CHAPTER I

1.1 Background of Study

English is a foreign language that is learned by the students from schools to the university levels in Indonesia. It is one of the subjects included in the nationals curriculums, English languages must be taught at junior and senior high schooles students as well as at university. The languages will be very useful for junior and senior high schooles students and also when they continue their studies at university, or when they work for any foreign companies.

Simanjuntak (1988, p. 6) says, "students who do not read because of lack of motivation do not get the practice that he needs in reading comprehension." So that the students will be lost because they are not interested in teaching reading comprehension.The goal of teaching English languages is not only to communicates but also to understand the written English languages.

The students are expected to able to read texts and English articles in their specific fields when they are at university levels because the purpose of study English languages is to obtain the ability in reading English languages. To get it, the most important thing is that teachers have to look for a good and suitable materials for the students' levels. In teaching English languages, there are aspects of the English language that should be improved, namely: listening, speaking, reading, and writing skills.

Reading is one of four English language skills that the students strive in learning English languages and reading is a key to knowledge or the window of the world.Reading is defined as the process of looking for a series of written symbols and getting meanings from them. Reading is a skill in which we try to get information from printed or written materials.

To have good material in reading is not only by knowing how to read better with corrected pronunciations and intonations but also understands the reading. English languages and to obtain the information in the texts, but sometimes the students faced problems in reading English languages, understanding, and translating the written English languages.

Nuttal (1982, p. 10) states, "reading is not just an active process, but an interactive one. It means the reader will interact with the text to predicts what they are about." The main purpose of teaching reading English languages is not only to help students improve their comprehension but also to find the ways ordered that they love reading English languages and to develop great enthusiasm.

There are some kinds of reading used in teaching reading English languages, such as extensive reading, silent reading, reading aloud, and reading comprehension. Reading comprehension is one of the reading skills taught in junior and senior high school until university. Some teachers complained that their students are often difficult to understand the English language text that they have already read and they sometimes can only know a little part of the text, if the students find difficulty in understanding the text, they are lazy and bored in reading English languages text.

Packer (1965: 56) states, " short stories is protean may be short indeed or it may stretch until it approaches the short novel-length, the short story is always regardless of variation."Furthermore, there is a different definition between short stories and longers functional format. Short stories are one of the presented materials in teaching reading the English languages of Tarbiyah students of Muhammadiyah University of Aceh.

The syllabus of reading comprehension of this faculty, the students are expected to able to criticize the writer's idea in reading English language text, analyze the writer's argument of writing ideas, and answer or respond to the issue taking place in-class discussion. However, there are some obstacles faced by the students while comprehending reading English language materials especially short stories. Firstly, some teachers tend to teach difficult or unfamiliar vocabulary before the students read the text because it saves time and they think it to help students' understand better. But, by giving "ready answers", teachers prevent the students from developing their reading English language skills and enhancing their comprehension abilities.

Meanwhile, Ellis and Hedge (1993: 14) states, "the students know different words and have different prior knowledge in the topic, which means that some words are unknown for some of the students, but familiar for others." As a result, this activity continues for a long time. Sometimes there are vocabulary exercises in the pre-reading but they include only if the text contains some specific or specialized vocabulary, terminology, proper nouns, which helped the students to understand the idea of the text better.

The other things that trigger their problems namely during the learning process the teacher does not give effective feedback to their students in each stage, such as on structure organization, language, punctuation, spelling, and grammar. It makes students confused and finally decreases their ability especially in reading skills. Then, the teachers use traditional ways, such as the teacher explains, asks students to answer the questions, and do exercises.

The teacher does not use interesting teaching media such as short stories, videos, pictures, and games or online games to help students in the English learning process, and also can develop the students' reading comprehension. As it is known that interesting materials can

help students to get new ideas, motivates them in learning, and encourages them to be active and creative.

Meanwhile, an English teacher, as a second language teacher should know very well how important to learn reading comprehension. The teacher knows that students must learn thousands of words the speakers or writers use in their speech or writing. Ghasemi and Hajizadeh (2011) argue that the short stories have unique characteristics thus making the learners especially suitable to be used in reading comprehension.

Also, surely have concepts is referred to words that appear frequently in a wide variety of texts as the key to reading comprehension.Therefore, in teaching reading can be done through some ways or techniques to create a good atmosphere and interesting during the learning process. One of them is by implementing English short stories. The aim is easy to understand by the students, and also can be developed any kind of teaching material so that the reading learning will not become monotonous and boring.

The reason why choosing short stories as materials of reading learning is literary work is often more interesting than the text found in coursebooks. It supported by Setyani (2009) define that the short stories are interesting, can also help to stimulate the students' curiosity toward the target culture and languages.

Then, the short stories are one of the modern prose forms. Also, the short stories become any interesting thing for learners to read and talk about. The functions of the short stories it owns are to entertain and to develop the reading comprehension related to students' opinions. The unwillingness in reading and the need to achieve success in English among junior high school students create a problem. They want to improve their English. but they are not willing

to read English. They consider that English is difficult to learn before eventually trying to learn it.

The Writer has done a pre-survey in the place that will be used as the target of populations in this writer. In SMP N 1 Paranginan especially in class IX, they always read English materials in the classroom. They said the materials or topics are not interested to read. They are bored with the monotonous topic. That makes one reason for the writer to introduces a new way to encourage the reading willingness in the student itself using short stories.

The writer chose the short stories because, in teenagers' level, short stories are the most interesting literary work to read. It because short stories not too long to read and has various interesting topics. So hopefully in this way, they can improve their comprehension in reading without boredom.

The writer chose from the explanation above the writer is interested to make research entitled " THE USE OF SHORT STORIES TO IMPROVE STUDENT'S READING COMPREHENSION SKILL IN SMP NEGERI 1 PARANGINAN GRADE IX" The writer chose this school because the writer saw the real trouble like writer explained above. In this case, it may be useful for the students to improve their comprehension in reading.

1.2 The Problem of Study

Do short stories improve student in reading comprehension skill in SMP N 1 Paranginan Grade IX?

1.3 The Objective of the Study

To find out whether or not a short story can improve student in reading comprehension.

1.4 The Scope of the Study

The study focused on the use of short stories to develop student's reading comprehension skills at SMP N 1 Paranginan grade IX. The researcher uses short stories and focuses on the level of reading comprehension, such as literal reading comprehension, which refers to the ability to understand what is stated by the writer by taking the idea which is explicitly stated in the passage.

1.5 The Significance of the Study

The finding of the study is expected to contribute to two perspectives: theoretically and practically.

a.Theoretically

The results of this study inform others about the improvement of students' reading comprehension after being taught using the short story strategy. This information is also useful for those who want to research the same subject in the future.

b.Practically

This study is expectedto give benefit for:

1. For writer, give pleasure, joy, enjoyment develop one's imagination

2. For the School, The results of this study are expected to be beneficial as the input and model in the implementation of English reading activities. Besides, the results are

expected to be consideration of the school determining policies regarding the learning process, including curriculum, and facilities.

4. For English teachers, the existence of this research to solve the problems during the teaching process. Furthermore, this research can be used as references to make the learning process, especially in learning vocabulary.

5. For the writer study, This writer study is expected to be able to be used as an exercise in conducting research and to enrich the researcher's insight and knowledge regarding the appropriate learning activities and methods.

CHAPTER II

THEORETICAL REVIEW

This chapter presents some points to be discussed. It is very important because theoretical review is as the basic concept to the research. The theoretical review below present some supporting theoretical description related to the research. The first discussion reading comprehension, the second is short stories.

2.1 Reading

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation

marks, and spaces) and we use our brain to convert them into words, sentences, and paragraphs that communicate something to us.

2.1.1 The Definition of Reading Comprehension.

Reading comprehension is one of the components of language. The objective of reading comprehension is to make the students have good language proficiency in language skills. (Zahro, 2015) argue that Reading comprehension is one of the reading components which is critical to all individuals in educational success. Therefore, the researcher concluded that reading comprehension is the ability to read the text, process it, and understand its meaning.

An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences.Furthermore, reading comprehension performance can be developing when the learners are taught inferential reading comprehension strategies involving both verbal and visual (Woolley, 2010:108-125). Also, reading comprehension is the collection of words that individual knows, and reading comprehension is an important mean to express the learners' thoughts and feeling, either in spoken or written form.

Reading comprehension is one of the language components that can affect macro skills. Based on Pikulski and Templeton (2004) argues that reading comprehension is increasingly required for reading informational and content-area texts. The definitions show that reading comprehension is an important element that English learners should learn to master English well besides the other English components and skills.

Furthermore, Lubis (2016) said that reading comprehension is the method or way used by the teachers in carrying out the text through guide the required information from reading texts. From the interpretation above, the researcher concludes that in language learning, reading comprehension takes place in building language proficiency. Also, the richer the reading

comprehension that can be mastered by the students, they will get the better skill it depends on how many learners understand the contents of the reading that has been mastered.

Reading comprehension strategies are tools that students can use to help determine the meaning of what they read. The strategies presented in the Reading Comprehension section are those which enable students to interact with fiction or non-fiction, to understand and answer questions about what they have read.

Reading comprehension skills increase the pleasure and effectiveness of reading. strong reading comprehension skills help in all the other subjects and personal and professional lives. The high stake tests that control advancement through the elementary middle. and high school and which determine entrance to college are in large parts. the measure of reading comprehension skills. And while there are test preparations that will provide a few short-cuts to improve test-takingstrategies, these standardized tests tend to be very effective in measuring readers' reading comprehension skills.

 In short, building reading comprehension skills requires a long term strategy in which all the reading skills areas (phonics, fluency, vocabulary) will contribute to success.On the other hand, Frima (1996: 12), "reading skill needs to be fostered so that learners can cope more and sophisticated text and deal with them efficiently, appropriately and skillfully." Reading is a complicated skill and reading is not only about how to pronoun words but also how to understand an author's idea and perception in his/her writing.

 A good reader must be patient while reading is going on until he/she knows what the writer wants to convey to them and we can get new knowledge from the materials.While reading, we have to understand and summarize what the reading English language about. Then, we can apply the information or message from reading English language materials in our daily life, if it

is suitable for us. Because the guideline of reading involves reading integration and promotes the development of the reader himself.

2.1.2 The Students' Reading Comprehension

Harmer (2007:273) summarizes that there are two points to develop reading comprehension. Such as: (1) "extensive reading", and (2) "intensive reading". The extensive reading and listening frequently take place when students are on their own, whereas intensive reading or listening is often done with the help and also the intervention of the teacher.

The researcher can conclude extensive reading as reading that is coming as readers' internal motivation such as readers read because they want to and teachers also take part in 10 encouraging them to read extensively. As what have been explaining that there are two kinds of reading by Harmer (2007). It is common when the learners hear the term reading for pleasure. It is claimed that the best reading is the extensive one; "read for pleasure; reading because learners want to read; no one forces us to do it.

The teacher believes that learners are good at doing everything they like. The highest place is internal motivation." Furthermore, everything the learners do because of their willing will produce a maximum product. This statement is highly supported by Harmer (2007: 273): state that extensive reading is the best possible way for students to develop automaticity, which is the automatic recognition of words when they see them.

It is by far the best way to improve their English reading (and writing) overall. Even the best is extensive reading because it comes from internal motivation, it does not mean intensive reading cannot be worth it. That is a language teacher who is their helper; by providing good material and guiding them during the reading session. For the very first time, the teacher needs to grab students' attention; letting them know that reading is a nice thing.

Harmer (2007:283) argues that "a teacher encourages students to choose for themselves what they read and to do so for pleasure". Also, when students fall in love with their reading materials and fell curious to read it, it means that the teacher wins their hearts. The love reading students will be easy to be guided to develop their specific receptive skills such as: "Reading for gist: skimming, reading for specific information: scanning, or even reading for detailed comprehension/ inference".

After that; they change their kind of reading to intensive reading. Therefore, the language teacher should be very careful in providing reading materials. The teacher needs to make the students falling in love with the reading activity, and also the teacher needs to make them enjoy reading texts.

2.1.3 The Importance of Reading Comprehension.

Large reading comprehension can help us express our ideas precisely vividly. Meanwhile, we cannot do well comprehension without a large reading comprehension, for the passage and questions involve a range of words much wider than that of our daily conversation. Based on Woolley (2010) argue that reading comprehension is the process of making meaning from text.

The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Therefore, readers need to understand the meaning of the text ideas during the reading process. Also, comprehension is affected by a reader's culture, based on the degree to which it matches the writer's culture or the culture espoused in the text (Pardo, 2004). It means that readers also read in particular ways depending on the purpose for reading.

Duke and Pearson (2001) argue that reading comprehension is a process which the reader constructs meaning using as the building materials the information on the page of printed and the knowledge stored in the reader's head.

Therefore, having a lot of reading comprehension can help the learners to the progression according to the functional needs.

Harmer (2007) said that the students love the subject or are interested to see based on what the learners like. Furthermore, it is said that the learner's difference factors include belief, attitude, motivation, and language learning experiences. Therefore it can be concluded, in English learning, especially learning of reading comprehension, some factors influence the students in mastering it. It is the external factors and internal factors. External factors are related to curriculum, methods, classroom situation, family, and society. Meanwhile, internal factors come from IQ, attention, motivation, interest, attitude, etc.

2.1.4 The Way to Teach Reading Comprehension

The teaching of reading comprehension is not easy to do. Some people think that teaching reading comprehension only wastes the time because reading numbers is unlimited. The English teachers had better teach English reading comprehension first than other aspects of this language, such as grammar, speaking, and writing. If students know more about reading comprehension, it will be easy for them to learn another aspect of the English language.

Harmer (2007) defines that the language sticks in learners' minds as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, then the acquisition is likely to be even more successful. Also, reading comprehension plays an important role in foreign language learning. Moreover, Brown (2001) states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies for literate

students. Therefore, teachers should be creative in finding interesting ways to teach reading comprehension.

Also, it is said that there are specific strategies to enable students to increase their reading comprehension, for each component as follow:
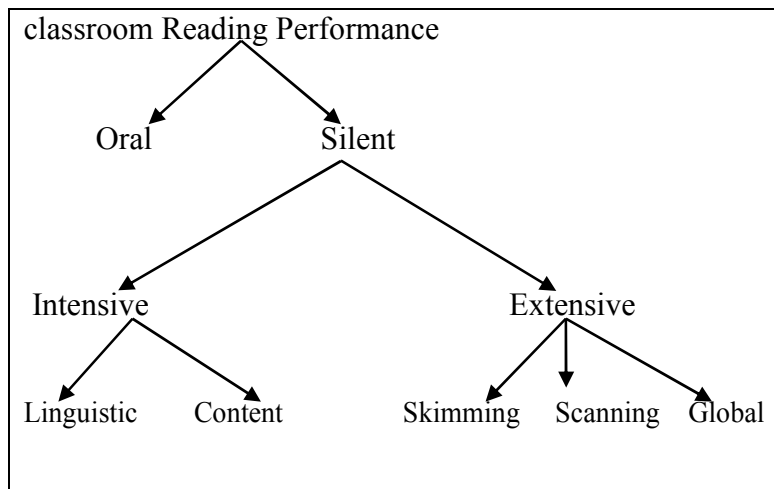

Figure2.1: The classroom reading performance.Adapted from Brown (2001)

Brown (2001), the schema above is the type of classroom reading performance. While also informed that there are some disadvantages to oral reading activities. For instance, it is not a very authentic activity; interrupting others "get lose attention", etc. Therefore it can be concluded, the teachers have to be careful in teaching them. Teenagers are easy to get bored with the lesson compared with adult learners. They need colorful pictures and information that are relevant to their world.

Furthermore, Prisilya (2014) says that reading helps students to be better in mastering language, and students can learn formal and informal language from reading materials. Therefore it can be concluded, the learning of reading comprehension needs a process. To make an effective process, the learner should be in the effective condition of acquiring reading comprehension. Also, it will enable them to remember the meaning over time and be able to recall them readily.

2.1.5 Learning the Reading Comprehension

There are many ways to learn about reading comprehension. Some of them are starting from: learning from the roots of the words, dictionary, prefixes, and suffixes (Sarwono and Purwanto, 2013). Furthermore, learning the reading comprehension needs guidance from the textbook as well for learners can understand the meaning of the reading content. Also, Pang (2003) defines that the learning of reading is an important educational goal. It is, for both children and adults, the ability to read opens up new opportunities.

Therefore, in language learning especially of reading comprehension, the learners need to understand in daily conversation. In order to communication can fluently, the learners must have many core comprehending. Furthermore, the reading can be better with practice and comprehension becomes better with more to ccommunicate (2003). In addition, core comprehending is important to learn reading in the socialism or interaction with other people.

Nation (2001) said that the learners' knowledge of the prefixes and suffixAlsolop as they gain more language experience. Also, motivation can influence the interest, emotion, purpose, or persistence with which a reader engages with text (Butcher & Kintsch, 2003). It is more motivated readers are likely to apply more strategies and learning harder to develop meaning. Therefore, in learning reading comprehension is not only learning about the words or words meaning, but also about how to use the material can motivate the readers into correct use based on their experience of the language.

Certainly, such as what is meant by the meaning of a word, it is determined by the context where it is formed and also determined by its relation to other words.

2.2 Types of Reading

Patel and Jain (2008: 117-123) the types of reading:

a. Intensive Reading

Intensive reading is related to further language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for a classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises.

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

b. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually, people read to keep them update.

c. Aloud Reading

Aloud reading is a basic form of classroom organization and discipline. In reading aloud, the students are confronted with written sentences that haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students. Elizabeth (2004: 286 - 288) aloud reading means reading a book by producing sounds audible to others.

Reading aloud by the teacher can help the students in the improvement of their listening ability. Reading aloud is useful at a specific moment alone. Reading aloud prevents the students from learning to understand the meaning of a sentence even when he may not know one word in the sentence.

d. Silent Reading

Silent reading is a very important skill in teaching English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on the student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips.

It helps him read with speed, ease, and fluency. It aids comprehension and expands the student's vocabulary. Elizabeth (2004: 287- 288) silent reading means reading something without producing sounds audible to others. In silent reading, the students can more easily work at their own material pace or speed.

2.3 Level of Reading

Gillet and Temple (1990:134 – 137) level of reading :

1. The Independent Level

With this level of difficulty, the student can read text easily, without help. Comprehension of what is read id generally excellent and silent reading at this level is rapid because almost all the words are recognized and understood at sight. The student has to stop rarely and analyze a new word. Oral reading is generally fluent, and occasional divergences from the written text rarely interferes with comprehension.

2. The Instructional Level

This level the material isn't really easy but is still comfortable. Here, the student is

challenged and will benefit most from instruction. Comprehension is good, but help is needed to understand some concepts. The silent reading rate is fairly rapid, although usually slower than at the independent level. Some word analysis is necessary but the majority of the words are recognized at sight. Oral reading is fairly smooth and accurate, and oral divergences from the written text usually make sense in the context and don't cause a loss of meaning.

3. The Frustration Level

This level the material is too difficult in vocabulary or concepts to be read successfully. Comprehension is poor, with major ideas forgotten or misunderstood. Both oral and silent reading is usually slow and labored, with frequent stops to analyze unknown words. Oral reading divergences are frequent and often cause the reader to lose the sense of what was read. Because of this difficulty, it is frustrating for students to attempt to read such material for sustained periods, and their efforts often fail. This level is to be avoided in instruction.

4. The Listening Level

The listening level provides an estimate of the student's present potential for reading improvement. The most reader who has not yet reached their full potential as readers, who are still developing their reading skills, can listen to and understand text read aloud to them that they cannot yet read for themselves. The listening level is usually higher than the instructional reading level. The listening level gives us an indication of how much their reading may be expected to advance at this point.

2.4 Short Stories

A short story is usually concerned with a single effect conveyed in only one or a few significant episodes or scenes. The form encourages the economy of setting, concise narrative, and the omission of a complex plot; character is disclosed in action and dramatic encounter but is

seldom fully developed. Despite its relatively limited scope, though, a short story is often judged by its ability to provide a "complete" or satisfying treatment of its characters and subject.

2.4.1 The Definition of Short Stories

A short story is a fictional work of prose that is shorter in length than a novel. Ghasemi (2011) said that the short stories' distinctive features, namely, its modernity, brevity, and variety make it appealing and interesting to language learners. Therefore, in short, stories are more using literary devices to tell the story, and the short story is more simple to learn reading comprehension. Also, a short story, unlike a poem, i.e, does not depend on a verse, presentation, and rhymes or matters for its organization (Upreti, 2012).

Also, short stories have a variety of choices for different interests and tastes. Furthermore, Krashen (2004) in Wright (2010) argues that reading is an excellent source of comprehensible input that enhances second language acquisition. Furthermore, reading short stories can develop reading comprehension easily for learners'. Ceylana (2016) said that since it is short and aims at giving a 'single effect', there is usually one plot and a few characters, or there is no detailed the set of description.

Therefore it can be concluded, that the short stories can be used with all levels (Beginner to advanced), all ages (Young learners to adults), and all classes.
These short stories in English include vocabulary help and some have vocabulary and comprehension quizzes. the following short stories are well known, classic stories in the public domain all with word check to help with vocabulary.

2.4.2 Short Story in Language Learning

In language learning, a short story can be applied in four language skills. Hismanoglu (2005) said that literature plays an important role in teaching four basic language skills such as reading, listening, speaking, and writing. Also, the learning English process that enjoyable and

attractive for EFL learners are with the literature used in the form of the short story (Dersi, 2013). If the literature is used in the language classroom, skills should never be taught in isolation but in an integrated way. Therefore, the work of literature is interesting to use in reading comprehension.

Furthermore, Irene (2015) argue that there are several advantages related to using the short story in the classroom of an ESL. Also, the learners get opportunities for integrating reading comprehension instruction-related the use of short stories with other language skills (Parvareshbar and Ghoorchaei, 2016). The most revealing one is their practical length, which allows the students to conclude the reading task in one sitting, or depending on the approach of teachers', it can be entirely read within one or two class lessons.

Also, every work of literature is about something, often about many things, and the more person reads, the better stocked will his mind be with knowledge is a complex connection and the way it is acquired from literature, in several ways. Adyana (2016), the word selection is the highest increase, which is an aspect of the use of the short story in developing the students' vocabulary mastery to write narrative texts.

To the word selection, the students must multiply their vocabulary to improve their learning in four English skills. Furthermore, Khatib (2013) argues that SSBLT (Short Story based Language Teaching) is a humanistic the literature-based language teaching method that aims to promote the learners` personal, cultural, and linguistic awareness. Also, a short story usually focuses on one plot, one main character or with a few additional minor characters, and one central theme.

Therefore it can be concluded, that the short story is the most appropriate to learn reading comprehension, in addition to practical, interesting, the short story can motivate student's interest in learning.

2.4.3 The Authentic Materials

Based on Harmer (2001 as cited in Rahmawati, 2015) define that authentic materials can be means as a text or non-text which are not designed specifically for teaching language, as well as contain a real example of a language with ways it would be used in communicative needs. Also, authentic materials can clarify the learner's knowledge during the learning process.

It can be either text or non-text. For example, using narrative text, where the content in the narrative text there is a short story to learn English vocabulary. Furthermore, Mamo (2013) claims that the authentic materials are one of the most important and essential tools in foreign/second language teaching and learning to enable learners to transfer what to learn in the classroom to the outside world.

The authentic materials in language learning can be done through the teaching methods and learning process. Such as the materials-focused approach namely the learning in this approach is text-centered. As well as the approach that emphasizes the unity of learners' feelings and the learning process. Also, Al-Azri and Al-Rashdi (2014) define that the learners' authenticity more refers to the ability of learners to interpret the meaning present in the text such as the native speakers to do in the real world. It is, the authentic texts in the language learning context mean any source of information used to develop an authentic learner's understanding.

Furthermore, Berardo (2006) also defined the sources of authentic materials that can be used in the classroom are infinite, but the most common are literature, magazine, newspapers, song, videos, movies, and TV programs. Therefore, authentic materials are more effectively used as teaching materials. As well as the language learners need to have access to realistic examples of how the language is used in everyday life, like the meaning of the story contained in the literary context. This will provide enormous motivation to learners, as language learners will be allowed to experience firsthand how the foreign language is used in the real context.

2.4.4 Review of Related Studies

2.4.4.1. Short story as materials

There are some studies which concern the reading skills of students in Junior High School especially to reading comprehension so that needs the use of English short stories as materials in teaching-learning. Therefore, the researcher views them as relevant references in doing the research. The first study is conducted by Parvareshbar and Ghoorchaei (2016) who explored is about the effect of using short stories on vocabulary learning in Iranian EFL.

Based on, the research that the learners get opportunities for integrating reading instruction related to the use of short stories with other language skills. In addition to practical, interesting, easily use, and can use for all circles. Another advantage of the short story is the learners have to learn reading comprehension in context to comprehend the core meaning. Also,

refs to language and culture are intertwined to understanding meaning to participate in the community environment.

The second study is conducted by Setyani (2009) the opinion in her research on the use of short stories to develop student's reading comprehension skills for nine-grade students in SMP N 1 Paranginan. Suggested, that the short stories can be used by the teachers to develop the students' ability in reading comprehension. Therefore, the researcher concluded that the use of short stories can develop the teaching-learning process, the students are enthusiastic to be involved in learning and have more creative and imaginative ideas in English. Undeniably, in the materials that reading comprehension can be interesting by using short stories.

2.4.4.2. Reading comprehension

In learning English the students will not be able to express their ideas inadequate good communication and interaction with one another without having the reading comprehension. Some researchers have researched in developing the students' reading comprehension by using the short story. One of them was conducted by Dersi (2013) the opinion that the learning English process that enjoyable and attractive for EFL learners are with the literature used in the form of a short story.

Therefore, the short story can help the students to acquire more English comprehension in especially is reading skills. Also, if students can genuinely engage with their thoughts and emotions that the literature can motivate the students' to learn reading comprehension. Hansen (2016) argues that the teaching of reading is to be able to read fluently with good comprehension, as this is at the base of all acquisition and learning. Also, that learning English can not be separated from reading comprehension.

The researcher concludes that reading comprehension is the main aspect of learning English. Without reading comprehension, the students can't socialize well. Furthermore, the short story is materials which more interesting and is fun. Also, short story it one is to entertain and to develop readers' idea in reading comprehension.

Scott (2009) defines that reading comprehension as one part of reading or literacy instruction. It is the students who liked to guess the meaning of new unknown ones and remembered all the pre-taught words. Undeniably, the short story as materials in reading comprehension to can students engage more active and creative in reading English. Also, the short story is an appropriate material for learning reading comprehension. Therefore, the researcher will focus on the use of short stories as materials in reading comprehension.

2.5 Conceptual Framework

Conceptual framework derived from those concepts above will be presented as follows:

Reading is one of the important things to get any information. In a school case, reading is an essential skill because the students face written text in their textbooks almost every day. The students" face difficulties in the learning process, especially in learning English. The difficulties are caused by a monotonous technique which is used in the learning process.

It is a serious problem because the difficulties influence other teaching and learning components. The students are not able to comprehend a passage well so that they cannot grab the information of the passage comprehensively. There should be a solution to solve this problem.From the previous theoretical review, the researcher had discussed a term of the mind map. There were several advantages of the use of the mind map in the learning process.

The mind map technique helps the students to simplify a concept and description, to balance human brain activity, to guide them reading a text joyfully, to invite them to make innovations, and to help them to recall any information they have read easily. The mind map technique of reading a written text is one of the effective ways to comprehend the text.

Therefore, the mind map technique is a good technique to solve the problems identified by the researcher in the class IX-A at SMP N 1 PARANGINAN. This technique is considered appropriate with the condition of the students there. It can make the students feel comfortable with the learningactivities and achieve the aims of the reading skills. The following is a schema of the conceptual framework of this research.

SHORT STORIES IN READING COMPREHENSION

CAR METHOD

Student difficulties in reading:

-The student can not understand the connection between the new vocabulary they have learned with the function of the short story.

-The student can not apply their new vocabulary in their mind for reading comprehension.

Types of Reading

Patel and Jain (2008: 117-123)

-Intensive Reading

-Extensive Reading

-Aloud Reading

-Silent ReadingReading

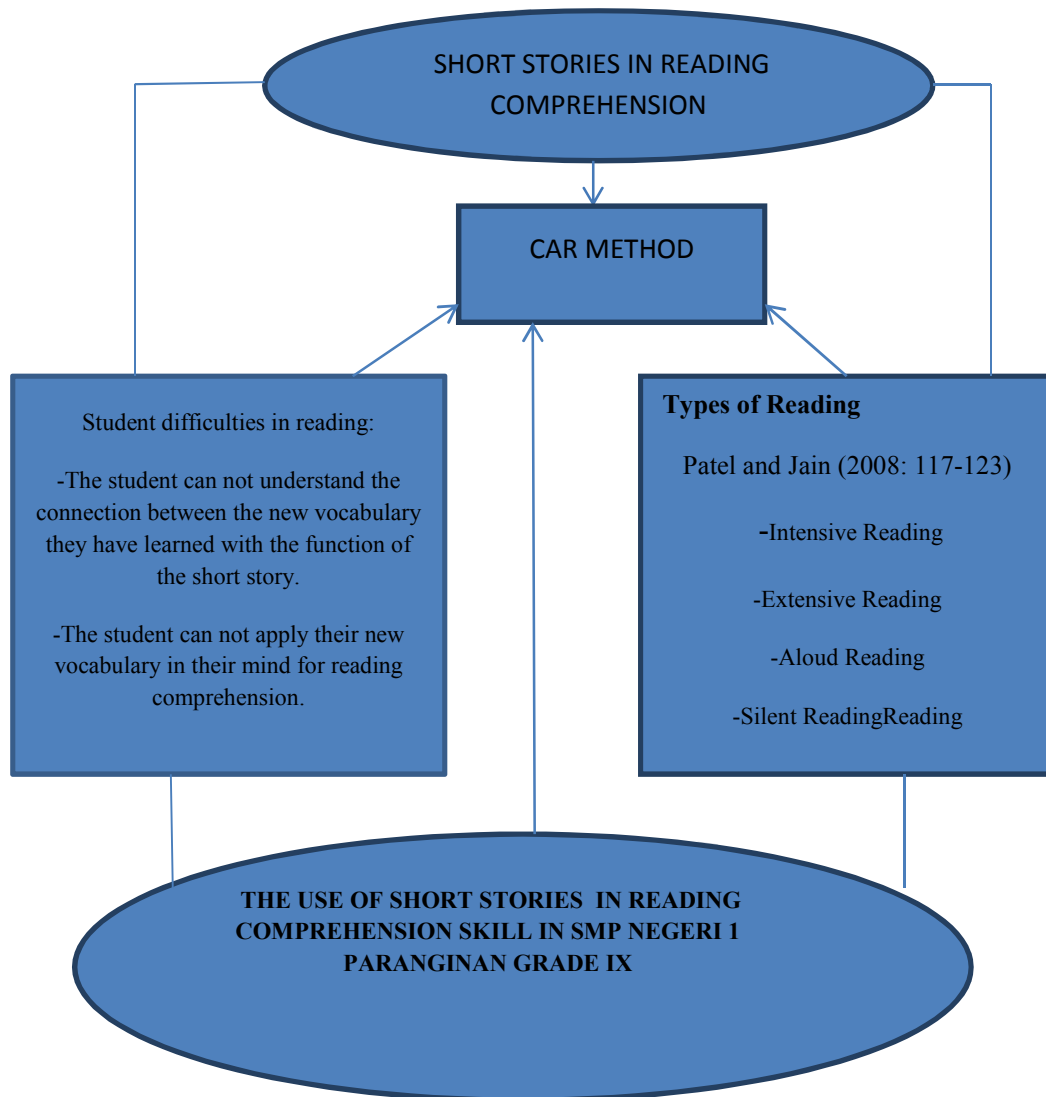**THE USE OF SHORT STORIES IN READING COMPREHENSION SKILL IN SMP NEGERI 1 PARANGINAN GRADE IX**

Figure: Classroom Action Research Framework

CHAPTER III

RESEARCH   METHODOLOGY

3.1 Research Design

As for the research to be carried out in classroom action research in efforts to improve student learning independence.Classroom Action Research is one type of research that is done by the teacher his own in class through self-reflection, aims to improve performance as a teacher, produce activities, and improved student learning. Classroom Action Research (PTK) is a research model developed in the classroom.

In primary school, CAR is scientific research based on problems Learning and corrective action to solve problems in the classroom taught. By making PTK can improve the quality of student learning outcomes better. If the data have been collected then classified into two groups of data, namely Quantitative research is collecting numerical data that are analyzed using mathematically based methods (in particular statistics).

Qualitative data in the form of words are set aside for temporary because it will be very useful to accompany and complete the picture obtained from quantitative data analysis (Arikunto, 2006). So in this research, quantitative data in the numbers need first only then can it be clarified with words.

The design of this research is descriptive analysis in form of qualitative research about analysis on the use of short stories as materials in reading comprehension, the aim's to help them develop their task class in SMP N 1 PARANGINAN grade IX.

Besides that, this research also analyzes how the short story is used in reading comprehension to help the learners in task class for students grade IX in SMP N 1 PARANGINAN.

3.2 Population and sample

The population and sample in this study are the following:

3.2.1. Population

The population of this research is IX grade students of SMP N 1 PARANGINAN. The results are five parallel classes, namely classes IXA-IXE and each class consists of 32 students, and the total population is 150 students.

3.2.2. Sample

Notoadmodjo (2010) sampling is based on a particular consideration such as the nature of the population or characteristics that have been knowing previously. In selecting the sample, the researcher will write the name of each class on paper and put it into a box. Class IX-A chose using a sample of this research. These samples are selected using simple methods.

3.3 Instrumen Collecting Data.

This research data in the form of quantitative data and qualitative data.

1. Quantitative data

   Quantitative data is data obtained using Formative test instruments of this study will collect by applying a multiple-choice test. Brown multiple-choices format is practical, reliable and they give the possibility of an easy and consistent process of scoring and grading. The test will use in pre-test and post-test instrument.

This quantitative data obtained by calculating the class average of the test results given to students. The test will aim to measure students' reading comprehension in short stories. Each item of the test included 4 options namely, a, b, c, and d. Students will ask to choose the correct answer to texts by crossing the right answer. The test consisted of 25 items. The test items will design based on three texts which are taken from the internet.

The writer will adopt five items of the tests which have been available on the internet, such as number 15, 16, 17, 18, 19, and the rest of the test items will modify by the writer, herself. The writer will give a try out by giving the test to the students before administering pre-test and post-test. When embarking on the construction of a test, the writer will make a table of specifications.

The table will specify the number and the nature of the items in the test, thereby providing a guide for item writing.

1. Qualitative data

Qualitative data is data taken from activity observation activities. Data observation to find out the difficulties of students and teachers during the process learning, like an interview, kind of question. The guidelines were used to guide the researcher to focus on the intended research area as she conducted the interviews. They were possibly developed as long as the interviewee was still on the right path. The next instruments were the observations which included recordings of the rundown of the classroom teaching and learning process

3.4 The procedure for collecting data

The research procedure consists of three several steps involved in the first cycle, namely:

1. Planning

   In this step, the researcher offered new techniques in improving students writing skills. there was use of the short story as a learning media. The action was based on the lesson plan applied in the class. Besides the researcher also prepared materials that were going to be taught in the class, make lesson plans, the form of observation so that the class can be observed well, teaching aids.

2. Actions and Observations

   There is an action planner implementation that is made after the researcher gets the data from the previous steps. There will be observations after taking action to find out the effects of actions taken in class.

3. Reflection

   After there is an activity in the first cycle and then observing the problem, there will be a reflection of implementation. This will be a reference for implementing actions in the next cycle to be better than before. Responses and suggestions will be received by researchers from other research participants, especially from collaborators. The identification that results from the action has been determined as a successful or unsuccessful action.

The research procedure consists of four several steps involved a second cycle, namely:

1.Pre-Reading

This activity is done about five minutes in this step researcher gives some questions that have related to the topic that would be taught. The researcher asked them who are ever has a best friend or who are ever has a beautiful teacher, then the students answer with raising their hand and the researcher pointed them.

2.Test

The kind of tests used by the researcher in this research is an essay and multiple choice. in the pre-test and post-test, the student is asked to answer some questions based on the text. The data obtained from observation, field notes, photographs, interviews,and questionnaires are analyzed following the procedure of assembling the data, collecting data, coding the data, comparing the data, building interpretation, and reporting the outcome.

3.Pre-test

The pre-test is given to find out the students' competence in reading the English language before presenting the materials, it consisted of 10 items (10 questions in multiple-choice and others are in true-false items). Indeed, they will purpose was to know the student's ability in comprehending reading English language text before the statement was given. Also, they will genre used in the pre-test was short stories. In the pre-test, the printed of the short story text was entitled "The Regret I". They will question were concerned about the main idea, detailed information, plot, and moral values and the time allocated for the test was 30 minutes.

4.Post-test

Post-test gives to the students by using short stories in 30 minutes (10 questions in multiple-choice and others are in true-false items). A post-test will be used to measure how the students mastered the materials after short stories where applied in the class. The goals of the post-test will be going to find out whether short stories developed the students' reading comprehension or not. Here, the genre used in the post-test was short stories. In the post-test, they printed off the short story text was entitled "The Nightingale and Rose II". The questions were concerned will the main idea, detail information, plot, and moral values.

3.5 The Scoring of the Test

As a scoring of expected learning success in research that is, if the activities and learning outcomes of students are deep extensive an increase in each cycle, ie> 75% of students get test scores KKM formative (minimum completeness criteria) 60.

In scoring the test the writer used score ranging from 0-100 by counting the correct answer and applying this formula: $S = \frac{R}{N} X\ 100$

Where:S = score of tests

R= number of correct answers

N= number of the test items

3.6 The Technique of AnalyzingData

The data analysis technique is the process of collecting data systematically to make it easier for researchers to get conclusions that it can be easily understood and the findings can be shared with others, Analysis of qualitative data is inductive, which is analysis based data obtained.

Data analysis is a way to analyze the results of data obtained from research. So it's easier to read and interpreted. Miles and Huberman and Saldana (2014) There are three qualitative data analysis steps, namely:

1.Data Reduction

Data reduction is part of the analysis. Data reduction is a form of analysis that sharpens, classifies, directs, discard unnecessary, and organize data in such a way that the conclusions can be drawn and verified.

With data reduction, researchers need not interpret it as quantification. Qualitative data can be simplified and transformed in various ways kinds of ways, namely: through strict selection, through a summary or description short, classify it in a broader pattern, and so on. Sometimes it can also convert data into numbers or rankings. rank, but this action is not always wise.

2. Data Display

Miles & Huberman (2014) a presentation as a group structured information that gives the possibility of drawing conclusions and taking action. They believe that presentations are better is a primary way for valid qualitative analysis, which includes: various types of matrices, graphics, networks, and charts. All designed to combine information that is arranged in a coherent and easily accessible form.

Thus an analyst can see what is happening, and determine whether to draw conclusions correct or continue to carry out the analysis according to the advice which is told by the presentation as something that might be useful.

3. Conclusion Drawing and Verification

Conclusions drawn by Miles & Huberman (2014) are only a part of an activity of complete configuration. Conclusions were too verified during the study. That verification may be as short as possible rethinking the mind of the analyzer (researcher) during he wrote, a review of the field notes, or maybe be so thorough and use up the energy with reconsideration

and exchange ideas among peers to develop agreements intersubjective or also extensive efforts to place copies a finding in another set of data.

In short, meanings that arise from other data must be tested for truth, robustness, and compatibility, i.e., which is validity. The conclusion no only occurs during the data collection process, but it is necessary to verify so that it can be accounted for. Schematically the data analysis process uses Miles and interactive data analysis models Huberman can be seen in the following chart**:**

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┌─────────────────┐              ┌─────────────────┐
│                 │              │                 │
│ data collection │─────────────▶│ data presentation│
│                 │              │                 │
└─────────────────┘              └─────────────────┘
      │         ╲              ╱        ▲
      │          ╲            ╱         │
      ▼           ╲          ╱          ▼
┌─────────────┐    ╲        ╱    ┌──────────────────┐
│ data        │◀────────────────▶│ verification /   │
│ condensation│                  │ conclusion drawing│
└─────────────┘                  └──────────────────┘
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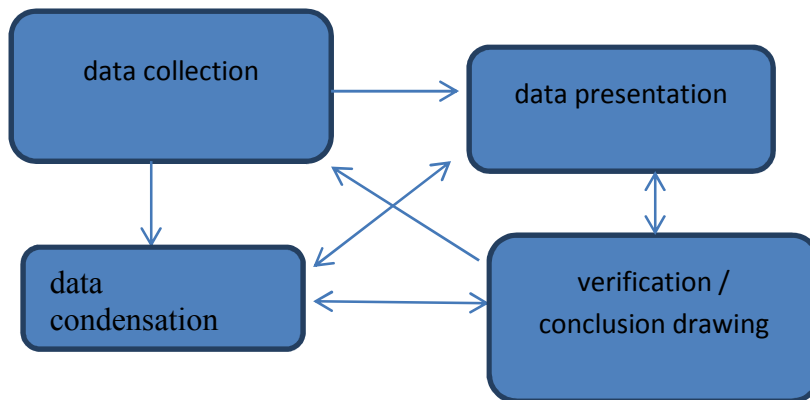
Chart: Miles and Huberman's (2014) Interactive Data Analysis Model