IMPROVING READING COMPREHENSION BY USING SHORT STORY TO THE TENTH GRADE OF SMA NEGERI 1 BULUKUMBA (A CLASSROOM ACTION RESEARCH AT THE FIRST YEAR OF SMAN 1 BULUKUMBA)

MUTAKHIRANI MUSTAFA

STKIP Muhammadiyah Bulukumba, Indonesia
E-mail: Ranimanis822@yahoo.co.id

Abstract – The research aimed at finding out the improvement of students’ reading comprehension by using short story at class X SMA 3 of SMA Negeri 1 Bulukumba Kab. Bulukumba. This research used short story technique to applied in the class when the researcher taught the students of SMA Negeri 1 Bulukumba. This research was classroom action research that consisted of two cycles. One cycle consisted of three meetings. It means that there were six meetings in two cycles. This classroom action research was done at SMA Negeri 1 Bulukumba for English subject. As subject in this research was class X SMA 3 senior high school in 2014-2015 academic years with student’s number as about 32 students. Those consist of 22 female and 10 male. Instruments are essay test and observation sheet. The findings of this research were the improvement of the students’ reading comprehension in terms of try to find main idea and supporting idea in which the mean score of cycle I was 73.25 and the mean score of cycle II was 88.06. The result above indicated that there was significant improvement of the students’ reading comprehension by using short story at class X SMA 3 of SMA Negeri 1 Bulukumba Kab. Bulukumba. Conclusion based on the analysis result of the research, it can be concluded that the use of short story can improve reading comprehension ability of the tenth grade students of SMA Negeri 1 Bulukumba. The students’ mean score for cycle I is 73.25 and it is improved in cycle II with the means score is 87.

Keywords - Short Story, Improving, Reading Comprehension

I. INTRODUCTION

Reading is one of the most important elements of a language. Through reading the people can also obtain information which can help them understand and solve various problems which come constantly in their live, live wise the students at college or university should conceive of how important reading in learning. Teaching reading comprehension use short story can help the students improve their reading comprehension when the teacher teach short story. The teacher can stop activity of the students and introduce what that of short story. Before the teacher finished introduced or explain about short story, teacher orders ask to students and to make reading test until short end. When using this reading test, students can remember of the stories that have been encountered. Beside that with teaching reading by using short story the students can interest. Many order students who have not learned to read well are resourceful person in their daily lives inside and outside of school one of our aims in a rapid literacy development program is to have them use their natural cognitive resources for academic purpose. Nowadays, there are some techniques used in teaching English, especially in reading comprehension. One of them is by using short story. According to Robinson in Donnelly (1977: 240) short story is a compressed view of segment of fictitious life with some type of plot, and usually an opposition of interest. The story should be of interest to students. In a longer story, it is often desirable to read only the more interesting parts. The more descriptive, less interesting parts may be summarized orally. This conserves time and keeps interest high. At time, it is appropriate to read an interesting episode to students to what their appetites for more reading. The story should be on a reading level appropriate for the students so that they may finish it if they so desire. Based on the case Would get from observation in SMAN 1 Bulukumba, especially the students of the tenth grade. In this case the researcher purpose a title “Improving Reading Comprehension by using short story to the Ten Grade of SMAN 1 BULUKUMBA”.

A. Problem Statement

Based on the background above the researcher formulates a research question as follows: 

1. How does the use of short story improve the reading comprehension of the tenth grade students of SMAN 1 Bulukumba?
2. How is the students participation in teaching reading comprehension by using short story at the tenth grade of SMAN 1 Bulukumba?

II. RELATED LITERATURE

A. Previous Research Findings

Some researchers have conducted studies, which are related the present research as follows: Irwan (2008: 39) concluded that teaching reading comprehension by using English comic book can develop the students in reading comprehension skill to the eight grade students of SMANegeri 8Bulukumba. Moreover, Parvin Ghasemi (2011) Conclude that The
short story can offer learners adequate linguistic, intellectual, and emotional involvement and enrich their learning experience in Teaching L2 Reading Comprehension through Short Story. And then other research by Nina Haslinda (2004: 39) concluded that there was a significance difference between the student’s achievement in reading comprehension before and after using question and answer technique can improve the students reading comprehension of the first years students of SMA Negeri 1 Bulukumba, and it is proved by their achievement in the pre-test and posttest. Addition related research by Naeemeh Kharaghami (2013) The results were analyzed using T-tests. It was found that the group which received short stories as their reading text outperformed the other group in the effect of short stories on reading comprehension ability of Iranian ELF learners. Other supporting research by Hendra (2009: 30) concluded that by comprehending short story can improve students reading skill of the second years students of SMA Negeri 2 Malusetasi. From some findings of the research above the researcher concluded that in teaching and learning process, the teachers are supposed to make the students more interested in material and involve them in learning process by creating a good atmosphere in teaching English reading comprehension. Therefore, the researcher believes that the use of short story will be effective to improving the reading comprehension of the students. So the both of previous finding will be reference to support this research.

B. Some Pertinent Ideas

1. The Concept of Reading
   a. Definition of Reading
   There are some definitions of reading given by some author as follows:
   1) Haris and Sipay (1980) explains that reading is the meaningful interpretation of written verbal symbol. Reading is a result of interaction between the perception of graphic symbol that represent language and reader’s language skill’s language and knowledge of the world.
   2) Kustaryo (1988: 273) says that, reading is a complex process in which recognition and compression of written symbol are influenced by reader’s language background, mind sets, and reasoning abilities, and they anticipate meaning on the basic of what has been read.
   3) Richards (2002: 273) says that reading is a skill that is highly valued by students and teachers alike. Reading comprehension is a complex process in which the reader used his mental ability to obtain the information. It means that the reader must be able to recognize the meaning of printed words.

   Based on the definition of reading above, it will be concluded that reading is a process or activity to get meaning of materials whether printed or written and verbal symbol. Reading skills is the ability of process the written or printed material from what was been read and improve a construct of ideas depend on the experience or prior knowledge of the reader.

b. Concept of Reading Comprehension
   Reading comprehension is a dialogue author and reader. The activity needs ability to communicate with an author. While reading silently rather than orally (Smith and Jhonsonin Hendra 2009: 16) it is a complex process in which the readers use his mental content to obtain from written material. Teaching reading comprehension use short story can help the students improve their reading comprehension when the teacher teach short story.

2. The Concept of Short Story
   a. Definition of short story
   According Irvan Al Radjab (2007: 98), short story is (1) a short piece of prose fiction organized into a plot and with a kind of dénouement at the end.(2) A short fictional narrative. Grellet (1986) says that there two reasons for reading. They are: reading for pleasure and reading for information. Both pleasure and information depend on the reader. Reading for pleasure is done without other people’s order, while reading for information, in many cases relevant to current study of the readers. People read to find out things, as a natural phenomenon of innate characteristics of the human doing to be curious about world around him, he needs information to reduce uncertainties.

b. Teaching reading comprehension by using short story
   According to Erkaya (2005) short stories motivate students to continue reading so that they can solve the problem. And since it is interesting for students they would not easily get frustrated.

III. RESEARCH METHODOLOGY

A. Research Design
   This research is classroom action research. This research has characteristics to solve the problem which occur in the class so that it aims to increase the motivation, maximize the result of study or to know the effective of studying or lesson plan. This research, the teacher purposed two cycles consist of four steps. They were planning, action, monitoring, and reflection

B. Setting of The Research
   1. Location of Research
      This classroom action research performed in SMAN 1 Bulukumba, in the tenth grade. This research was applied in one month.
   2. Time of the Research
      This research was applied in one month. It started on January, 25th 2015 until on February, 27th 2015.
3. **Cycle of Research**
   The teacher purposed two cycles consist of four steps. They were planning, action, monitoring, and reflection.

C. **Research of the Instrument**
   There are two instrument of the research that will be used, they are:
   1. **Observation**
      Using sheet of observation is to get information about the using in teaching reading comprehension.
   2. **Test**
      Test will be used for measuring the result of student’s achievement. So, the researcher can identify whether the students make progress in reading comprehension or not.

D. **Subject of the Research**
   The subject of this research was the tenth grade students of SMAN 1 Bulukumba, second semester of academic year 2014/2015. The researcher chose class X MIA3 which consists of 32 students.

E. **Source of Data and Technique of collecting Data**
   1. **Source of Data**
      Source of data from this classroom action research were students, the teacher and the school.
   2. **Technique of Collecting Data**
      a) The data about the students participation would be collected from the observation sheet.
      b) Data about the students achievement would be collected from test.

F. **Technique of Data Analysis**
   The data analysis that would be used were Quantitative Data and Qualitative Descriptive Analysis. To analyze the data collected through analysis quantitative data and qualitative data. These quantitative data and qualitative data can be analyzed in descriptive statistic, such as the indicator of achievement and the data such as information which give the description of the students’ comprehension in one subject, behavior or the student. The activity of the students in learning process was attention, enthusiasm in learning process, and motivation. There are steps that would be applied in analyzing the data: observation and discussion between the teacher and collaborator from reflecting the result cycle of the classroom action research.

   The data on the students’ reading comprehension by using short story was analyzed in the following procedures:
   1. To find out the mean score of the students’ test, the researcher used the formula:
      \[
      \bar{X} = \frac{\sum X}{N}
      \]
      Where:
      \(\bar{X}\) = Mean Score

      \[
      \sum X = \text{Total Score}
      \]
      \(N = \text{The number of students}
      \]
      (Gay in hasriati, 2004 : 28)

   2. To classify the students’ score, there were seven classifications which were used as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Qualification</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Excellent</td>
<td>86 – 100</td>
</tr>
<tr>
<td>2.</td>
<td>Good</td>
<td>71 – 85</td>
</tr>
<tr>
<td>3.</td>
<td>Fair</td>
<td>56 – 70</td>
</tr>
<tr>
<td>4.</td>
<td>Poor</td>
<td>41 – 55</td>
</tr>
<tr>
<td>5.</td>
<td>Very poor</td>
<td>&lt; 40</td>
</tr>
</tbody>
</table>

   (Dirjen Pendidikan Dasar dan Menengah, 2005:2)

   3. To Calculate the percentage of the students’ score, the formula which was used as follows:

   \[
   P = \frac{F}{N} \times 100
   \]

   Notation:
   \(P\) : Rate Percentage
   \(F\) : Frequency of the correct answer
   \(N\) : The total number of students

   (Sudjana in hasriati, 2004: 28)

G. **Procedure of The Research**
   This Classroom Action Research applied into two cycles; every cycle presented into third meetings. The second cycle based on the first cycle. It means that the activity of the second cycle was continued and repaired based on the reflection the first cycle. In every cycle was divided into four steps. There were planning, action, monitoring/observation, and reflection.

![Figure 1: Action Research Cycle](source McTaggart et al., 1982)

**Activity of the first cycle**

The first cycle was continued for four meetings. It was divided into four steps as follows:
1. Planning
This step gave with the following procedure:

a. Made a plan that would be implemented during learning and teaching process, namely syllabus and lesson plan.
b. Determining the material. In this research, the material would be taken is short story, the story is narrative text form.
c. Glancing at key words, bolded text, questions for consideration, problem sets.
d. Made worksheet.
e. Preparing the criteria and preparing research instrument.
f. Arranging for learning evaluation.

2. Acting
The steps of the action could be explained as follows:

a. The researcher’s action in the classroom.

   i. Introduction

       1) The researcher would give greeting for the students.
       2) The researcher would check the students’ attendance.
       3) The researcher would give apperception.

   ii. Process (Main Activity)

       b. The researcher would give information about indicator of learning process.
       c. The researcher would teach reading materials by using short story.
       d. The students would read and think about the text title.
       e. The students would read the first sentence of every paragraph.
       f. The students would analyze character and characterization of short story.
       g. The students would analyze conflict of short story.
       h. The students would analyze theme of short story.
       i. Reading the conclusion in the text.
       j. The students would read the question provided in the text.
       k. The researcher gave worksheet.
       l. The students would be given opportunity for response.
       m. The teacher would check the student task.

   iii. The last activity

       1) The researcher would ask about the students’ difficulties in learning process.
       2) The researcher would give information about summarizing the material.
       3) The researcher would close the learning process.

   g. To do observation.
   h. Every meeting, the teacher or researcher wrote the happened in room.

3. Observation
The procedures of observing technique in teaching and learning of reading of this study as follows:

   a. The activity of situation in learning process. In learning process, the researcher would observe as follows:

       1) Checking attendance
       2) The student’s activities
       3) The ability of the teacher and the students.

   f. Collecting data of the task

4. Reflecting
On the last cycle the researcher reflected of the result observation. The next researcher reflected toward disadvantage.

Activity of the second cycle
In the second cycle, all the activities were same with activities in the first cycle. However, every activity in the second cycle did revision based on reflection in the first cycle.

1. Planning
All planning of this stage were generally the same with planning in the first cycle. Making lesson plans for learning process. However, all wrong things in the first cycle will be revised.

2. Acting
All activities in action stage were the same with actions in the first cycle. Doing learning and teaching process based on the lesson plans.

3. Observation
In this step, the researcher would observe and made note all activity during learning and teaching process. And then made a note in all activity of the students based on the revision and evaluation in the first cycle.

4. Reflecting
Doing the meeting to study about the result of the evaluation about the scenario plan and observation worksheet and giving correction about the action based on result for the first cycle and then evaluation for the first cycle.

H. Indicators of the Achievement
The indicators of the achievement of this research as follows:

1) If the achievement of the students could improve from cycle I to next cycle.
2) If the completeness of the result of the students study could improve from cycle I to next cycle.
3) If the studying activities of the students of the students could improve in learning process.

IV. RESULTS
A. The Implementation of Cycle I
In cycle I the researcher gave the students the short story as a teaching reading. At the same time the observer started to observe all activities of the students during learning process. And then, the researcher explained how to read a text and find the main idea and supporting idea. After that the
researcher asked the students to read the short story and they understand it.

B. The Implementation Result of Cycle I
During the implementation of cycle I, the researcher used two techniques of collecting data. The first data of learning result and the second is learning situation data. It means the researcher gets two kinds data are quantitative and qualitative data.

1. The Quantitative Data
Reading comprehension by using short story shows that the students’ reading comprehension ability is improved, but there are some students have not achieved the criteria of success. The minimal standard criteria are mean score of the students’ reading comprehension is 75. The students’ score after implementation of cycle I.

2. The Qualitative Data
Beside data of learning result, to improve the students’ reading comprehension the researcher also takes data of learning situation for three times meeting. Improvement of students’ learning result cannot be separated by students’ activities in class during learning process, so that observer made a note about all students’ activities during learning process. Observer used observation sheet to observe six activities of the students. The activities as follow:
No. 1: students presenting in class
No. 2: students paying attention to researcher’s explanation
No. 3: students giving question to the researcher
No. 4: students doing assignment
No. 5: students doing other activities beside the learn in class
No. 6: students out from class without researcher’s permission
The result of observing will be presented as follow:

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Meeting</th>
<th>Students’ Activities</th>
<th>Total number of the Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>II</td>
<td></td>
<td>31</td>
<td>24</td>
</tr>
<tr>
<td>III</td>
<td></td>
<td>32</td>
<td>25</td>
</tr>
</tbody>
</table>

a. Number students presenting in class
In the first meeting all students (32 students) present in class, in the second meeting there are 31 students present and one student is sick. In the third meeting same with the first meeting, all students present in class. It means that presence of the students is very good.

b. Number students paying attention to researcher’s explanation
In the first meeting there are 25 students, the second meeting there are 24 students and the third meeting there are 25 students paying attention when the researcher is explaining the material. It means that some students do not pay attention to researcher’s explanation in class and they do other activities while researcher gives explanation.

c. Number students giving question to the researcher
There are 4 students in the first meeting give question to the researcher when they are taught writing through paraphrasing technique, in the second meeting there are 6 students and in the third meeting there are 10 students give question to the researcher. It means that amount students giving question to the researcher is more than previous meeting.

d. Number students doing assignment
In the first meeting, there are 32 students doing assignment from the researcher. In the second meeting there are 31 students doing assignment because one student is not present. And the third meeting amount students doing assignment are 32 same with the first meeting. It means that willing of the students to do assignment from the teacher is very good.

e. Number students doing other activities beside the learn in class
Some of the students doing other activities beside the learn such as make a noisy, fancying, disturb at each other, etc. in the first meeting, second meeting and third meeting there are 7 students of 32 students doing activities beside the learn. It means that their interest in writing is still low.

f. Number students out from class without researcher’s permission
During three times meeting of cycle I there is no student out from class without researcher’s permission. It means that students’ awareness to present in class is very good.

C. Reflection for Cycle I
One of the criteria of success is the students’ mean score is 64 or more. Based on the data of students’ score presented on the table 4.1 above, it can be concluded that the implementation of short story in teaching to improve reading comprehension of the tenth grade students of SMA Negeri 1 Bulukumba in reading short story is not successful yet because mean score of the students is below the criterion of success. Other criterion of success is if the students’ participation, interest, and motivation are more increased. Based on the qualitative data gotten from observation sheet, the students’ participation, motivation, and interest in teaching writing is need to be improved. It caused by there are still some students are not active in class.
Although some students show their improvement in reading comprehension and their score, the cycle 2 needs to be conducted. It is done because some students get score under the standard criteria of success is determined. There are 14 students get score below 64. The cycle 2 is done to find appropriate strategy in improving reading comprehension of the students by using short story.

D. The Implementation of Cycle II
In the cycle I, the researcher just gave the students short story and explained steps to read and find the main idea. After that, the researcher asked the students to read short story and they understand of the content of the short story. The result of testing in cycle I show that there are some students get score below the criteria of success and not active in reading comprehension activity but some others shows their improvement and activeness in reading comprehension. In the cycle II, the researcher gave some sequence questions to help the students to find the main idea of the short story. The researcher asked the students to answer the sequences question based on the short story given. The students read answer of the short story according to order of the question into paragraph. These sequence questions made the students easier to express their idea and could more understand the short story so they are more active reading comprehension.

E. The Implementation Result of Cycle II
In the second cycle, the researcher also gets two kinds data during implementation are quantitative and qualitative data.

1. The Quantitative Data
In the cycle II, teaching short story shows that reading comprehension of the students is more improved than cycle I. All students have achieved the criteria of success. The minimal standard criterion is the mean score of the students’ reading comprehension is 64.

2. The Qualitative Data
Same with technique of collecting data in the cycle I, beside data of learning result to improve the students’ reading comprehension the researcher also takes data of learning situation for three times meeting. Observer used also observation sheet to observe six activities of the students in this cycle. The activities as follow:

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Meeting</th>
<th>Students’ Activities/ Total number of the Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1</td>
<td>32 32 32 32 32 32</td>
</tr>
<tr>
<td>II</td>
<td>2</td>
<td>32 26 9 32 6 0</td>
</tr>
<tr>
<td>III</td>
<td>3</td>
<td>32 27 11 32 5 0</td>
</tr>
</tbody>
</table>

Table 4.6 Result of Observing Students’ Activities

   a. Number students presenting every meeting
In the fifth, sixth, and seventh meeting all students present in class. It means that present of the students every meeting is very good. It gives good effect for their improvement because if students’ willing to learn is improved, so their interest and motivation will improve their improvement.

b. Number students paying attention to researcher’s explanation
In the fifth meeting there are 26 students, the second meeting there are 27 students and the third meeting there are 29 students paying attention when the researcher is explaining the material. It means that most students pay attention to researcher’s explanation in class and their interest in teaching writing is more improved.

c. Number students giving question to the researcher
There are 9 students in the first meeting give question to the researcher when they are taught reading comprehension by using short story, in the second meeting there are 11 students and in the third meeting there are 13 students give question to the researcher. It means that amount students giving question to the researcher is more than previous meeting.

d. Number students doing assignment
In the every meeting in cycle I, there are 32 students doing assignment from the teacher. It means that willing of the students to do assignment from the teacher and their motivation to learn is very good.

e. Number students doing other activities beside the learn in class
Some of the students doing other activities beside the learn such as make a noisy, fancying, disturb at each other, etc. in the first meeting there 6 students doing other activity, second meeting 5 and third meeting there are 3 students of 32 students doing activities beside the learn. It means that more students are active.

f. Number students out from class without researcher’s permission
Same with cycle I, during three times meeting of cycle II there is no student out from class without
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CONCLUSION

Based on the analysis result of the research, it can be concluded that the use of short story can improve reading comprehension ability of the tenth grade students of SMA Negeri 1 Bulukumba. The students’ mean score for cycle I is 73.25 and it is improved in cycle II with the means score is 87. It means that the mean score of the students fulfills target determined. In addition if in terms of students’ participation, interest, and motivation during teaching and learning process after applying short story technique in reading comprehension are also improved, they are more motivated to read and involved actively.

REFERENCES


F. Reflection for Cycle II

Based on the data result of the reading comprehension on the table above, it can be concluded that ability of the students in reading comprehension by using short story is very improved. The data shown that the students’ mean score was 87 and it means that their learning achievement is improved. If in terms of the students’ participation, interest, and motivation in reading comprehension, it was also improved. It means that teaching short story can improve reading comprehension ability of the tenth grade students of SMA Negeri 1 Bulukumba in reading comprehension of short story.

researcher’s permission. It means that students’ awareness to present in class is very good.