftar kosakata sebelumnya
Kegiatan In-class oral reading	
1. Peserta didik merespon dan menanyakan teks naratif yang berjudul the fox and the crow yang diberikan kepada guru. 2. Peserta didik memahami bahasa kiasan	1. Guru menggerakan peserta didik untuk merespon teks naratif yang berjudul the fox and the crow yang diberikan. 2. Guru memperkenalkan tentang

Peserta Didik	Guru
yang terdapat didalam teks naratif yang berjudul the fox and the crow yang telah dijelaskan oleh guru. 3. Peserta didik menyiapkan pertanyaan yang telah disiapkan sebelumnya berdasarkan teks naratif yang berjudul the fox and the crow yang diberikan. 4. Peserta didik mengajukan pertnyaan yang telah disiapkan sebelumnya dari teks naratif yang berjudul the fox and the crow.	bahasa kiasan yang terdapat di dalam teks naratif yang berjudul the fox and the crow. 3. Guru membantu siswa untuk menyiapkan pertanyaan yang bertujuan untuk mengetahui pemahaman secara keseluruhan dari teks naratif yang berjudul the fox and the crow. 4. Guru mengumpulkan daftar pertanyaan yg bertujuan mendorong peserta didik untuk membaca dan membantu pemahaman terhadap teks naratif yang berjudul the fox and the crow.
Kegiatan textual analysis & group work	
1. Peserta didik mengidentifikasi kosakata yang terdapat pada teks naratif yang berjudul the fox and the crow yang berikan oleh guru. 2. Peserta didik terbagi menjadi beberapa kelompok dan mulai menuliskan beberapa paragraph dari topic utama dan mengaitkan dengan pengalaman pribadi atau imajinasi peserta didik berdasarkan teks naratif tersebut. 3. Peserta didik memahami dan termotivasi untuk membaca agar tercapainya kemampuan oral individu masing-masing.	1. Guru memberikan kembali teks naratif yang berjudul the fox and the crow dan peserta didik menyiapkan daftar kata-kata dan memberikan komentar terhadap persoalan umum pada teks naratif. 2. Guru membangkitkan imajinasi peserta didik dengan membagi menjadi beberapa kelompok dan meminta untuk menuliskan 1 atau beberapa paragraph dari topic utama yang berkaitan dengan pengalaman pribadi atau imajinasi peserta didik berdasarkan teks naratif tersebut. 3. Guru memotivasi peserta didik untuk membaca cerita pendek dari teks naratif di rumah yang bertujuan untuk tercapainya kemampuan oral peserta didik.
Kegiatan post-reading assignment	
1. Peserta didik mengeluarkan dan	1. Guru memberikan tugas menulis

Peserta Didik	Guru
mengembangkan pemikiran disertai menulis cerita pendek dalam diskusi kelas. .	cerita pendek kepada peserta didik yang bertujuan untuk mengeluarkan dan mengembangkan pemikiran melalui diskusi kelas.

3. Kegiatan Penutup:

a. Meminta peserta didik menyimpulkan dari hasil pembelajaran teks naratif yang

berjudul the fox and the crow.

b. Berdoa

Pertemuan IV (1 x 2 JP)

Timun Mas

Long time ago, living a couple of farmers. They live in a village near the forest. They live happy, unfortunately they have not only was a child also. Every day they pray to the God. They pray to be soon be a child. One day a giant passes where they reside.

 Giant prayer is heard that wife's husband. Giant then provide them with seeds cucumber. "Plant seeds of this, Later you will soon get a female child," said the giant. "Thank you, giant," said the couple.

"But there is condition, at the age of 17 years the child must be submitted with you to me," the giant reply. Without thinking long they agree, because it wanted a child.

Husband and wife farmers to plant the seeds cucumber. Every day they start caring for the plants that grow with it as best as possible. Many months and then bear a cucumber with golden color. Fruit cucumber that the longer become larger and heavier. When the fruit is ripe, they take it, carefully slit the fruit. Sudenlly, in the fruit is found in infants of women who are very beautiful. Couple was very happy, they gave the name of the baby Timun Mas. Year after year passed, Timun Mas grown into a beautiful girl. Both parents are very proud of her. But they became very afraid, because in the anniversary Timun Mas at 17, the giant will back. The giant take back that promises to take Timun Mas. Farmers are trying to calm. "Wait a moment. Timun Mas playing. My wife would called her," he said. Farmers find it immediately to her doughter. "My girl, take this," she said while giving a cloth bag. "This will help fight the giant. Now flee as soon as possible," she said. So even Timun Mas immediately fled.

Timun Mas ran again. But then most successful giant come closer. Timun Mas again taking bizarre objects from a cloth bag. He took the handful chili. Chili throwed to the giant. At once the tree branches and sharp thorns of the giant trap. Giant cried in pain. Timun Mas while running to save herself.

But the giant is really strong. He was again nearly captured Timun Mas. So Timun Mas is also a third issue of miraculous. She sow seeds Cucumber magic. At once grow the cucumber garden very knowledgeable. Giant very tired and hungry. He also eat the fresh cucumber with oneself. Because of too much eating, giant was slept. Timun Mas again fled. She ran for dear life. But long run power out. More unlucky again because a giant awakened from sleep. Giant again almost catch her. Timun Mas very terrified. He also threw the last tool handful shrimp paste. Again, miracles happen. A lake of mud spread wide. Giant fall into it. Hands almost reach Timun Mas. But the lake mud is basic to withdraw it. Giant panic, he can not breathe, then submerged. Timun Mas relieved. She has survived, Timun Mas is also return to home to their parents. Father and mother's Timun Mas happy to see Timun Mas be save. They held, "Thank you, God. You have to save my girl," said their delighted.

Since that time Timun Mas can live quietly with her parents. They can be happy without living in fear again.

1. Kegiatan Pembuka
a. Memberi salam
b. Berdoa bersama

2. Kegiatan Inti

Peserta Didik	Guru
Kegiatan Pre-reading	
1. Peserta didik membaca teks naratif yang berjudul timun emas yang telah disediakan oleh guru. 2. Peserta didik mengidentifikasi kosakata baru yang ada di dalam teks naratif yang berjudul timun emas tersebut. 3. Peserta didik menemukan kosakata baru yang menjadi target lalu membuatnya menjadi daftar kosakata target. 4. Peserta didik bekerja sama dengan kelompok masing-masing dan mulai mengidentifikasi makna denotasi dan konotasi dari daftar kosakata sebelumnya,	1. Guru meminta peserta didik membaca teks naratif yang berjudul timun emas. 2. Guru meminta peserta didik untuk mengidentifikasi kosakata baru di dalam teks naratif yang berjudul timun emas tersebut. 3. Guru dapat membantu peserta didik untuk membuat daftar kosakata yang termasuk kedalam bagian/target kosakata baru. 4. Guru membagi peserta didik menjadi beberapa kelompok dan bekerja sama untuk mengidentifikasi makna denotasi maupun konotasi dari daftar kosakata sebelumnya
Kegiatan In-class oral reading	
1. Peserta didik merespon dan menanyakan teks naratif yang berjudul timun emas yang diberikan kepada guru. 2. Peserta didik memahami bahasa kiasan yang terdapat didalam teks naratif yang berjudul timun emas yang telah dijelaskan oleh guru. 3. Peserta didik menyiapkan pertanyaan yang telah disiapkan sebelumnya berdasarkan teks naratif yang berjudul timun emas yang diberikan. 4. Peserta didik mengajukan pertnyaan yang telah disiapkan sebelumnya dari	1. Guru menggerakan peserta didik untuk merespon teks naratif yang berjudul timun emas yang diberikan. 2. Guru memperkenalkan tentang bahasa kiasan yang terdapat di dalam teks naratif yang berjudul timun emas. 3. Guru membantu siswa untuk menyiapkan pertanyaan yang bertujuan untuk mengetahui pemahaman secara keseluruhan dari teks naratif yang berjudul timun emas. 4. Guru mengumpulkan daftar pertanyaan yg bertujuan mendorong peserta didik untuk membaca dan

Peserta Didik	Guru
teks naratif yang berjudul timun emas.	membantu pemahaman terhadap teks naratif yang berjudul timun emas.
Kegiatan textual analysis & group work	
1. Peserta didik mengidentifikasi kosakata yang terdapat pada teks naratif yang berjudul timun emas yang berikan oleh guru. 2. Peserta didik terbagi menjadi beberapa kelompok dan mulai menuliskan beberapa paragraph dari topic utama dan mengaitkan dengan pengalaman pribadi atau imajinasi peserta didik berdasarkan teks naratif tersebut. 3. Peserta didik memahami dan termotivasi untuk membaca agar tercapainya kemampuan oral individu masing-masing.	1. Guru memberikan kembali teks naratif yang berjudul timun emas dan peserta didik menyiapkan daftar kata-kata dan memberikan komentar terhadap persoalan umum pada teks naratif. 2. Guru membangkitkan imajinasi peserta didik dengan membagi menjadi beberapa kelompok dan meminta untuk menuliskan 1 atau beberapa paragraph dari topic utama yang berkaitan dengan pengalaman pribadi atau imajinasi peserta didik berdasarkan teks naratif tersebut. 3. Guru memotivasi peserta didik untuk membaca cerita pendek dari teks naratif di rumah yang bertujuan untuk tercapainya kemampuan oral peserta didik.
Kegiatan post-reading assignment	
1. Peserta didik mengeluarkan dan mengembangkan pemikiran disertai menulis cerita pendek dalam diskusi kelas. .	1. Guru memberikan tugas menulis cerita pendek kepada peserta didik yang bertujuan untuk mengeluarkan dan mengembangkan pemikiran melalui diskusi kelas.

3. Kegiatan Penutup:

a. Meminta peserta didik menyimpulkan dari hasil pembelajaran teks naratif yang

    berjudul timun emas.

b. Berdoa

Pertemuan V (1 x 2 JP)

THE RABBIT AND THE CROCODILES

Once upon a time, there lived a little rabbit in the island in the middle of a river. He was small but he was very clever. He was thenonly rabbit in that island. One day he wanted to cross the river, but he could not find a bridge anywhere. "What can I do ?" he said tohimself " There isn't any bridge here. How can I cross ?" And then he saw a big crocodile in the river. "Ah" He thought, " Now, I Know what can I do ?" he went up to the Crocodile. "Good Morning Mr. Crocodile," He said "Good morning," replied the Crocodile. Then Rabbit asked, " How many Crocodiles are there in this river ? Do you know ?" "No, I don't," the crocodile answered. "Haah? You don't know?" the rabbit said. " I know exactly how many rabbit there are on this island. Why don't you know how many crocodiles there are in the river?" "I've never counted them," answered the crocodile. "My grandfather never counted them, and my father never counted them, and I have never counted them." "Why don't you count them?" asked the rabbit. The crocodile answered sadly, " Because I can't count."

Then the abbit asked, " Do you want to know how many there are?" "Yes, I do," said crocodile. " Can you help me ?' "Yes, I can," the rabbit replied, " But, call all the crocodiles together first" So the big crocodiles called all crocodiles, and they all came to him. There were big ones and little ones, large ones and small ones, old ones and young ones, long ones and short ones. They all came together. Then the big crocodile said to the rabbit. "Now, Mr. Rabbit, here we are. Please count us." "All right," said the rabbir, "But first make a line. The I can count you," When they were ready, the rabbit cried,

"Here I go!" and he jumped from one crocodile to another. He counted while he went across. "one-two-three-four-five……………………..-twenty five- twenty six- twenty seven and….." He jumped onto the last crocodile and called out, " Twenty nine!" Then the little rabbit jumped onto the other side of the river, trned around and said, "There are exactly twenty-nine crocodiles in this river. Now you know how many there are. "The big crocodile was very pleased. He said "Thank you, Mr. Rabbit, for counting us. Now we know exactly how man crocodiles there are in this river." The other crocodiles were pleased too. " Now we know." They all said happily. Then the big crocodile said to the rabbit,

"And now, Mr Rabbit, please tell us how many rabbits there are on this island?" The rabbit said, " There aren't any rabbits on the island. When I was on the island, There was one. I was the only rabbit on the island, so there was exactly one- Me" When the crocodiles heard this, they all laughed, and the big crocodile said, " You are very small, Mr Rabbit, and you are very clever. But thank ypu for counting us." The little rabbit laughed, too. He said," And yo are very kind. Thank you for making a bridge for me. You made a beautiful bridge. Thank you very much. Now, don't forget. There are exactly twenty-nine crocodiles in this river." And the little rabbit ran away.

1. Kegiatan Pembuka
a. Memberi salam
b. Berdoa bersama

2. Kegiatan Inti

Peserta Didik	Guru
Kegiatan Pre-reading	
1. Peserta didik membaca teks naratif yang berjudul the rabbit and the crocodiles yang telah disediakan oleh guru. 2. Peserta didik mengidentifikasi kosakata baru yang ada di dalam teks naratif yang berjudul the rabbit and the crocodiles tersebut. 3. Peserta didik menemukan kosakata baru yang menjadi target lalu membuatnya menjadi daftar kosakata target. 4. Peserta didik bekerja sama dengan kelompok masing-masing dan mulai mengidentifikasi makna denotasi dan konotasi dari daftar kosakata sebelumnya,	1. Guru meminta peserta didik membaca teks naratif yang berjudul the rabbit and the crocodiles. 2. Guru meminta peserta didik untuk mengidentifikasi kosakata baru di dalam teks naratif yang berjudul the rabbit and the crocodiles tersebut. 3. Guru dapat membantu peserta didik untuk membuat daftar kosakata yang termasuk kedalam bagian/target kosakata baru. 4. Guru membagi peserta didik menjadi beberapa kelompok dan bekerja sama untuk mengidentifikasi makna denotasi maupun konotasi dari daftar kosakata sebelumnya
Kegiatan In-class oral reading	
1. Peserta didik merespon dan menanyakan teks naratif yang berjudul the rabbit and the crocodiles yang diberikan kepada guru. 2. Peserta didik memahami bahasa kiasan yang terdapat didalam teks naratif yang berjudul the rabbit and the crocodiles yang telah dijelaskan oleh guru. 3. Peserta didik menyiapkan pertanyaan yang telah disiapkan sebelumnya berdasarkan teks naratif yang berjudul the rabbit and the crocodiles yang diberikan. 4. Peserta didik mengajukan pertnyaan	1. Guru menggerakan peserta didik untuk merespon teks naratif yang berjudul the rabbit and the crocodiles yang diberikan. 2. Guru memperkenalkan tentang bahasa kiasan yang terdapat di dalam teks naratif yang berjudul the rabbit and the crocodiles . 3. Guru membantu siswa untuk menyiapkan pertanyaan yang bertujuan untuk mengetahui pemahaman secara keseluruhan dari teks naratif yang berjudul the rabbit and the crocodiles. 4. Guru mengumpulkan daftar

Peserta Didik	Guru
yang telah disiapkan sebelumnya dari teks naratif yang berjudul the rabbit and the crocodiles.	pertanyaan yg bertujuan mendorong peserta didik untuk membaca dan membantu pemahaman terhadap teks naratif yang berjudul the rabbit and the crocodiles.
Kegiatan textual analysis & group work	
1. Peserta didik mengidentifikasi kosakata yang terdapat pada teks naratif yang berjudul the rabbit and the crocodiles yang berikan oleh guru. 2. Peserta didik terbagi menjadi beberapa kelompok dan mulai menuliskan beberapa paragraph dari topic utama dan mengaitkan dengan pengalaman pribadi atau imajinasi peserta didik berdasarkan teks naratif tersebut. 3. Peserta didik memahami dan termotivasi untuk membaca agar tercapainya kemampuan oral individu masing-masing.	1. Guru memberikan kembali teks naratif yang berjudul the rabbit and the crocodiles dan peserta didik menyiapkan daftar kata-kata dan memberikan komentar terhadap persoalan umum pada teks naratif. 2. Guru membangkitkan imajinasi peserta didik dengan membagi menjadi beberapa kelompok dan meminta untuk menuliskan 1 atau beberapa paragraph dari topic utama yang berkaitan dengan pengalaman pribadi atau imajinasi peserta didik berdasarkan teks naratif tersebut. 3. Guru memotivasi peserta didik untuk membaca cerita pendek dari teks naratif di rumah yang bertujuan untuk tercapainya kemampuan oral peserta didik.
Kegiatan post-reading assignment	
1. Peserta didik mengeluarkan dan mengembangkan pemikiran disertai menulis cerita pendek dalam diskusi kelas. .	1. Guru memberikan tugas menulis cerita pendek kepada peserta didik yang bertujuan untuk mengeluarkan dan mengembangkan pemikiran melalui diskusi kelas.

3. Kegiatan Penutup:

a. Meminta peserta didik menyimpulkan dari hasil pembelajaran teks naratif yang

 berjudul the rabbit and the crocodiles.

b. Berdoa

Pertemuan VI (1 x 2 JP)

The Grasshopper and the Ants

In a field one summer's day a grasshopper was hopping about, chirping and singing to its heart's content. A group of ants walked by, grunting as they struggled to carry plump kernels of corn.

"Where are you going with those heavy things?" asked the grasshopper.

Without stopping, the first ant replied, "To our ant hill. This is the third kernel I've delivered today." "Why not come and sing with me," teased the grasshopper, "instead of working so hard?" "We are helping to store food for the winter," said the ant, "and think you should do the same."

"Winter is far away and it is a glorious day to play," sang the grasshopper. But the ants went on their way and continued their hard work. The weather soon turned cold. All the food lying in the field was covered with a thick white blanket of snow that even the grasshopper could not dig through. Soon the grasshopper found itself dying of hunger. He staggered to the ants' hill and saw them handing out corn from the stores they had collected in the summer. He begged them for something to eat.

"What!" cried the ants in surprise, "haven't you stored anything away for the winter? What in the world were you doing all last summer?"

"I didn't have time to store any food," complained the grasshopper; "I was so busy playing music that before I knew it the summer was gone."

The ants shook their heads in disgust, turned their backs on the grasshopper and went on with their work.

1. Kegiatan Pembuka

a. Memberi salam

b. Berdoa bersama

2. Kegiatan Inti

Peserta Didik	Guru
Kegiatan Pre-reading	
1. Peserta didik membaca teks naratif yang berjudul the grasshopper and the ants yang telah disediakan oleh guru. 2. Peserta didik mengidentifikasi kosakata baru yang ada di dalam teks naratif yang berjudul the grasshopper and the ants tersebut. 3. Peserta didik menemukan kosakata baru yang menjadi target lalu membuatnya menjadi daftar kosakata target. 4. Peserta didik bekerja sama dengan kelompok masing-masing dan mulai mengidentifikasi makna denotasi dan konotasi dari daftar kosakata sebelumnya,	1. Guru meminta peserta didik membaca teks naratif yang berjudul the grasshopper and the ants. 2. Guru meminta peserta didik untuk mengidentifikasi kosakata baru di dalam teks naratif yang berjudul the grasshopper and the ants tersebut. 3. Guru dapat membantu peserta didik untuk membuat daftar kosakata yang termasuk kedalam bagian/target kosakata baru. 4. Guru membagi peserta didik menjadi beberapa kelompok dan bekerja sama untuk mengidentifikasi makna denotasi maupun konotasi dari daftar kosakata sebelumnya
Kegiatan In-class oral reading	
1. Peserta didik merespon dan menanyakan teks naratif yang berjudul the grasshopper and the ants yang diberikan kepada guru. 2. Peserta didik memahami bahasa kiasan yang terdapat didalam teks naratif yang berjudul the grasshopper and the	1. Guru menggerakan peserta didik untuk merespon teks naratif yang berjudul the grasshopper and the ants yang diberikan. 2. Guru memperkenalkan tentang bahasa kiasan yang terdapat di dalam teks naratif yang berjudul the

Peserta Didik	Guru
ants yang telah dijelaskan oleh guru. 3. Peserta didik menyiapkan pertanyaan yang telah disiapkan sebelumnya berdasarkan teks naratif yang berjudul the grasshopper and the ants yang diberikan. 4. Peserta didik mengajukan pertnyaan yang telah disiapkan sebelumnya dari teks naratif yang berjudul the grasshopper and the ants.	grasshopper and the ants. 3. Guru membantu siswa untuk menyiapkan pertanyaan yang bertujuan untuk mengetahui pemahaman secara keseluruhan dari teks naratif yang berjudul the grasshopper and the ants. 4. Guru mengumpulkan daftar pertanyaan yg bertujuan mendorong peserta didik untuk membaca dan membantu pemahaman terhadap teks naratif yang berjudul the grasshopper and the ants.
Kegiatan textual analysis & group work	
1. Peserta didik mengidentifikasi kosakata yang terdapat pada teks naratif yang berjudul the grasshopper and the ants yang berikan oleh guru. 2. Peserta didik terbagi menjadi beberapa kelompok dan mulai menuliskan beberapa paragraph dari topic utama dan mengaitkan dengan pengalaman pribadi atau imajinasi peserta didik berdasarkan teks naratif tersebut. 3. Peserta didik memahami dan termotivasi untuk membaca agar tercapainya kemampuan oral individu masing-masing.	1. Guru memberikan kembali teks naratif yang berjudul the grasshopper and the ants dan peserta didik menyiapkan daftar kata-kata dan memberikan komentar terhadap persoalan umum pada teks naratif. 2. Guru membangkitkan imajinasi peserta didik dengan membagi menjadi beberapa kelompok dan meminta untuk menuliskan 1 atau beberapa paragraph dari topic utama yang berkaitan dengan pengalaman pribadi atau imajinasi peserta didik berdasarkan teks naratif tersebut. 3. Guru memotivasi peserta didik untuk membaca cerita pendek dari teks naratif di rumah yang bertujuan untuk tercapainya kemampuan oral peserta didik.
Kegiatan post-reading assignment	
1. Peserta didik mengeluarkan dan mengembangkan pemikiran disertai menulis cerita pendek dalam diskusi	1. Guru memberikan tugas menulis cerita pendek kepada peserta didik yang bertujuan untuk

Peserta Didik	Guru
kelas. .	mengeluarkan dan mengembangkan pemikiran melalui diskusi kelas.

3. Kegiatan Penutup:

a. Meminta peserta didik menyimpulkan dari hasil pembelajaran teks naratif yang

   berjudul the grasshopper and the ants.

b. Berdoa

Pertemuan VII (1 x 2 JP)

A Bear and A Lion

One upon a time a lion and a bear caught and killed a goat. They had a quarrel over it.

"It is mine," said the bear. "I caught it with my strong paws."

"It is not yours. It is mine," said the lion. "I killed it with my strong jaws."

Then they began to fight over it. They ran up and down the hill, under and over the

fallen trees, in and out of the forest. They bit and scratched with their strength, but no

one could overcome the other.

At last they both were tired out and could fight no longer. They lay upon the ground,

panting and looking at each other.

A fox who was passing by at the time saw them with a dead goat near by. She ran up to

them, took the goat home and ate it up.

1. Kegiatan Pembuka

a. Memberi salam

b. Berdoa bersama

2. Kegiatan Inti

Peserta Didik	Guru
Kegiatan Pre-reading	
1. Peserta didik membaca teks naratif yang berjudul a bear and a lion yang telah disediakan oleh guru. 2. Peserta didik mengidentifikasi kosakata baru yang ada di dalam teks naratif yang berjudul a bear and a lion tersebut. 3. Peserta didik menemukan kosakata baru yang menjadi target lalu membuatnya menjadi daftar kosakata target. 4. Peserta didik bekerja sama dengan kelompok masing-masing dan mulai mengidentifikasi makna denotasi dan konotasi dari daftar kosakata sebelumnya,	1. Guru meminta peserta didik membaca teks naratif yang berjudul a bear and a lion. 2. Guru meminta peserta didik untuk mengidentifikasi kosakata baru di dalam teks naratif yang berjudul a bear and a lion tersebut. 3. Guru dapat membantu peserta didik untuk membuat daftar kosakata yang termasuk kedalam bagian/target kosakata baru. 4. Guru membagi peserta didik menjadi beberapa kelompok dan bekerja sama untuk mengidentifikasi makna denotasi maupun konotasi dari daftar kosakata sebelumnya
Kegiatan In-class oral reading	
1. Peserta didik merespon dan menanyakan teks naratif yang berjudul a bear and a lion yang diberikan kepada guru. 2. Peserta didik memahami bahasa kiasan yang terdapat didalam teks naratif yang berjudul a bear and a lion yang telah dijelaskan oleh guru. 3. Peserta didik menyiapkan pertanyaan yang telah disiapkan sebelumnya berdasarkan teks naratif yang berjudul a bear and a lion yang diberikan. 4. Peserta didik mengajukan pertnyaan yang telah disiapkan sebelumnya dari teks naratif yang berjudul a bear and a lion.	1. Guru menggerakan peserta didik untuk merespon teks naratif yang berjudul a bear and a lion yang diberikan. 2. Guru memperkenalkan tentang bahasa kiasan yang terdapat di dalam teks naratif yang berjudul a bear and a lion. 3. Guru membantu siswa untuk menyiapkan pertanyaan yang bertujuan untuk mengetahui pemahaman secara keseluruhan dari teks naratif yang berjudul a bear and a lion. 4. Guru mengumpulkan daftar pertanyaan yg bertujuan mendorong peserta didik untuk membaca dan membantu pemahaman terhadap teks naratif yang berjudul a bear and a lion.
Kegiatan textual analysis & group work	

Peserta Didik	Guru
1. Peserta didik mengidentifikasi kosakata yang terdapat pada teks naratif yang berjudul a bear and a lion yang berikan oleh guru.	1. Guru memberikan kembali teks naratif yang berjudul a bear and a lion dan peserta didik menyiapkan daftar kata-kata dan memberikan komentar terhadap persoalan umum pada teks naratif.
2. Peserta didik terbagi menjadi beberapa kelompok dan mulai menuliskan beberapa paragraph dari topic utama dan mengaitkan dengan pengalaman pribadi atau imajinasi peserta didik berdasarkan teks naratif tersebut.	2. Guru membangkitkan imajinasi peserta didik dengan membagi menjadi beberapa kelompok dan meminta untuk menuliskan 1 atau beberapa paragraph dari topic utama yang berkaitan dengan pengalaman pribadi atau imajinasi peserta didik berdasarkan teks naratif tersebut.
3. Peserta didik memahami dan termotivasi untuk membaca agar tercapainya kemampuan oral individu masing-masing.	3. Guru memotivasi peserta didik untuk membaca cerita pendek dari teks naratif di rumah yang bertujuan untuk tercapainya kemampuan oral peserta didik.
Kegiatan post-reading assignment	
1. Peserta didik mengeluarkan dan mengembangkan pemikiran disertai menulis cerita pendek dalam diskusi kelas. .	1. Guru memberikan tugas menulis cerita pendek kepada peserta didik yang bertujuan untuk mengeluarkan dan mengembangkan pemikiran melalui diskusi kelas.

3. Kegiatan Penutup:

a. Meminta peserta didik menyimpulkan dari hasil pembelajaran teks naratif yang

berjudul a bear and a lion.

b. Berdoa

Pertemuan VIII (1 x 2 JP)

The Foolish Donkey

A salt seller used to carry the salt bag on his donkey to the market every day. On the way they had to cross a stream. One day the donkey suddenly tumbled down the stream and the salt bag also fell into the water. The salt dissolved in the water and hence the bag became very light to carry. The donkey was happy.

Then the donkey started to play the same trick every day. The salt seller came to understand the trick and decided to teach a lesson to it. The next day he loaded a cotton bag on the donkey. Again it played the same trick hoping that the cotton bag would be still become lighter.

But the dampened cotton became very heavy to carry and it suffered much. It learnt a lesson. Afterwards it did not play the trick and the seller was happy.

1. Kegiatan Pembuka
a. Memberi salam
b. Berdoa bersama

2. Kegiatan Inti

Peserta Didik	Guru
Kegiatan Pre-reading	
1. Peserta didik membaca teks naratif yang berjudul the foolish donkey yang telah disediakan oleh guru. 2. Peserta didik mengidentifikasi kosakata baru yang ada di dalam teks naratif yang berjudul the foolish donkey tersebut. 3. Peserta didik menemukan kosakata baru yang menjadi target lalu membuatnya menjadi daftar kosakata	1. Guru meminta peserta didik membaca teks naratif yang berjudul the foolish donkey. 2. Guru meminta peserta didik untuk mengidentifikasi kosakata baru di dalam teks naratif yang berjudul the foolish donkey tersebut. 3. Guru dapat membantu peserta didik untuk membuat daftar kosakata yang termasuk kedalam bagian/target

Peserta Didik	Guru
target. 4. Peserta didik bekerja sama dengan kelompok masing-masing dan mulai mengidentifikasi makna denotasi dan konotasi dari daftar kosakata sebelumnya.	kosakata baru. 4. Guru membagi peserta didik menjadi beberapa kelompok dan bekerja sama untuk mengidentifikasi makna denotasi maupun konotasi dari daftar kosakata sebelumnya
Kegiatan In-class oral reading	
1. Peserta didik merespon dan menanyakan teks naratif yang berjudul the foolish donkey yang diberikan kepada guru. 2. Peserta didik memahami bahasa kiasan yang terdapat didalam teks naratif yang berjudul the foolish donkey yang telah dijelaskan oleh guru. 3. Peserta didik menyiapkan pertanyaan yang telah disiapkan sebelumnya berdasarkan teks naratif yang berjudul the foolish donkey yang diberikan. 4. Peserta didik mengajukan pertnyaan yang telah disiapkan sebelumnya dari teks naratif yang berjudul the foolish donkey.	1. Guru menggerakan peserta didik untuk merespon teks naratif yang berjudul the foolish donkey yang diberikan. 2. Guru memperkenalkan tentang bahasa kiasan yang terdapat di dalam teks naratif yang berjudul the foolish donkey. 3. Guru membantu siswa untuk menyiapkan pertanyaan yang bertujuan untuk mengetahui pemahaman secara keseluruhan dari teks naratif yang berjudul the foolish donkey. 4. Guru mengumpulkan daftar pertanyaan yg bertujuan mendorong peserta didik untuk membaca dan membantu pemahaman terhadap teks naratif yang berjudul the foolish donkey.
Kegiatan textual analysis & group work	
1. Peserta didik mengidentifikasi kosakata yang terdapat pada teks naratif yang berjudul the foolish donkey yang berikan oleh guru. 2. Peserta didik terbagi menjadi beberapa kelompok dan mulai menuliskan beberapa paragraph dari topic utama dan mengaitkan dengan pengalaman pribadi atau imajinasi peserta didik	1. Guru memberikan kembali teks naratif yang berjudul the foolish donkey dan peserta didik menyiapkan daftar kata-kata dan memberikan komentar terhadap persoalan umum pada teks naratif. 2. Guru membangkitkan imajinasi peserta didik dengan membagi menjadi beberapa kelompok dan meminta untuk menuliskan 1 atau beberapa paragraph dari topic utama yang berkaitan dengan pengalaman

Peserta Didik	Guru
berdasarkan teks naratif tersebut. 3. Peserta didik memahami dan termotivasi untuk membaca agar tercapainya kemampuan oral individu masing-masing.	pribadi atau imajinasi peserta didik berdasarkan teks naratif tersebut. 3. Guru memotivasi peserta didik untuk membaca cerita pendek dari teks naratif di rumah yang bertujuan untuk tercapainya kemampuan oral peserta didik.
Kegiatan post-reading assignment	
1. Peserta didik mengeluarkan dan mengembangkan pemikiran disertai menulis cerita pendek dalam diskusi kelas. .	1. Guru memberikan tugas menulis cerita pendek kepada peserta didik yang bertujuan untuk mengeluarkan dan mengembangkan pemikiran melalui diskusi kelas.

3. Kegiatan Penutup:

a. Meminta peserta didik menyimpulkan dari hasil pembelajaran teks naratif yang

berjudul the foolish donkey.

b. Berdoa

I. PENILAIAN HASIL PEMBELAJARAN

KRITERIA PENILAIAN

1. Tingkat ketercapaian fungsi sosial teks narative
2. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tokoh, urutan cerita dan generic structure
3. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.
4. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.

CARA PENILAIAN:

Observasi:

1. Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang cerita yang dibacakan.
2. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.
3. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.

a. Penilaian Proses

Lembar Pengamatan Sikap

Aspek yang Dinilai	Catatan				Skor
	K	C	B	SB	K = < 60
Kedisiplinan, kejujuran, kesantunan, kepercayaan diri dan tanggung jawab					C = 60 – 69 B = 70- 79 SB = 80 – 100

Pedoman penilaian:

1. Jarang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.
2. Kadang- kadang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.
3. Sering menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.
4. Selalu menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab

Untuk penilaian Sikap Spiritual dan Sosial (KI-1 dan KI-2) menggunakan nilai Kualitatif sebagai berikut:

SB = Sangat Baik   =   80 - 100

B = Baik   =   70 - 79

C = Cukup   =   60 - 69

K = Kurang   =   < 60

Rubrik Penilaian Sikap

Aspek	Deskripsi
Jujur	Menentukan urutan gambar Narrative teks sendiri/tidak mencontek teman
Disiplin	Mengikuti alur kegiatan sesuai dengan waktu yang diberikan oleh guru.
Santun	Menanggapi simpulan perbedaan yang disampaikan siswa lain dengan menggunakan pilihan kata yang tidak menyinggung orang lain
Percaya diri	Mencoba menjawab pertanyaan guru dengan sebaik- baiknya.
Tanggung jawab	Menyelesaikan tugas dan menganalisis dengan sungguh-sungguh dan tepat waktu.
Kerja sama	Dapat berkerjasama dalam kelompok.

Rejang Lebong,   Oktober 2019

Researcher,

Shella Marcelina

NIM. 15551042

SILABUS

Sekolah : SMPN 5 Rejang Lebong
Kelas : VIII
Mata Pelajaran : Bahasa Inggris
Semester : I

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Membaca 11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.1Merespon makna dalam teks fungsional pendek yang menggunaka n ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	• *Identifying meanings and information in a narrative text*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Membaca tentang teks narrative secara individu • Mendiskusikan isi teks narrative yang dibaca secara berpasangan. • Mendiskusikan ciri-ciri gramatikal yang digunakan dalam teks yang dibaca secara berkelompok.	• Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar • Mengidentifikasi topic dari teks yang dibaca • Mengidentifikasi informasi tertentu dari *narrative text*	Performans Tertulis (PG) Quiz Tugas	1 x 45 1 x 45 2 x 45	Developing English Competenc ies for Grade VIII Junior High School Text Book Kamus Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	• *Reading narrative texts*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Membaca nyaring bermakna teks *naratif* secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. • Berlatih menggunakan kalimat yang menyatakan argumen dan saran	• Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi setting dalam sebuah cerita naratif • Mengidentifikasi komplikasi dalam sebuah cerita naratif • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi kasus yang dibahas dalam teks yang dibaca	Performans Tertulis (PG) Tugas Quiz	2 x45 4 x45 2 x45	Developing English Competencies for Grade VIII Junior High School Kamus Text book

Rejang Lebong, September 2019

Researcher

Shella Marcelina

NIM.   15551042

Blueprint of Instrument

Reading Comprehension Test toward Short Story Text

Name of Validator : Nastiti Handayani, M.Pd

Date of Validity : The 2nd of September 2019

Objectives	Assessing Macro and Micro skills in Reading (Adopted from Arthur Hughes, 1989)	Indicators	Questions
To figure out students' abilities in reading comprehension toward short story text (Sangkuriang)	1. Skimming the text to obtain the gist	Main idea	1. What is the story about? a. West java's tales b. Tumang, a Dog husband c. The legend of Tangkuban Perahu d. Dayang Sumbi's rejection to marry Sangkuriang
	2. Scanning and skimming the text to find some information	Explicit information (clearly stated); a) Who, what, when, where of the story b) Often how and why the characters are doing things	2. Who are the main characters in the story? a. Dayang Sumbi and Sangkuriang b. The king, Dayang Sumbi, the dog and Sangkuriang c. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spirits d. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spirits. 3. According to the story, Tumang was….

			a. Actually a handsome prince
			b. Married to Dayang Sumbi
			c. Sangkuriang's pet dog
			d. Dayang Sumbi's father
			4. What did Dayang Sumbi look like?
			a. She looked for the heart of a deer
			b. She was beautiful
			c. She was looking at her fallen tool
			d. She and her son were alike
			5. What made Dayang Sumbi stay young?
			a. She set up conditions in doing things
			b. A young man fall in love with her
			c. She knew how to take care her body
			d. God gave her an eternal beauty
			6. Where did the story take place?
			a. In the deep forest
			b. In west java
			c. In the mount Tangkuban Perahu
			d. In the house
			7. Which statement is TRUE according to the story?

			a. Dayang sumbi did not have a husband
			b. Dayang sumbi left her father because she married Tumang.
			c. Dayang sumbi did not have inner beauty.
			d. Dayang sumbi was an ugly woman.

		Implicit information (not expressly stated)	8. Which statement is FALSE according to the story?
			
			  a. Tumang was the name of male dog
			
			  b. Dayang sumbi made a promise
			
			  c. Dayang sumbi did not want a deer's heart
			
			  d. Dayang sumbi was very angry with sangkuriang
			
			9. Which of the following is *NOT true about* Sangkuriang's characteristic?
			
			  a. handsome
			  b. strong
			  c. healthy
			  d. naughty
			
			10. " if you are male, I will marry you" (paragraph 2). The sentence means that the one who helped Dayang Sumbi became her….
			
			  a. Husband
			
			  b. Maid
			
			  c. Boss
			
			  d. King
			
			11. What is a moral value that we can learn from the

story?

a. People must keep their words all the time

b. Do not make a promise to easily

c. Never be reluctant to do good things

d. We should not hate our descendants

| 3. Understanding relations between parts of the text. | Generic Structure and language feature | 12. What is the type of the text above?

a. Recount
b. Narrative
c. Report
d. News item

13. What is the purpose of the text?

a. To amuse the readers with the story of sangkuriang

b. To describe sangkuriang

c. To inform about sangkuriang

d. To give information about sangkuriang

14. The complication starts when….

a. Tumang came to bring Dayang Sumbi's fallen thing
b. Dayang Sumbi asked Sangkuriang to find deer's heart
c. Dayang Sumbi and Sangkuriang fell in love and decided to marry
d. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night |

			15. "Once upon a time, in west java, Indonesia lived a wise king who had beautiful daughter." (paragraph 1). What is the function of the above sentence?
			
			   a. A crisis
			
			   b. A complication
			
			   c. An orientation
			
			   d. A reorientation
			
			16. What is the most dominant tense used in this text?
			
			   a. Past Tense
			
			   b. Present Tense
			
			   c. Past Perfect
			
			   d. Future Tense

	4. Identifying references of pronoun.	Finding Reference	17. "He brought her the falling tool". The underline word "He" refers to……
			
			   a. Samgkuriang
			
			   b. Tumang
			
			   c. Dayang Sumbi
			
			   d. The king
			
			18. . "They left Sangkuriang alone." The pronoun "they" refers to……
			
			   a. Samgkuriang
			
			   b. Tumang

			c. Dayang Sumbi
			d. The spirits

	5. Using Context to guess meaning of unfamiliar words	Vocabulary meanings	19. What is the meaning of word "Several" in the second paragraph?
			
			   a. Some
			
			   b. A little
			
			   c. Small
			
			   d. A few
			
			20. What is the synonym of word "shouted" in the first paragraph?
			
			   a. Scream
			
			   b. Calm
			
			   c. Quiet
			
			   d. Noisy

Curup, September 2nd 2019

Validator,

Nastiti Handayani, M.Pd

ASSESSMENT RUBRIC OF READING COMPREHENSION

Aspect	Score	Performance Description
Content (C) 30 % - Topic - Details	4	The topic is complete and clear and the details are relating to the topic.
	3	The topic is complete and clear but the details are almost relating to the topic.
	2	The topic is complete and clear but the details are not relating to the topic.
	1	The topic is not clear and the details are not relating to the topic.
Organization (O) 20 % - Identification - Description	4	Identification is complete and description are arranged with proper connectives.
	3	Identification is almost complete and description are arranged with almost proper connectives.
	2	Identification is not complete and

		description are arranged with few misuse proper connectives.
	1	Identification is not complete and description are arranged with misuse proper connectives.
Grammar (G) 20 % - Used Past Tense -	4	Very few grammatical inaccuracies.
	3	Few grammatical inaccuracies but not affect on meaning.
	2	Numerous grammatical inaccuracies.
	1	Frequent grammatical inaccuracies.
Vocabulary (V) 15 %	4	Effective choice of the words and word forms.
	3	Few misuse of vocabularies, word forms, but not change the meaning.
	2	Limited range confusing words and word form.
	1	Very poor knowledge of words, word forms, and not

		understandable.
Mechanic (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization.
	3	It has occasional errors of spelling, punctuation, and capitalization.
	2	It has frequent errors of spelling, punctuation, and capitalization.
	1	It is dominated by errors of spelling, punctuation, and capitalization.

LIST OF APPENDIXES

Appendix 1. Instrument of Homogeneity Test

Appendix 2. Instrument of Pre Test

Appendix 3. Instrument of Treatment

Appendix 4. Instrument of Post Test

Appendix 5. Documentation

Validity and reliability of homogeneity test

No	X	Y	X²	Y²	XY
1.	51	58	2601	3364	2958
2.	62	65	3844	4225	4030
3.	50	60	2500	3600	3000
4.	60	50	3600	2500	3000
5.	68	60	4624	3600	4080
6.	70	70	4900	4900	4900
7.	56	40	3136	1600	2240
8.	50	50	2500	2500	2500
9.	56	50	3136	2500	2800
10.	70	65	4900	4225	4550
11.	62	60	3844	1200	3720
12.	46	40	2116	1600	1840
13.	54	50	2916	2500	2700
14.	65	60	4225	3600	3900
15.	56	50	3136	2500	2800
16.	53	55	2809	3025	2915
17.	78	66	6084	4356	5148
18.	55	60	3025	1200	3300
19.	60	60	3600	1200	1200
20.	54	55	2916	3055	2970
TOTAL	1.176	1.124	70.412	57.250	64.551

$\sum X = 1.176$

$\sum Y = 1.124$

$\sum X^2 = 70.412$

$\sum Y^2 = 57.250$

$\sum XY = 64.551$

1. Validity

$$rxy = \frac{\sum XY}{\sqrt{(\sum X2)(\sum Y2)}}$$

$$rxy = \frac{\sum XY}{\sqrt{(\sum X2)(\sum Y2)}}$$

$$rxy = \frac{64551}{\sqrt{(70412)(57250)}}$$

$$rxy = \frac{64552}{\sqrt{4031087000}}$$

$$rxy = \frac{64552}{63490,84}$$

$rxy = 1,01$

Value of R validity	Category
0,81 – 1,00	Very High
0,61 – 0,80	High
0,41 – 0,60	Enough
0,21 – 0,40	Low
0,00 – 0,20	Very Low

Based on the criteria of validity so the item on homogeneity t is valid on very high category Based on the criteria of validity so the item on pre-test is valid on very high

category by the range criteria 1,01 based on the validity category 0,81 – 1,00, was called Very High.

2. Reliability

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X2 - (\sum X)2}\sqrt{N \sum Y2 - (\sum Y)2}}$$

$$rxy = \frac{20\ (64551) - (1176)(1124)}{\sqrt{(20\ (70412) - (1176)2)}\ (\sqrt{20\ (57250) - (1124)2)}}$$

$$= \frac{1291020 - 1321}{\sqrt{1405888}.\sqrt{1142752}}$$

$$= \frac{-30804}{\sqrt{1185,70}.\sqrt{1068,99}}$$

$$= \frac{-3080}{2157,78}$$

$$= -14,27$$

From accounting above r-accounting = -14,27 $\geq$ r table = 0,344 by N = 20 significant so the reading test is reliable so it concluded getting the consideration for analysis.

Question of the Homogeneity Test

Name   :
Class   :
School   :

"FROZEN"

One day in the Kingdom of Arendelle, there lived two daughters named Elsa and Anna. They lived happily together with both their parents. Elsa, who had the power to freeze anything she touched, and Anna loved the snow. Almost every day Anna invited her sister to play snow.

"Hey, Elsa. Do you wanna build a snowman?" asked Anna.

"Yes, let's go." Elsa replied.

"Let's build a snowman! "

"Ta..daa.. He is Olaf and he likes warm hugs." said Elsa.

They were playing in a room. Anna really liked the snow so much. When she played the snow, she slipped. Elsa intended to help Anna, but Elsa's strength maked Anna's head hurt. Anna was unconscious. So she was brought by her parent to see the trolls. Anna could be cured because the ice power from Elsa did not hit her heart. But her memories about Elsa's magic would be removed. Since that time, the King locked the gates, reduced the staff, limited his daughters contact with people and kept Elsa's powers hidden from everyone, including Anna. Until one day, their parents died. The royal throne was replaced by Elsa. Anna was very happy because finally the gate opened. Many guest would come to the palace. Her dreams to meet a prince would come true.

"Do you wanna dance with our guest?" said Elsa.

"Should I?"

"Of course."

Then Prince Hans, a prince of the Southern Isles came to Anna and asked her to dance. They finally danced all the night and both of them fell in love.

"Can I say something crazy…? Will you marry me?" asked Prince Hans.

"Can I just say something even crazier? Yes." replied Anna.

Then they went to Elsa, asked to Elsa to approve their marriage. But Elsa refused, and left Anna. Anna ran after her, but Elsa's gloves aparted, she showed her power accidently in front of all the people. Because she did not want to hurt a lot of people, Elsa ran towards the North Mountain. There, she built a magnificent Ice Palace with her power. "Let it go! Let it go! Can't hold you back anymore. Let it go! Let it go! Turn my back and slam the door. And here I stand. And here I'll stay. Let it go! Let it go! The cold never bothered me anyway." Anna still chased Elsa, and ordered Prince Hans to take care of the kingdom while. Meanwhile in the middle of the journey, Anna met a handsome man, named Kristoff.

"Hi. I'm Anna, the princess of Arendelle. Would you accompany me to find my sister in the North Mountain? Instead, I will replace your broken sled." said Anna

Then, Anna and Kristoff arrived in an ice-based empire. There they met a snowman who could speak named Olaf. He drove Anna and Kristoff towards the ice palace where Elsa stayed.

"Elsa, it's me. Anna. I'm sorry about what happened." said Anna

"No, it's okay. You don't have to apologize. But you should probably go, please." replied Elsa.

"But, why? Arendelle's in deep deep deep snow. It's okay, you can just unfreeze it."

"No, I can't. I don't know how… Go away, Anna." shouted Elsa.

However, Elsa's power touched Anna's heart, and made it frozen. Then, Kristoff brought Anna back to the palace to meet Prince Hans, because only the true love could heal Anna. Whereas in the palace, Hans sent some people to catch Elsa. Then Elsa locked up in a prison in the palace.

"Why did you bring me here? I'm a danger of Arendelle. " said Elsa.

"I couldn't just let them kill you. Anna has not returned. If you stop the winter, bring back the summer… please." replied Hans.

"Don't you see? I can't. You have to tell them to let me go."

"I will do what I can."

Anna's condition was getting worse. She was immediately met with Hans. Apparently, Hans was a traitor. He wanted to marry Anna not for love, but he wanted to be a king in royal Arandelle. Hans locked Anna in a room. There, Anna was cold and cried for help.

"Please, somebody help. Please, please!" cried her.

"Anna. Oh no. I will make a bonfire." Then Olaf came, and told Anna that Kristoff loved her. So, Kristoff back to check Anna's condition. Meanwhile, Elsa had escaped from prison. Suddenly a storm attacked Arendelle.

"Elsa, you can't run." said Prince Hans.

"Just take care of my sister." Elsa replied.

"Your sister? She was died. She said you froze her heart. I tried to save her, but it's too late. Your sister is dead… because of you."

Anna saw Hans will swing his sword to Elsa. She ran and instantly, she was frozen rightly in front of Elsa. Elsa cried and hugged Anna. Moments later, Anna's body melt and became to normal.

A snowstorm suddenly stopped. Elsa saw Anna who looked weak. She was happy because her sister was still alive.

Arendelle kingdom wasn't frozen anymore. Elsa and Anna lived happily with Kristoff, Olaf, and Arendelle residents who loved them.

ANSWER THE QUESTION BELOW! (*JAWABLAH PERTANYAAN DI BAWAH INI!*)

1. Where is Elsa and Anna live?
a. Kingdom of Kristoff
b. Kingdom of Arendelle
c. North Mountain
d. Queen castle

2. What strength does Elsa have?

a. Freeze everything when she touched
b. Melt down everything when she touched
c. Burn everything when she touched
d. get rid of everything when she touched

3. What's the name of the cheeky little snowman who likes warm hugs?
a. Hans
b. Anna
c. Olaf
d. Kristoff

4. What happened to Anna when they played?
a. She was faint
b. She was okay
c. She was excited
d. She was slipped

5. What happened to Anna when Elsa helped her?
a. She was unconscious because Elsa's strength
b. She didn't like Elsa anymore
c. She was sad because Elsa's strength was dangerous
d. She died because Elsa's strength

6. Why is Anna alright after she was unconscious?
a. Because she has strength in herself
b. Because Elsa helped here while she slipped
c. Because Anna's parent helped her
d. Because the ice power of Elsa didn't hit her heart.

7. What did the king do after the incident?
a. He hides the Elsa's strength to anyone
b. He tells everyone that Elsa has the power
c. Meloddlined Elsa in the forest
d. Moreovering Anna than Elsa

8. What makes Anna so happy when the gate open?
a. Because the royal crown was given to Elsa
b. Because many people love her
c. Because she will meet a prince
d. Because she can go wherever she wants

9. Where does Prince Hans come from?
a. The north mountain
b. Kingdom of arendelle
c. King castle
d. The southern isles

10. What happens when Anna asks permission to accept Elsa's marriage?
a. Elsa accepts and has party
b. Elsa didn't accept and drive the prince
c. Elsa accepts with several conditions
d. Elsa didn't accept and leave Anna

11. Why did Elsa escape to the Northern Mountain?
a. Because Elsa accidentally shows her strength and doesn't want to hurt many people
b. Because Elsa is afraid of being hated by a lot of people
c. Because Anna hates her and doesn't allow her to marry
d. Because Elsa doesn't want to hold the throne anymore

12. What does Elsa do when she's in a new place?
a. She is looking for someone who wants marry her
b. She lives in someone house
c. She builds an ice castle
d. She hides in the new place

13. What did Anna say to prince Hans?
a. She told the prince to stay away from her
b. She ordered the prince to catch Elsa
c. She ordered the prince to take care the kingdom
d. She told the prince to look after Elsa

14. What did Olaf tell Anna and Kristoff?
a. Take them to the place where Elsa lives
b. Deceived them to the place where Elsa lives
c. Not tell anything to them
d. Tell them where Olaf lives

15. Did Anna apologize to Elsa?
a. Yes, she does.
b. Yes, she did.
c. No, she didn't
d. No, she doesn't

16. Why did Elsa drive Anna to go away?
a. Because she hates Anna
b. Because she was disappointed in Anna
c. Because she's afraid to hurt her again
d. Because she's afraid of being disappointed

17. What did Elsa beg to Prince Hans for?
a. To marry her
b. To let Anna go

   c. To let her go
   d. To release her from the prison

18. What is the purpose of Prince Hans married Anna?
   a. To protect her
   b. To make Anna happy
   c. To be a royal king
   d. To seize the other thrown

19. What happens in Arendelle later?
   a. It crushed
   b. It in the storm
   c. It sink
   d. It is missed

20. What is the end of this story?
   a. They are separate and live alone
   b. They live happily respectively
   c. They live hardly
   d. They live happily together

Appendix 2
Question of the Pre Test

Name   :
Class   :
School   :

"SANGKURIANG"

Once upon a time in West Java, lived a king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly. Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister, but if you are male, I will marry you. Suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting , Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but afher several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. So he gave Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness. Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. At his own village but he did not realize it. There he met Dayang Sumbi.

At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition.

She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon. Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spirits thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat. Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. And it became known as Mount Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

ANSWER THE QUESTIONS BELOW ! (Jawablah pertanyaan dibawah ini!)

21. What is the type of the text above?
   a. Recount   c. Report
   b. Narrative   d. News item

22. What is the purpose of the text?
                a. To amuse the readers with the story of sangkuriang
   b. To describe sangkuriang
   c. To inform about sangkuriang
   d. To give information about sangkuriang

23. What is the story about?
   e. West java's tales
   f. Tumang a Dog husband
   g. The legend of Tangkuban Perahu
   h. Dayang Sumbi's rejection to marry Sangkuriang

24. According to he story, Tumang was....
   e. Actually a handsome prince
   f. Married to Dayang Sumbii

g. Sangkuriang pet dog

h. In fact Dayang Sumbi's father

25.   What did Dayang Sumbi look like?
   e. She looked for the heart of a deer
   f. She was beautiful
   g. She was looking at her fallen tool
   h. She and her son were alike

26.   What made Dayang Sumbi stay young?
   e. She set up conditions in doing things
   f. A young man fall in love with her
   g. She knew how to take care her body
   h. God gave her an eternal beauty

7. Who are the main caracthers in the story?
   e. Dayang Sumbi and Sangkuriang
   f. The king, Dayang Sumbi, the dog and Sangkuriang
   g. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spirits
   h. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spirits

8. What moral value can we learn from the story?
   e. People must keep their words all the time
   f. Do not make a promise to easily
   g. Never be reluctant to do good things
   h. We should not hate our decendants

9. "He brought her the falling tool". The underline word "He" refers to……
   a. Samgkuriang
   b. Tumang
   c. Dayang Sumbi
   d. The king

10. " If you are male, I will marry you' (paragraph 2). the sentence mean that the one who helped Dayang Sumbi became her….
   e. Husband
   f. Maid
   g. Boss
   h. King

11. The complication starts when….
   e. Tumang came bringing Dayang Sumbi fallen thing
   f. Dayang Sumbi asked Sangkuriang to find deer's heart

g. Dayang Sumbi and Sangkuriang
   fellinlove and decided to marry
h. Dayang Sumbi asked Sangkuriang to
   build a lake and a boat in one night

12. "Once upon a time, in west java, Indonesia lived a wise king who had beautiful daughter."
    (paragraph 1). What is the function of the above sentence?
    e. A crisis
    f. A complication
    g. An orientation
    h. A reorientation
13. Which statement is TRUE according to the story?
    e. Dayang sumbi has not a husband
    f. Dayang sumbi leaves her father due to she married him.
    g. Dayang sumbi doesn't have inner beauty
    h. Dayang sumbi was a beautiful woman

14. What is the meaning of word "Several" in the second paragraph?
    e. Some
    f. A little
    g. Small
    h. A few

15. Which statement is FALSE according to the story?
    a. Tumang's the name of male dog
    b. Dayang sumbi makes a promise
    c. Dayang sumbi didn't want a deer's heart
    d. Dayang sumbi very angry with sangkuriang

16. Where did the story take place?
    e.   In the deep forest
    f.   In west java
    g.   In mount Tangkuban Perahu
    h.   In the house

17. What is the dominant structure used in the text?
    e. Past Tense
    f. Present Tense
    g. Past Perfect
    h. Future Tense

18. How is the characteristic of the Sangkuriang?
    a. Be brave
    b. Be Afraid
    c. Naughty
    d. Bad

19. What is the synonym of word "shouted" in the first paragraph?
    e. Scream
    f. Calm
    g. Quiet
    h. Noisy

20. What is the moral value can we learn from the story?
    a. Don't make a promise before the deep thinking
    b. Don't be arrogant, because it can make us to be immoral person
    c. You have to give a chance and help another each other
    d. Common people may prove great ones

Appendix 3

Treatment 1

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest. One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew. They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

Treatment 2

Golden Snail

Long time ago there lived a king of Daha Kingdom named Kertamarta. He had two daughters named Dewi Galuh and Candra Kirana. Candra Kirana was a very beautiful and kind girl but his sister was an evil. One day, Candra Kirana was engaged to a prince of Kahuripan Kingdom named Raden Inu Kertapati who was handsome and wise. This engagement made Dewi Galuh envied to his sister. Then she went to a witch to harm Candra Kirana. The witch agreed to do what Dewi Galuh asked. When Candra Kirana was walking around the palace garden, the witch came and cursed her. She transformed her into a golden snail. After that, Dewi Galuh threw her which has become a snail in the river.

One day, an old woman was looking for fish in the river using nets. When she was about to lift the net, she saw a golden snail transported. Then she brought the golden snail went home and put it in a jar. The next day, she returned to the river to look for fishes but unfortunately she did not get any fish. She was disappointed and returned to her house. However when she arrived, she was very surprised to see a lot of delicious dishes had been presented at the top of the table. This incident occurred over and over in the next days. The old woman was curious. She finally decided to find out who did it to her by pretending to go to the river. She hid behind her house and peeked at what's going on inside. Then she saw the snails turned into a beautiful woman and cooked meals for her. Soon the old woman came into her house, "Who are you?" Asked the old woman "I was a princess of Daha were cursed by a witch into a golden snail" said her. After telling what had happened to her, she was invited Chandra Kirana to stay with her.

The news of Candra Kirana's loss made prince Inu Kertapati confused and sad. He searched for her all over the kingdom by disguising as a villager. The witch knew what was done

by him. She was disguised as a raven to disrupt the prince's effort to meet Candra Kirana. On his own way Prince Inu Kertapati was helped by an old man who was great. He hit the bird with his stick until it died. Prince Inu thanked to him. He also told the intent and purpose of his journey. After knowing what had happened, the old man told Prince Inu to search her in Dadapan village. Afterwards the prince traveled to the Dadapan Village right away. After walking for days, the prince arrived in the Dadapan Village. He was very thirsty at that time. Then he saw a small hut and approached it. Suddenly he was shocked because he saw his fiancée was cooking through the window. He immediately entered the hut to see her. Finally they were both very happy because they met and the magic was lost. Then the princess told what had happened to her and she also introduced the old woman who had helped her to the prince. The prince was very grateful to the old woman. Then he brought Candra Kirana and the old woman to the palace. After arriving at the palace, the king was happy because her daughter had returned. He also knew what had happened to his daughter. Knowing his sister had been found, Candra Galuh run away from the palace because she was afraid of being punished by his father. Finally Candra Kirana and Raden Inu Kertapati were married and they lived happily ever after.

Treatment 3

The Fox and The Crow

One day there was a fox that saw a Crow flying off with a piece of cheese in its beak and settle comfortably on a branch of a tree.

"That's my food, because I am a Fox," Master Reynard said, while he was going to the foot of the tree.

"Good day, Mistress Crow," he greeted. "How beautiful you are looking today: how glossy your softy feathers; how bright your sharp eye. I feel sure your voice must surpass that all of other birds, just as your figure does; let me enjoy one song from you that I may greet you as the Queen of Birds."

The Crow lifted up her head and croaked her best, but the moment she opened her mouth the piece of cheese fell down to the ground, and directly snapped up by Master Fox.

"That will do," he said. "That was all I really wanted. As the substitution for your cheese I will give you a piece of wise advice for the future: "Do not trust liars.""

Treatment 4

Timun Mas

Long time ago, living a couple of farmers. They live in a village near the forest. They live happy, unfortunately they have not only was a child also.

Every day they pray to the God. They pray to be soon be a child. One day a giant passes where they reside. Giant prayer is heard that wife's husband. Giant then provide them with seeds cucumber. "Plant seeds of this, Later you will soon get a female child," said the giant. "Thank you, giant," said the couple.

"But there is condition, at the age of 17 years the child must be submitted with you to me," the giant reply. Without thinking long they agree, because it wanted a child. Husband and wife farmers to plant the seeds cucumber. Every day they start caring for the plants that grow with it as best as possible. Many months and then bear a cucumber with golden color.

Fruit cucumber that the longer become larger and heavier. When the fruit is ripe, they take it, carefully slit the fruit. Sudenlly, in the fruit is found in infants of women who are very beautiful. Couple was very happy, they gave the name of the baby Timun Mas. Year after year passed, Timun Mas grown into a beautiful girl. Both parents are very proud of her. But they became very afraid, because in the anniversary Timun Mas at 17, the giant will back. The giant take back that promises to take Timun Mas. Farmers are trying to calm. "Wait a moment. Timun Mas playing. My wife would called her," he said. Farmers find it immediately to her doughter. "My girl, take this," she said while giving a cloth bag. "This will help fight the giant. Now flee as soon as possible," she said. So even Timun Mas immediately fled.

Timun Mas ran again. But then most successful giant come closer. Timun Mas again taking bizarre objects from a cloth bag. He took the handful chili. Chili throwed to the giant. At

once the tree branches and sharp thorns of the giant trap. Giant cried in pain. Timun Mas while running to save herself.

But the giant is really strong. He was again nearly captured Timun Mas. So Timun Mas is also a third issue of miraculous. She sow seeds Cucumber magic. At once grow the cucumber garden very knowledgeable. Giant very tired and hungry. He also eat the fresh cucumber with oneself. Because of too much eating, giant was slept. Timun Mas again fled. She ran for dear life. But long run power out. More unlucky again because a giant awakened from sleep. Giant again almost catch her. Timun Mas very terrified. He also threw the last tool handful shrimp paste. Again, miracles happen. A lake of mud spread wide. Giant fall into it. Hands almost reach Timun Mas. But the lake mud is basic to withdraw it. Giant panic, he can not breathe, then submerged. Timun Mas relieved. She has survived, Timun Mas is also return to home to their parents. Father and mother's Timun Mas happy to see Timun Mas be save. They held, "Thank you, God. You have to save my girl," said their delighted.

Since that time Timun Mas can live quietly with her parents. They can be happy without living in fear again.

Treatment 5

THE RABBIT AND THE CROCODILES

Once upon a time, there lived a little rabbit in the island in the middle of a river. He was small but he was very clever. He was thenonly rabbit in that island. One day he wanted to cross the river, but he could not find a bridge anywhere. "What can I do ?" he said tohimself " There isn't any bridge here. How can I cross ?" And then he saw a big crocodile in the river. "Ah" He thought, " Now, I Know what can I do ?" he went up to the Crocodile. "Good Morning Mr. Crocodile," He said "Good morning," replied the Crocodile. Then Rabbit asked, " How many Crocodiles are there in this river ? Do you know ?" "No, I don't," the crocodile answered. "Haah? You don't know?" the rabbit said. " I know exactly how many rabbit there are on this island. Why don't you know how many crocodiles there are in the river?" "I've never counted them," answered the crocodile. "My grandfather never counted them, and my father never counted them, and I have never counted them." "Why don't you count them?" asked the rabbit. The crocodile answered sadly, " Because I can't count."

Then the abbit asked, " Do you want to know how many there are?" "Yes, I do," said crocodile. " Can you help me ?' "Yes, I can," the rabbit replied, " But, call all the crocodiles together first" So the big crocodiles called all crocodiles, and they all came to him. There were big ones and little ones, large ones and small ones, old ones and young ones, long ones and short ones. They all came together. Then the big crocodile said to the rabbit. "Now, Mr. Rabbit, here we are. Please count us." "All right," said the rabbir, "But first make a line. The I can count you," When they were

ready, the rabbit cried, "Here I go!" and he jumped from one crocodile to another. He counted while he went across. "one-two-three-four-five……………………..-twenty five- twenty six- twenty seven and….." He jumped onto the last crocodile and called out, " Twenty nine!" Then the little rabbit jumped onto the other side of the river, trned around and said, "There are exactly twenty-nine crocodiles in this river. Now you know how many there are. "The big crocodile was very pleased. He said "Thank you, Mr. Rabbit, for counting us. Now we know exactly how man crocodiles there are in this river." The other crocodiles were pleased too. " Now we know." They all said happily. Then the big crocodile said to the rabbit,

"And now, Mr Rabbit, please tell us how many rabbits there are on this island?" The rabbit said, " There aren't any rabbits on the island. When I was on the island, There was one. I was the only rabbit on the island, so there was exactly one-Me" When the crocodiles heard this, they all laughed, and the big crocodile said, " You are very small, Mr Rabbit, and you are very clever. But thank ypu for counting us." The little rabbit laughed, too. He said," And yo are very kind. Thank you for making a bridge for me. You made a beautiful bridge. Thank you very much. Now, don't forget. There are exactly twenty-nine crocodiles in this river." And the little rabbit ran away.

Treatment 6

The Grasshopper and the Ants

In a field one summer's day a grasshopper was hopping about, chirping and singing to its heart's content. A group of ants walked by, grunting as they struggled to carry plump kernels of corn.

"Where are you going with those heavy things?" asked the grasshopper.

Without stopping, the first ant replied, "To our ant hill. This is the third kernel I've delivered today."

"Why not come and sing with me," teased the grasshopper, "instead of working so hard?"

"We are helping to store food for the winter," said the ant, "and think you should do the same."

"Winter is far away and it is a glorious day to play," sang the grasshopper.

But the ants went on their way and continued their hard work. The weather soon turned cold. All the food lying in the field was covered with a thick white blanket of snow that even the grasshopper could not dig through. Soon the grasshopper found itself dying of hunger. He staggered to the ants' hill and saw them handing out corn from the stores they had collected in the summer. He begged them for something to eat.

"What!" cried the ants in surprise, "haven't you stored anything away for the winter? What in the world were you doing all last summer?"

"I didn't have time to store any food," complained the grasshopper; "I was so busy playing music that before I knew it the summer was gone."

The ants shook their heads in disgust, turned their backs on the grasshopper and went on with their work.

Treatment 7

A Bear and A Lion

One upon a time a lion and a bear caught and killed a goat. They had a quarrel over it.

"It is mine," said the bear. "I caught it with my strong paws." "It is not yours. It is mine," said the lion. "I killed it with my strong jaws." Then they began to fight over it. They ran up and down the hill, under and over the fallen trees, in and out of the forest. They bit and scratched with their strength, but no one could overcome the other.

At last they both were tired out and could fight no longer. They lay upon the ground, panting and looking at each other.

A fox who was passing by at the time saw them with a dead goat near by. She ran up to them, took the goat home and ate it up.

The Foolish Donkey

A salt seller used to carry the salt bag on his donkey to the market every day. On the way they had to cross a stream. One day the donkey suddenly tumbled down the stream and the salt bag also fell into the water. The salt dissolved in the water and hence the bag became very light to carry. The donkey was happy.

Then the donkey started to play the same trick every day. The salt seller came to understand the trick and decided to teach a lesson to it. The next day he loaded a cotton bag on the donkey. Again it played the same trick hoping that the cotton bag would be still become lighter.

But the dampened cotton became very heavy to carry and it suffered much. It learnt a lesson. Afterwards it did not play the trick and the seller was happy.

APPENDIX 5

BIOGRAPHY

Shella Marcelina was born on June 15th 1998 in Curup, Bengkulu. Her nick name is Chece. She grows up in Moeslims family and her small family consists of her parents and herself. Her father's name is Zaveni Rasyidin. Her mother's name is Yuri Susanti. She went to elementary school and studied from class one until six in SDN 40 Curup. Then continued to higher grade in SMPN 5 Curup. She passed the junior high school final examination to find her next grade in SMAS Xaverius Curup. Next, she continued her school in IAIN Curup. She took Department of English Education of the faculty of Education and Teacher Training because she wants to be a good English teacher for her students later.