

**THE USE OF SHORT STORY AS MATERIALS IN READING
COMPREHENSION IN MTs YAPI PAKEM SLEMAN YOGYAKARTA
GRADE IX**

A Thesis

**Presented to the English Language Education Department as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



By

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FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
UNIVERSITAS ISLAM INDONESIA
YOGYAKARTA
2018**

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APPROVAL SHEET

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GRADE IX

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TIARA EKA PRANSISKA

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Approved on 5 - 2 - 2018

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IN MTs YAPI PAKEM SLEMAN YOGYAKARTA GRADE IX

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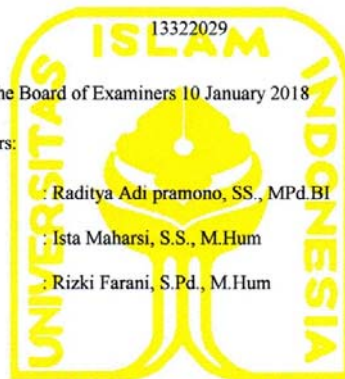
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of other people except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 5-2- 2018

The writer,



Tiara Eka Pransiska

13322029

MOTTO

Knowledgeable, Insightful, and Charitable

DEDICATION

Appreciatively, I dedicated this thesis my family, especially for my beloved Parents Timbul Ari Sandy and Sujimah, My beloved Sister Leni Lis Dia Wati, My Brothers Muhammad Agil Prayoga, and Royan Adi Sasongko, also my younger brother Robi Nur Rosyid, who always give me support and keep pray to Alloh for the smoothness during the process of writing this thesis. May Allah bless and keep my family safe and healthy. Also Mas Lutfil Hakim who take care of me, and motivate as well as give me suggestion and advice during the process of writing this thesis.

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Finally, thank you for my Close friend happiness lies within (Lisna and Vivi), Mia, Alfiana, Maryam, Diyah, and so on who has being my spirit, motivation, support and always help me during this process. Thank you for all class mates (PBI'13) for being my friends for four years that had given forgotten story.

For the last, I believe that this thesis is far from being perfect. However, it is hoped that this thesis will be useful and contribute the English learning and teaching process. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, 5 - 2 - 2018



Tiara Eka Pransiska

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ABSTRACT

This research is about the use of short story as materials in reading comprehension in Junior High School grade IX. This research is aimed to investigate how the short story are used to materials in reading comprehension, and to find out the students' opinion on the use of short story as materials in reading comprehension to help them in writing narrative text. The participants of this research are 28 students (male: 16, and female: 12) in MTs YAPI Pakem grade IX class C. This research is designed as a descriptive qualitative research in which data were taken from observations, interviews, and documentation.

Findings of this research show that short story as an alternative teaching materials can be used to develop students' reading comprehension. The pictures in the short story are engaging and can help students by providing clear storyline as guidance to write story. Meanwhile, short story is appropriate to solve students' learning problems such as reading comprehension, vocabulary, pronunciation and grammar. In addition, the students said that short story are interesting, funny, easy, and not monotonous as well as help them to develop reading comprehension. Furthermore, the students' opinion that short story is fun materials certainly the learners can learning with comfy and interesting to develop their reading comprehension. Therefore, short story is also regarded as teaching materials that can help build new atmosphere to engage students to learn reading comprehension in the classroom.

Keywords: Short story, reading comprehension, students' opinion, qualitative research.

CHAPTER I

INTRODUCTION

This chapter presents about the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, and significance of the research.

A. Background of the Study

The students need to understand and use English to develop their skill to face global competition. In developing the students' ability in mastering English, it cannot be separated from the process of reading. The reason is the reading comprehension it can be a measurement of students in understanding English. According to Khatib (2012) said that reading is the most important instrument for academic settings. Therefore, researcher can conclude that the reading learning is one of the aspect that must be achieved by students to learn other skills. In that, the students need to learn in reading comprehension to increase their insight, as well as broad knowledge, and effective readings to stimulate learners in learning a second language. It supported by Anderson (1994 as cited in Khatib, 2012) argues that the effective reading is essential factor of success in learning another language. The learning of reading, in fact, has become a big problem for most Indonesian students. If one does not have sufficient number in their reading comprehension, then there will not be able to communicate with his surroundings, foreigners or to face global competition. Therefore, reading comprehension is one of the primary elements of language proficiency that becomes the basis of how

well learners can focused on input reading and listening, and then the meaning-focused output to speaking and writing.

Furthermore, Indonesian education applies Curriculum 2013 as a base of competence achievement. However, the Curriculum 2013 has only been use for these two years. Certainly, there are some schools that still use the Curriculum KTSP. One of them is in class IX Junior high school, which in class VII and VIII had been using Curriculum 2013, but in class IX still using Curriculum KTSP. In this Curriculum KTSP, for students' of grade IX who learn English subject, there are base competencies that they need to accomplish such asto analyze the social function, structure, and element of the language on the narrative text that is appropriate to the context. In addition, in the learning process, the students should catch the meaning of the narrative text in the form of written or spoken. Therefore, the learners should be able to understand the meaning of monologue text or essay in the form of narrative and analytical exposition accurately, as well as fluently in the context of everyday life and access to science. In addition, learners are asked to express the meaning in a monologue text or essay that uses a variety of written language accurately, and fluently in narrative text. Meanwhile, the students are also assessed based on their portfolio and result of the test.

In this research, the researcher found that the students have difficulties to achieve all the competence in the Curriculum KTSP. The first is students are not familiar with English reading. The second is that they do not have the self-

confidence to speak English. The third is students more likely to use their mother tongue. The fourth is students do not know the meaning of the word. The fifth is the students are not able to speak English correctly and also fluently.

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 skill. Then, the teachers use traditional ways, such as the teacher explains, asks students to answer the question and do exercises. The teacher does not use interesting teaching media such as short story, video, picture, and games or online games to help students in English learning process, and also can develop the students' reading comprehension. As it is known that interesting materials can help students to get a new idea, motivate them in learning and encourage them to be active and creative.

Meanwhile, 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. According to Ghasemi and Hajizadeh (2011) argues that the short stories have the unique characteristics thus making the learners especially suitable to be used in reading comprehension. In addition, surely have concepts is referred to words that appear frequently in a wide variety of the texts as the key of 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 story. 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 course books. It supported by Setyani (2009) define that the short story is interesting, can also help to stimulate the students' curiosity toward the target culture and language. Then, the short story is one of the modern prose forms. In addition, the short story becomes an interesting thing for learners to read and talk. The function of the short story it owns is to entertain and to develop the reading comprehension related to students' opinion.

Furthermore, the research in the field of material short story to learn reading comprehension has been done. One of them was conducted by Frimasari (2015) who explored what happens to first and second year is about using short story to improve student's reading comprehension in SMPN 2 Bengkulu in the academic year of 2014/2015. Based on the result of the implementation analysis toward the actions which had been conducted to improve the students' reading comprehension, that the short story is the most interested literary work to read. It because short story not too long to read and has various interesting topics.

This research aims to determine on the use of short stories as materials in reading comprehension. The reading level and learning strategy hence the impact of materials can facilitate as a learning tool. Regarding students' difficulties in reading comprehension to achieve the base competence, the researcher tried to explore students' opinion on the use of short story as materials in reading comprehension in MTs YAPI Pakem Sleman Yogyakarta grade IX.

B. Identification of the Problem

The researcher identifies the problems found at MTs YAPI Pakem, Sleman, Yogyakarta, such as :The first is students are not familiar with English reading. The second is that they do not have the self-confidence to speak English. The third is students more likely to use their mother tongue. The four is students do not know the meaning of the word. The fifth is the students are not able to speak English correctly and also fluently.

C. Limitation of the Problem

In this research, the writer limits the problem of the use of short story as materials in reading comprehension in MTs YAPI Pakem, Sleman, Yogyakarta grade IX.

D. Formulation of the Problem

The problem formulation of this research is about what are students' opinions toward the use of Short Story as materials in reading comprehension in MTs YAPI Pakem grade IX?

E. Objective of the Study

The objective of this research is to find out students' opinion toward the use of Short Story as materials in reading comprehension in MTs YAPI Pakem grade IX.

F. Significance of the research

The significance of this research are :

1. For the students

The first is help students cope with difficulties in vocabulary learning by using of English short story, and to developing the students' achievement in their reading comprehension. The second is to motivate and encourage the students to speak English in front of the class and be able to use of English with foreign people.

2. For the researcher

The researcher can apply the theory obtained in university. Furthermore, can provide of experience about research that related with reading comprehension and teaching materials.

3. For the teacher

With the existence of this research in order to the solve the problems during teaching process. Furthermore, this research can

be used as references to make learning process especially in learning vocabulary with way creative and innovative.

4. For Universitas Islam Indonesia

The first is improve students' professionalism when they graduate from university and increase the quality of English Language Education department. The second is this research can add the collection of research book for the library of Universitas Islam Indonesia.

CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review, review of the related study, and conceptual framework of the research.

A. Reading

1. The definition of reading comprehension

The reading comprehension is one of the components of language. The objective of the reading comprehension is to make the students have a good language proficiency in the language skills. According to (Zahro, 2015) argue that the Reading comprehension is one of reading component which is critical all individuals in the educational success. Therefore, researcher concluded that reading comprehension is the ability to read 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, the reading comprehension performance can be developing when the learners are taught inferential reading comprehension strategies involving both verbal and visual (woolley, 2010). In addition, reading comprehension is the collection of words that individual knows, and reading comprehension is 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 the the reading comprehension are increasingly required for reading informational and content-area texts. The definitions show that the reading comprehension is the important elements that the English learners should learn in order to master English well besides the other English components and skills. Furthermore, according to Lubis (2016) said that reading comprehension is the method or way used by the teachers in carrying out the text by means of guide the required information from reading texts. From the interpretation above, the researcher concludes that in language learning, reading comprehension takes place in building the language proficiency. In addition, the richer the reading comprehension that can be mastered by the students, they will get the better skill it depends on the how many learners understand the contents of the reading that has been mastered.

2. The students' reading comprehension

Harmer (2007a, p.273) summarizes that there are two points to develop the 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 help and also 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

encouraging them to read extensively. As what have been explaining that there are two kinds of reading by Harmer (2007). It is a common when the learners hear 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 force us to do it . The teacher believe that learners are good in doing everything their like. The highest place is internal motivation."*

Furthermore, everything the learners do because of their own willing will produce a maximum product. This statement highly supported by Harmer (2007a, p.273): state that the 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. That is language teacher whom being their helper; by providing good material and guiding them during reading session. At the very first time, teacher needs to grab students' attention; letting them know that reading is a nice thing. As Harmer (2007a, p.283) argue that *"a teacher encourages students to choose for themselves what they read and to do so for pleasure"*. In addition, when students fall in love in their reading materials and fell curious to read it, it means that the teacher win their heart. 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 need to make the students falling in love in reading activity, and also the teacher need to make them enjoy in reading texts.

3. The importance of reading comprehension

A 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 involves 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, the readers need to understanding of meaning of the text ideas during the reading process. In addition, comprehension is affected by a reader's culture, based on the degree to which it matches with 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. According to Duke and Pearson (2001) argues that the 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. In addition, Harmer (2007) said that the students love the subject or interested to see based on what the learners like. Furthermore, it is said that the learner individual difference factors include belief, attitude, motivation and language learning experiences. Therefore it can be concluded, in English learning, especially learning of reading comprehension, there are some factors that influence the students in mastering it. It is external factors and internal factors. External factors are related to curriculum, methods, classroom situation, family, and society. Meanwhile, the internal factors come from IQ, attention, motivation, interest, attitude, and etc.

4. The Way to Teach reading comprehension

The teaching of reading comprehension is not easy to do. Some people think that teaching of reading comprehension only wastes the time because reading number 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 in reading comprehension, it will be easy for them to learn another aspect of English language. Harmer (2007) define that the language sticks in learners minds as part of the process of language acquisition, and, if the reading text is especially interesting and engage, then the acquisition is likely to be even more successful. In addition, reading comprehension plays an important role in foreign language learning. Moreover, Brown (2001) states that the reading comprehension is primarily a matter of developing appropriate, efficient

comprehension strategies for literate students. Therefore, the teachers should be creative in finding interesting ways to teach reading comprehension. In addition, it is said that there are specific strategies to enable students to increase their reading comprehension, for each component as follow:

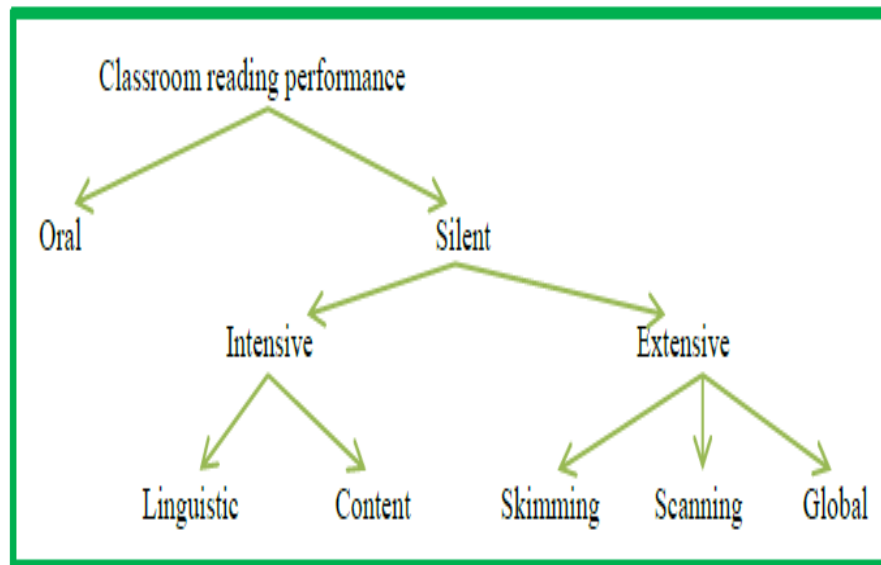


Figure 2.1: The classroom reading performance. Adapted from Brown (2001)

According to Brown (2001), the schema above is types of classroom reading performance. While also informed that there are some disadvantages in oral reading activities. For instance, it is not 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) say that the 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. In order to make an effective process, the learner should be in the effective condition of acquiring reading comprehension. In addition, it will enable them to remember the meaning over time and be able to recall them readily.

5. Learning the reading comprehension

There are many ways to learn of reading comprehension. Some of them are starting from: learning from the roots of the words, dictionary, prefixes, and suffixes (Sarwono and Purwanto, 2013). Furthermore, in learning the reading comprehension needs guidance from the text book as well in order to learners can understand the meaning of the reading content. In addition, according to Pang (2003) define 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' needs 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 comprehending becomes better with more reading practice (Pressley, 2003). In addition, core comprehending is important to learn reading in the socialism or interaction

with other people. According to Nation (2001) said that the learners' knowledge of the prefixes and suffixes can develop as they gain more language experience. In addition, the 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.

B. Short Story

1. The Definition of Short Story

A short story is 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 is more using literary devices to tell the story, and the short story is more simple to learn reading comprehension. In addition, a short story, unlike a poem, i.e, does not depend on a verse, presentation, and rhymes or matters for its organization (Upreti, 2012). In addition, the short stories

have a variety of choice 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, the reading short stories can develop reading comprehension easily for learners'. Ceylan (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 setting 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.

2. Short story in Language Learning

In language learning, the short story can be applied in four language skills. Hismanoglu (2005) said that the literature plays an important role in teaching four basic language skills such as reading, listening, speaking, and writing. In addition, 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 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. In addition, the learners get opportunities for

integrating reading comprehension instruction related the use of short story with other language skill (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. In addition, 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 a number of ways. According to Adyana (2016), the words selection is the highest increasing, which is an aspect of the use of the short story in developing the students' vocabulary mastery to write narrative texts. In order to the words selection, the students must multiply their vocabulary to improve their learning in four English skills. Furthermore, Khatib (2013) argue that SSBLT (Short Story based Language Teaching) is a humanistic the literature-based language teaching method which aims to promote the learners' personal, cultural and linguistic awareness. In addition, 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.

C. The Authentic Materials

Based on Harmer (2002 as cited in Rahmawati, 2015) define that the authentic materials can be means as a text or non-text which are not designed of specifically for teaching language, as well as contain real example of language with ways it would be used in communicative needs. In addition, 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 narrative text there is a short story to learn English vocabulary. Furthermore, Mamo (2013) claim 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. In addition, Al-Azri and Al-Rashdi (2014) defines that the learners' authenticity more refers to the ability of learners to interpret the meaning present in the text such as the native speakers 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 learners 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, video, movie, and TV programs. Therefore, the authentic materials 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 which contained in the literary context. This will provide enormous motivation to learners, as language learners will be given the opportunity to experience firsthand how the foreign language is used in the real context.

D. Review of Related Studies

1. Short story as materials

There are some studies which concern on the reading skills of students in Junior High School especially to reading comprehension so that needs the use of English short story 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 the use of short story with other language skill. 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. In addition, refers 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 skill for the eighth grade students at SMP Negeri 4 Jepara in the academic year of 2008/2009. Suggested, that the short stories can be used by the teachers to develop the students' ability in reading comprehension. Therefore, the researcher concluded that use of the short stories can developing 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. 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 conducted research 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 short story. Therefore, the short story can help the students to acquire more English comprehend in especially is reading skill. In addition, if students can

genuinely engage with its thoughts and emotions that the literature can motivate the students' to learn reading comprehension. Hansen (2016) argue that the teaching of reading is to be able to read fluently with a good comprehension, as this is at the base of all acquisition and learning. In addition, that learning English can not be separated from reading comprehension. The researcher conclude 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. In addition, short story it one is to entertain and to develop readers' idea in reading comprehension. According to Scott (2009) difine that the reading comprehension as one part of reading or literacy instruction. It is the students liked to guess the meaning of new unknown ones and remembered all the pre-taught words. Undeniably, that the short story as materials in reading comprehension to can students engage more active and creative in reading English. In addition, the short story is an appropriate materials to learning the reading comprehension. Therefore, the researcher will focus on the use of short story as materials in reading comprehension.

E. Conceptual Framework

Reading comprehension is important task which demanding students' creativity on the processing of English language skills, interpretation, and understanding in materials selection used. Furthermore, the language learning more interesting when the students interest and engage during the

learning process. It supported by Harmer (2007): State that the extensive reading is the best possible way for students to develop automaticity, which is the automatic recognition of words when they see them. Therefore, the teachers' need to consider the factor that effect on students' interest in learning to produce reading comprehension task. In addition, Woolley (2010) define that reading comprehension is the process of making meaning from text. Furthermore, the reading comprehension performance can be developing when the learners are taught inferential reading comprehension strategies involving both verbal and visual (Woolley, 2010). Some of them are on teachers' presentation and the way on learning reading comprehension. Besides that, the way on how the teacher encourages and motivate students' during teaching and learning also influence on their successfully to produce vocabulary task.

Meanwhile, the literature such as the short story materials is one of the factors that influence on the ways in testing reading comprehension. It supported by Ghasemi (2011) said that the short stories distinctive features, namely, its modernity, brevity, and variety make it appealing and interesting to language learners. Therefore, the short story is one of the materials that selected to help students on produce reading comprehension. In addition, Harmer (2007) define that the language sticks in learners minds as part of the process of language acquisition, and, if the reading text is especially interesting and engage, then the

acquisition is likely to be even more successful. The short story can stimulate students' to learn better, reflect the authentic language and provides the wide range of reading, grammar, vocabulary, words meaning, and expression. The materials are suitable to stimulate students' in learning of literature the input is easier to recall. It means that short story is appropriate to stimulate and encourage students' motivated to produce reading comprehension in learning English.

The short story is one of the materials that provide the model of language feature and genres to learn. As one of text types that learn in grade IX is narrative text so that the students' needs reading comprehension to develop their writing skill, the short story was chosen according to the language feature that should be contained. Then, in the characteristic of the short story, there is modernity of words and brevity literature that can be to motivate students to produce reading comprehension. It supported by Adyana (2016) said that the words selection is the highest increasing, which is an aspect of the use of the short story in increasing the students' understanding to write narrative text. Besides that, the character in the plot of the short story develops their creativity and imagination. Moreover, the learners are able in reading comprehension easy to get by using short story materials to write narrative text.

The short story is used to provide literature input, model of language feature and genres to learn and model texts which modernity for students. Furthermore, the short story is materials can be defined as authentic materials to language learning. Based on Berardo (2006) state that the sources of authentic materials that can be used in the classroom are infinite, but the most common are literature, magazine, newspapers, song, video, movie, and TV programs. Therefore, the short story is authentic materials to apply in order to stimulate students' interest visually accompanied with one or two of the plot which contains the words meaning in order to help them in reading comprehension and provide learning sources. Finally, the students are able to develop their reading comprehension to write better.

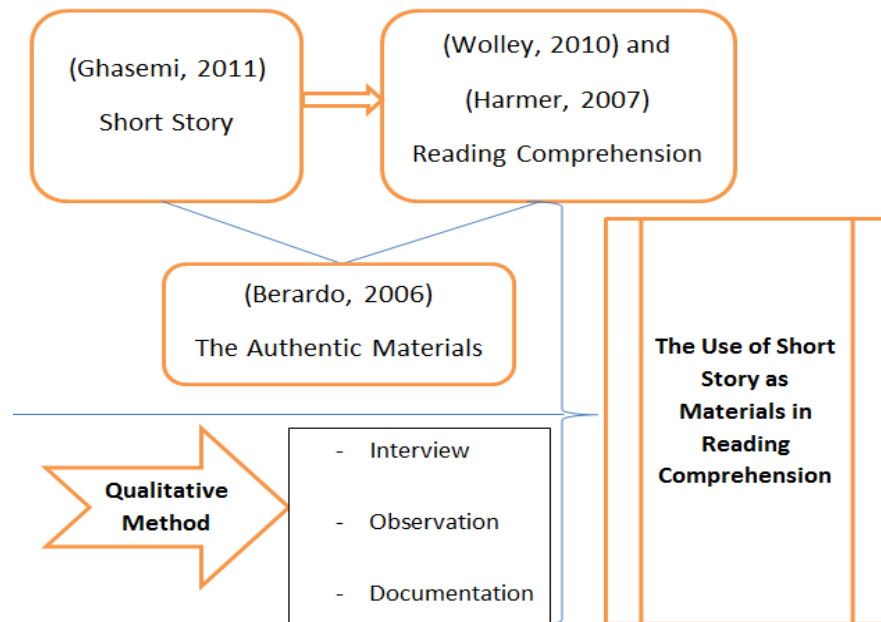


Figure 2.2: The Conceptual Framework

The Explanation:

There are some ways that students can use Short story as materials in reading comprehension such as when the students read short story, students can find comprehend from the content of reading text which is can help the student to developing their reading comprehension.

F. Definition of Key Term

The Key Term of the title “The use of Short Story as Materials in Reading Comprehension”.

A short story is fictional work of prose that is shorter in length than a novel. Short story as materials in used to promote the students understanding in reading. It supported by Khatib (2013) argue that SSBLT (Short Story based Language Teaching) is a humanistic the literature-based language teaching method which aims to promote the learners` personal, cultural and linguistic awareness.

The reading comprehension is one of the components of language. The objective of the reading comprehension is to make the students have a good language proficiency in the language skills. It supported by Zahro (2015) argue that the Reading comprehension is one of reading component which is critical all individuals in the educational success.

CHAPTER III

RESEARCH AND METHODOLOGY

This chapter presents methodology that the researcher uses, including research design, data preparation (Setting and participants, types of data, sources of data, and consent letter), data collection technique, data analysis and trustworthiness of the research.

A. Research Design

The research design is a plan that researcher use to answer where, when, and how the data are to be collected and analyzed. Besides that, the data previous has shown that reading comprehension is one of the important elements of language and as the basis of how to learners in reading skill. In addition, most of the students will find difficulties to succeed in mastering four English language skills. In this case, the research design is a scheme for conducting a research with maximum control over factor that may interfere with the validity of the findings. Therefore, it needs treatment to facilitate related of the students' achievement especially their reading comprehension.

The design of this research is descriptive analysis in form of qualitative research about analysis on the use of short story as materials in reading comprehension, the aim is to help them develop their task class in MTs YAPI Pakem grade IX. Besides that, this research also analyzes on how the short story is used in reading comprehension to help the learners in task class for students grade IX in MTs YAPI Pakem, Sleman, Yogyakarta. Furthermore,

descriptive study is a major thing done in order to provide information or description of a situation Objectively (Aditya, 2009). Meanwhile, the researcher uses written and spoken data to describe. In addition, the researcher does not use numerical data and it called as qualitative research. Based on Saidah (2012), qualitative is a research that can not be achieved by using statistical procedures or by quantification to produce findings. It is moreover, qualitative research can be used to researching community lives, social movements, behavior, organizational functionalization, history, or kinship relationships. In addition, Creswell (2012) define that the Qualitative research is best suited to address a research problem in which the researcher does not know the need and variables to explore. It is the literature yield little information about the phenomenon of study, and researcher needs to learn more from participants through exploration. Therefore, in qualitative research that the researcher more putting forward the phenomenon in social context naturally and the process of deep interaction between researcher and the phenomenon.

Using short story is one of the materials to develop the student's in reading comprehension with the exposure of a variety of linguistic features, such as syntax and lexical in it. The students can be provided with reading comprehension exercises taken from the students itself. By using short story is aimed to entertaining, interesting, motivating, and containing moral values that relate to the world outside the classroom. In learning reading

comprehension, the learners should be creative and innovative to find out kinds of short story based on their need. In this research will use the qualitative method on the use of short story as materials in reading comprehension Besides that, this research also analyzes about what does the students' opinion after applying short story as materials to learn reading comprehension.

B. Data Preparation

There are several aspects in data preparation that researcher needs to do the research. Those aspects are the participants, subject, respondent of research, type of data, and source of data and inform consent.

1. The Setting and Participants

The setting of research is an environment where the phenomenon being studied takes place. The participant is the person which chooses by the researcher to be studied and contribute in the research. The participants of this research are 28 students the consist of (male = 14, female = 14) in MTs YAPI Pakem grade IX (class C). Meanwhile, the researchers choose three students' as the sample to be interviewed which presented the class IX. The students are chosen based on their hobbies in reading the short story, their English language ability, active and innovative during the learning process, engage, motivated, and how often they read of English short story. Then, they want and can be invited to the interview. These aspects also become the

fundamental reason to get original data because they are honest during the interview and exchange the information. Furthermore, in MTs YAPI Pakem there are 7 classes but the researcher does not observe all of the classes and only choose one class in grade IX class C. The researcher chose this class as the sample to find out teaching and learning process in terms of teaching materials, method, and assessment that use.

2. Type of Data

In this step, the researcher focuses on the purpose of the research, and question of the research based on to divide type of data. Data is empirical evidence collected by the researcher to answer research questions. In term of nature and form, the data used in this research is qualitative data. Furthermore, type of data in this research is in the form of sentence or narration from the participants collected from the interview. In addition, observation, and documentation (curriculum, materials, assignment, students' task, and attendance) during teaching and learning process are also used as primary data. The data that gathered are analyzed and processed using analysis technique. Finally, the result of this process is used to answer the research questions.

3. Source of Data

The sources of data in this research are collected from the students' who gives information about school and teacher on learning and teaching activity

in daily learning. As well as, case study evidence or data can come from many sources including documentation, archival record, interviews, observations, and physical artifacts. The purposive sampling technique was used in this research to select several participants including the teacher and several students with more engagement in class and more cooperativeness expected to give rich data upon their perception and description about the implementation of short story as materials in reading comprehension in MTs YAPI Pakem grade IX where they attend. The data was gathered from the participants through the interview. Besides, observation and some documents are also involved in this study as one of the data sources. Such as, the school files that consist of curriculum, lesson schedule, objectives of teaching, students' characteristics, teaching materials, students' task, students' score, students' exercise book and picture collected as additional sources.

4. The consent letter

The next process after deciding setting, participant, data type, the data source of research, the next compulsory phase to be done by the researcher is dealing with informed consent as one of the ethical issues. Based on Creswell (2012), in qualitative research, the researcher identifies the participants and sites on purposeful sampling, based on places and people that can best help researcher understanding to the central phenomenon. Furthermore, Creswell explains that the approach relies on general interviews or observations so that the researcher does not restrict the views of participants. In addition, the

researcher must inform the participants that the researcher is conducting research. In order to, they can decide whether to be involved, so that the gaining their consent to participate. According to Creswell (2012) state that the researcher will record information on self-designed protocols to help in the organize information reported by participants to each question. In this case, that the participants are individuals who are asked to answer structured and semi-structured questions. In addition, participant conveyed to the researcher related answers in accordance with the questions, no more and no less. Then in taking the data, the researcher must take care of the permit letter first. Therefore, the researcher needs to ask permission to Head of Faculty of Socio-cultural Sciences and the stakeholder, and Head of MTs YAPI Pakem, Permit letter is made 2 times, the first is when the researcher want to the class observation. The second is when the researcher wanted to collect data and interview with the respondents. (see appendix 2). Meanwhile, the researcher also gives consent letter for the students before the interview to ask them as a sample and during the interview is recorded (see appendix 1).

C. Data Collection Technique

The data collection technique is an important step in research to get rich data since it can determine the validity of the study. Based on data sources it can be divided into two types. First is primary data (when the researcher get data directly) of this research came from observations and interviews. Furthermore, secondly is secondary data (when the researcher get

data indirectly) such as from documenting, which was gathered through several techniques of data collection. In this study the researcher uses three aspects to collect data. The aspects are: Interview, observation, and documentation obtained from Creswell (2012). The techniques used in this study include in-depth related the figure out in the diagram below.

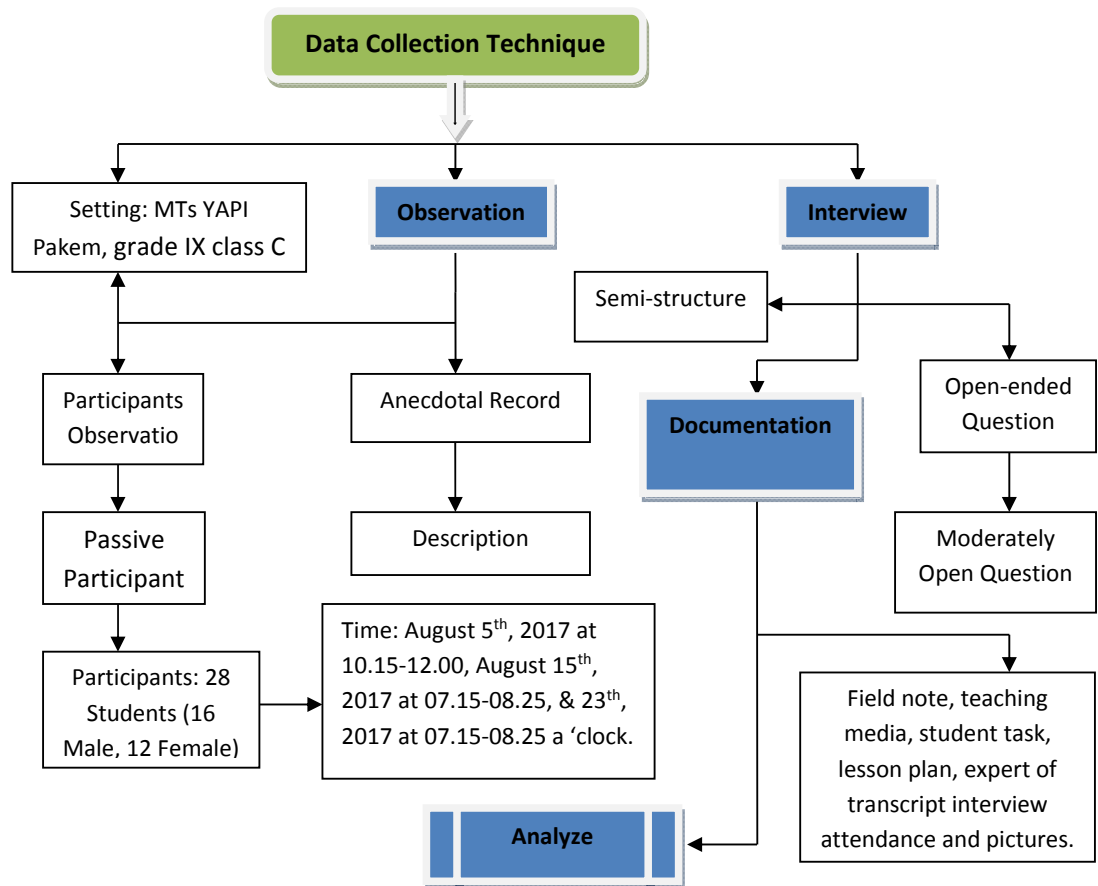


Figure 3.1 data collecting technique.

1. In-depth Interview

Interview is one of the most important sources of case study research. Moreover, interview is resemble guided conversation between researcher with participants. According to Patilima (2007) qualitative interview is one of the techniques to collect data and information. It means, that researchers ask questions more freely and free, without being linked by an arrangement of questions that have been prepared previously. Therefore, interview is conducted to get information during teaching and learning using short story in the classroom. In this research, the researcher used semi-structure interview. In this type of interview, open-ended question is use to get rich of the data. Meanwhile, moderately open question is use to give limited to the answer but still give flexibility. The researcher is interview four respondents (male: 1, and female: 3) whose presented of grade IX. The researcher interview four respondents to get information about their difficulties in learning English language, learning and teaching process at the classroom, teaching materials, how used the short story in reading comprehension, the difficulties in their reading to task class, their experiences on read short story, students' opinion in learning using short story, advantages and disadvantages of short story and how short story is use for developing of reading comprehension. Based on theories or previous study, the researcher arranged 7 questions for the validity or trustworthiness. The instrument can see in (appendix 2).

2. Classroom Observation

Observation is activity to observe, analyze and understand the phenomena based on purpose of the research. Based on Patilima (2007) said that the observation is a data collection technique that requires researchers go the field to observe things related to place, space, time, actors, activities, events, things, feelings, and goals. It is but not all need to be observed by researchers, only things that are related or very relevant to the data needed. It will provides an opportunity to perceived reality from the opinion of someone inside a case rather than external to it. Additionally, it enables researcher to build a close relationship with participants so that the learners will not hesitate to cooperate in the research. In this research, the researcher has role as participant observation to get complete, accurate, and deep information of students behavior during learning process. As well as, the researcher also used passive observation as the technique of observation. Meanwhile, the researcher visited the research setting, but not participate in the activity. In addition, anecdotal record with description special type is use to get detail information base on the situation of the classroom. Furthermore, the observation is conducted in MTs YAPI Pakem grade IX (class C). The participants of this research are 28 students (14 female, 14 male), and the teacher who teach English by using short story in the classroom.

3. Documentation

Documentation is process on collecting data that relate and support information of the research. The researcher collecting school files that consist of field note observation, teaching materials, students' task, attendance, and pictures. This document are used to get validity from the phenomena and how the participant interprets those phenomena.

D. Data Analysis

Data analyses were conducted after the researcher got all data. The data that was gathered from the interview, documents, and observation. In this case study research, the researcher analyzed data based on interactive model of analysis by Miles and Huberman (1984). These models consist of data reduction, data display and conclusion drawing or verification. (See Figure 3.2).

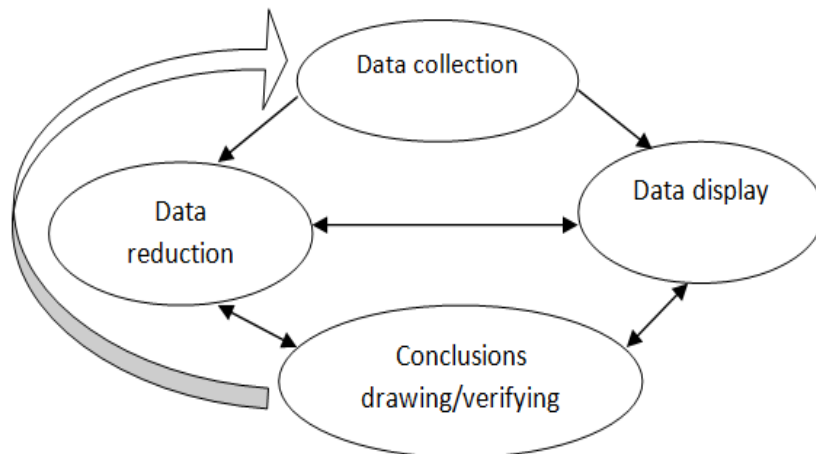


Figure.3.2: Interactive model of analysis, adapted from Miles & Huberman (1984).

1. The Data Reduction

The data reduction is obtained from observation is complex and complicated. Therefore, the researcher needs to do analyze by data reduction. Data reduction in this case study research was done through the process of selecting the important data, focus on important aspect, finds the theme and pattern, discards that not necessary, simplifying, abstracting, and transforming the data that emerge in written-up field notes or transcriptions of interview. In this stage, the result of interview was changed into verbatim form, observation result was turned into field notes, and document analysis result was arranged into script of document analysis. In addition, data that has been reduced provide an illustration more clearly and make the researcher easy to do future research. In this case study research, the researcher reduced the data and focused on the students activity, student's attitude in the classroom, student's intelligent, teaching media, student's perception, and learning situation in the classroom.

2. The Data Display

Display as an organized, compressed assembly of information that allows conclusion drawing. Based on Miles and Huberman (1984) defines that the qualitative data most frequent form of display in the past of narrative text. The data display is used to understanding of phenomenon easily and make a planning or structure of case study to do

future research. In this case study, the researcher used brief notes and narrative text to display data.

3. The Conclusion Drawing/Verification

The next stage is drawing conclusion or verification. From the very beginning conclusion is temporary; there are two possibilities upon the temporary conclusion whether it will change if the researcher does not find strong evidence that has been supported by the next data collection. But, if the conclusion in the beginning supported by valid evidence and consistence, it means that the conclusion is credible.

E. Trustworthiness

The trustworthiness in qualitative research refers to rigor. Based on Morrow (2005) said that the trustworthiness in qualitative research are closely tied to the underpinnings of paradigmatic to the particular discipline in which a particular the investigation is conducted. Moreover, there are processes where researchers need a valid and fundamental method to use as a means of research in solving case study research in the field. In addition, Lincoln and Guba (2000 as cited in Morrow, 2005) argues that the trustworthiness is correspond with various the underpinning of paradigms in qualitative research. In addition, the ensured through the way in which use credibility, transferability, dependability, and confirm-ability.

1. Credibility

The data credibility aims to measure the accuracy of findings, such as the wealth of information collected, rather than the amount of data collected. Based on Mike (2011) argue that credibility is involved in determining that the research results can be trusted. It is a classic form of 'quality not quantity'. In this case that the data credibility focused on testing the data that has been obtained, whether after doing member-check that the data has been obtained is true or not, and tangible or not. If after doing member-check that the data is correct it means the data is credible.

Credibility can be done with various sources to check the data that has been obtained. This can be done by using triangulation. Furthermore, the researcher used data triangulation or source triangulation to measure three important aspects in trustworthiness. Such as: Transferability, dependability, and confirm-ability. According to Miles and Huberman (1984) defines that triangulation in qualitative research is a state of mine. It is if the researchers self-consciously set out to collect and double-check findings, using the multiple evidences of sources and modes, as well as verification process will largely be built into the process of data-gathering. Therefore, in this research sources triangulation is used to assess validity.

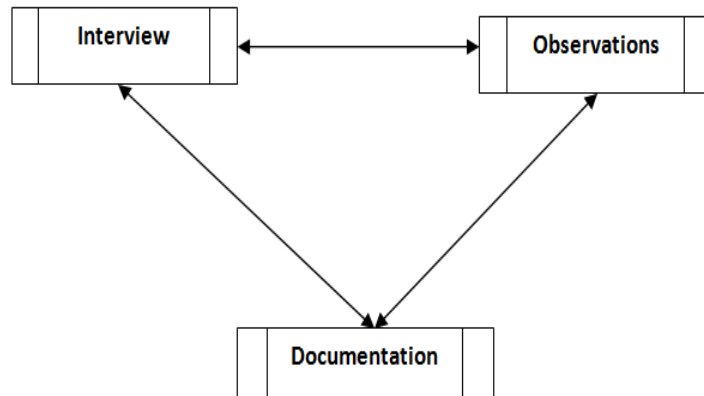


Figure.3.3: Data Triangulation

2. Transferability

Based on Morrow (2005) said that the transferability is external validity or generalizability that refers to the extent to which the researchers is able to generalize the findings of a case study to the own context and addresses the core issue. For naturalistic researchers, the value of transfer depends on the user, until when the research results can be used in context and other social situations. Therefore, in order to others can understand the results of qualitative research so that there is a possibility to apply the results of the research, the researcher in making the report must provide a detailed description, clear, systematic, and reliable. Thus, the readers become clear on the results of the research, so that other researchers can decide on its ability to apply research results elsewhere.

3. Dependability

The dependability is deals with core the issue that “the way in which a study is conducted should be consistent across time, researchers, and analysis techniques” Gasson (2004 in Morrow, 2005). In qualitative research, the dependability test is performed by conducting an audit of the entire research process. The way is done by an independent auditor, or expert (lecturer) to audit the overall activity of researcher in conducting research. Therefore, how the researcher begins to determine the problem or focus, enter the field, determine the data source, perform data analysis, test the validity of the data, to make conclusions should be in the show by researcher.

4. Confirm-ability

Finally, the confirm-ability that also called as objectivities test in qualitative research. The research is objectives if the people agree about the result. It is based on the perspective that the integrity of findings lies in the data and that the researcher must adequately tie together the data, analytic processes, and findings in such a way that the reader is able to confirm the adequacy of the findings. Furthermore, confirm-ability has the same process with dependability test. Therefore, both of the tests can be conducted in the same time.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

This chapter presents finding and discussion from the result of research data that analyzed. The data gathered from teaching and learning process, evaluation and documenting. The researcher described students' opinion on the use of short story as materials in reading comprehension to help them to develop their task class in MTs YAPI Pakem grades IX class C and how English short story are used in reading comprehension in the classroom for students.

A. Finding

The data acquired from three sources that consist of interview, observation, and documenting. Those data was coding become certain code to support finding and discussion of the research. The data was elaborate bellow:

1. Interview

Based on the result of interview with four students' grades IX class C, the researcher finds that students gave good responds on the use of English short story and it can help them to developing new vocabulary to write narrative text. The students gave good responses on the use of short story when they said that short story were interesting and difference from the materials that they usually used. Besides that it can motivate them to learn English especially in reading comprehension. This storyline also helped them to stimulate their imagination and

creativity to write story. In addition, the picture provided in short story could help them to eliminate monotonous on the use of media for learning. One of the sample said that using short story for learning are exiting because from the picture she can get inspiration to write story. She also said that using picture for learning more easily rather than use text form book. Furthermore, the second objectives of this research are to find out how short story is used to learn reading comprehension. However, from the interview the researcher found that short story provides picture as guidance that can help them to stimulate students' creativity to write story. This storyline also makes students know the sequence of the story and they are easy to write. Besides that, short story provides opportunity to get new experience that stimulates student's high order thinking. It supported by one of the sample who said that short story are interesting materials because they can learn not only seeing and listen on teacher's explanations but also from the new experience. Meanwhile, during interview the sample said that the learning process at school was monotonous. The teachers' only use books as teaching media and gives task from the books. The way in learning also makes students bored because the teacher only explains the lesson and asks them to complete tasks form the books. Therefore, it makes students do not have motivation for learning. Furthermore, the result of interview that researcher did in MTs YAPI Pakem with the

student's will show in verbatim interview. The example of results is show below and the complete is on appendix II.

Interview : 4
 Subject name : Student A, B, C, D
 Grade : IX Junior High School class C
 Time : 12.10 o'clock Date: January 23th 2018
 Location : Mosque (In front of the school)

Subject	Line	Interview Discussion	Theme	Code
R	1	Bismillahirrohman nirrohim, what does the materials that teacher gives to learn reading comprehension?		
S (A)	2	S.... Short story	MATERIALS	I1/A/MAT/2
S (B)	3	Short story	MATERIALS	I1/B/MAT/3
S (C)	4	Short story	MATERIALS	I1/C/MAT/4
S (D)	5	Short story	MATERIALS	I1/D/MAT/5
R	6	Short story, ow yeah... What do you think about short story is a modern material?		
S (B)	7	lya (modern)	MODERNITY	I1/B/MOD/7
S (A)	8	lya		I1/A/MOD/8
S (C, D)	9	lya		I1/C.D/MOD/9
R	10	Yah, oke can you explains?		
S (A)	11	The animation <u>looks real</u> , and the story is <u>like real life</u>	DISTINCTIVE FEATURES	I1/A/DIS.FEA/1 1
S (C)	12	<u>The storyline</u> is very interesting	POSITIVE RESPONSE	I1/C/POST.RES /12
S (D)	13	The context is <u>easy</u> to understand, often found in everyday life	CONTENT	I1/D/CONT/13
S (B)	14	There are bright colors , so it <u>can make the reader interesting</u>	DISTINCTIVE FEATURES	I1/B/DIST.FEA/ 14

Table 4.1: The expert of transcript interviews

2. Field Note Observation

Observation was conducted three times that were done on August 5th, 2017 at 10.15-12.00, August 15th, 2017 at 07.15-08.25, & August 22th, 2017 at 07.15-8.25 a 'clock. From first observation, the researcher found that most of the students participate on learning activities. The first activity is discussing about the examples of narrative legend from plain text which the colorless picture. However, during the learning process in the class not all students are pay attention, there are some students who focus on talking with his or her friends and did not engage in the activity. Meanwhile, there also students who played his mobile phone during learning process but he still wanted to answer on teacher' question with using Java language. Besides that, classroom situation supported for teaching and learning process although the chair not organized neatly.

Furthermore, during discussion the students said that he was bored and most of them do not understand. However, the teacher still continued the discussion until finish and trying to give understanding to the students. The next activity is make handwriting based on the story that teacher gives. But, some of them speak with their mates and played mobile phone because they felt bored. In first meeting (first observation), the teacher only took material from book to teach and gave task to the students. The material that teacher choose consist of

text and few picture to illustrate the story. Meanwhile, from the teacher sides, she only focuses on explanation of the lesson. She is pay attention to the students but she did not motivate or make them interest in learning process. Besides that, the teacher still uses traditional learning strategy so that impressed monotone things for students. It is just the teacher already manage time for learning activities well. The teacher asked of suggestion to the researcher related to the design of the material that is interesting in teaching learning for the next week, and then the researcher gives suggestion to the teacher to design the material of narrative text by using English short story. In this session, the teacher use short story as materials for learning. The short story it is an authentic material. In the short story is content complete with subject, object, colored pictures, English narrative text, sound, and clear storyline. The students seem like interested using these materials for learning. It proved when the students did it before teacher finished her explanation about what they should do. Besides that, they look excited when did the tasks and discussed with their mates. Next activity is describing of the storyline on narrative text based on picture their get in each group.

In the second session (the second observation), the researcher made observations at 07.00 o'clock, 15 minutes early used to pray and read the Qur'an. After that, it started the learning process. The teacher

explains about generic structure to writing narrative text on the PPT which consists of pictures and example of English short story. Furthermore, the teacher showing the materials of complete narrative short story about "The wolf and the 7 little goats" during 09.55 minutes. The teacher asked students to read, and comprehend in stories, and then to analyze of moral value of the story, as well as determine the orientation, complication, and resolution section. After that, the teacher divide group consisting of 2 persons, the teacher gives a short story piece entitled "The good dinosaur" which contains the text of the narrative and color images, each group gets a different story piece to write moral value. Some got in the orientation section, others got in the complication section, and revolution. Furthermore, the teacher give instructions to the students to write of moral value the storyline based on the part of the story their get. But, finally this task to homework because time over.

In the third session (third observation), the students seems interested in this activity, because they discussed with their mates about the story and asked question to the teacher when they found difficulties. The teacher gives evaluation toward their homework. They also doing task of multiple choice about short story piece entitled "Bawang putih bawang merah" based on their creativity.

From first observation, during teaching and learning process most of the students are engaged on the activity. However, in first session some of them are playing their mobile phone, focus on his laptop, and put her head on the table because they were bored. Meanwhile, the teacher did not make students interested in learning and teaching process. In addition, the material that used also not really interesting because it only consist of text and few picture.

Furthermore, in second observation the teacher design learning activities using short story, watching video (the title is “The wolf and the 7 little goats”), and do the task. In kontras on second section, the students are active participate did the task that teacher’ gave. The teaching materials are also interesting, because they use colored short story and it can motivate students to explore their creativity. At the beginning, the teacher asked students to answer questions based on the video of short story. During watching video, they should pay attention and take a note. Based on the researcher point of view, the short story that chosen related to the lesson about narrative text but the scene was not appropriate for learning. The short story is about moral value, and can only be awaken by true loves’ family. Although the story is appropriate for the students’ age. In addition, the activities are analyzing the problem on the short story using concept map. In this

activity, the students were engaged by discussing the story and did the task.

The third observation the teachers' guided them and provided example before they doing the tasks. Then, the students' doing the task of multiple choice questions is about narrative short story. Meanwhile, materials and design tasks that were used varied such as learning reading comprehension, moral value, describing the storyline, multiple choice tasks before writing and write narrative text based on students' understanding. In conclusion, during observation on first activity the students' are busy with themselves and not pay attention on the learning materials. They find difficulties and confused when did the task and write narrative text. However, the teacher gave interesting materials (Short Story) to guide and helped them before writing story. Therefore, the students are interested and participated on learning process finally.

The focus of observations that researchers do to capture the activities that occur in the teaching and learning process associated with teaching reading comprehension by using short story as materials of learning. The example of the retype field-note observation can be seen in Table 4.2 and full transcription can be seen in Appendix 3.

Meeting	Date	Topic	Class Mode	Time	Activity	Note
2	15/08/2017	Short story (the wolf and the 7 little goats)	Face to Face	60 Minutes	<ul style="list-style-type: none"> - Teacher reminds students of yesterday's lessons. - Then the teacher explains related general structure in writing narrative text, such as orientation, complication, and resolution on slide PPT - Students in question related to which orientation section, there are complication in the paragraph to how and which resolution - After that, the teacher shows a short story in form video with a duration of 8 minutes - Students are asked to write moral values with their own understanding 	<ul style="list-style-type: none"> - Students sing national songs first, and read a book or short story that they have with a duration of 15 minutes - Students look passionate, and active - There are some students who ask and answer teacher questions - Students look passion in mentioning verbs including the vocabulary they know in the story line - There are 9 students who answer teacher questions related to orientation, compliment, and resolution

Table 4.2 Retyped of field note Observation

3. Documenting

The last data collecting method in this research is documenting. The researcher recorded all learning and teaching activities in the classroom. Besides that, field note observation, lesson plan, students task, students attendance, picture and the materials that teacher use for teaching also collected as additional data. This data were also used as supporting evidence to clarify the findings of this research. Meanwhile, from observation the researcher find that all students are

interested and engage in learning process and it proven by their tasks. The students' tasks are appropriate with teachers' expectation. They also can write moral value in form of narrative text easily after learning using short story. Besides that, learning process in the classroom become varies because use short story as new materials and it can motivate students to learn in reading comprehension. Finally, students' ability on writing narrative text is reading comprehension. Furthermore, not only the field note observation that the researcher uses to analyze the data, however the teaching materials, student task, and the lesson plan are also used in analyzing the data. Student task and lesson plans are obtained by the researcher from the teacher concerned. Here is an example of student task and lesson plan that will be analyzed by the researcher. The students' task and lesson plan can be seen in Appendix 4.



Figure 4.1: The example of the short story (VID.SHO.STO_1)

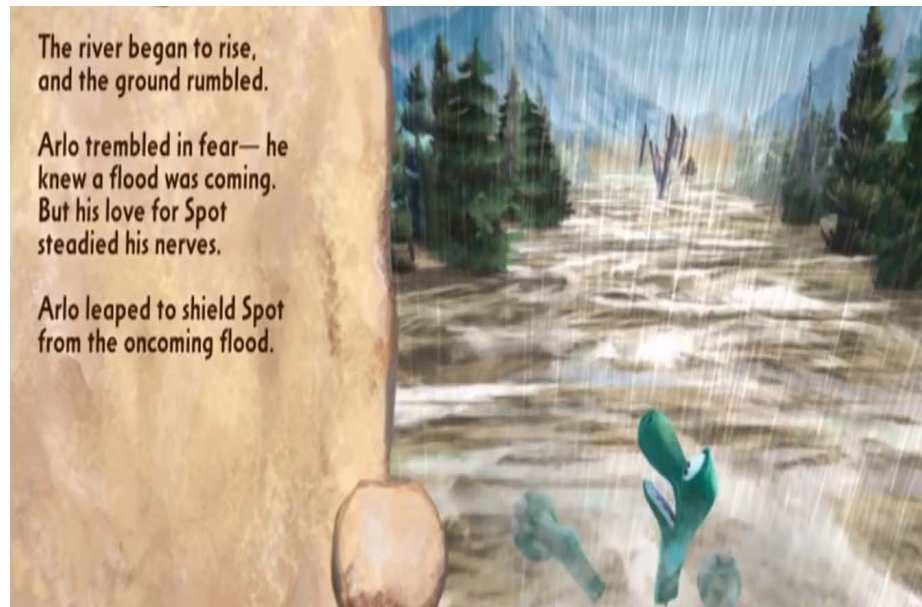


Figure 4.2: The example of text short story (TEX.SHO.STO_2)

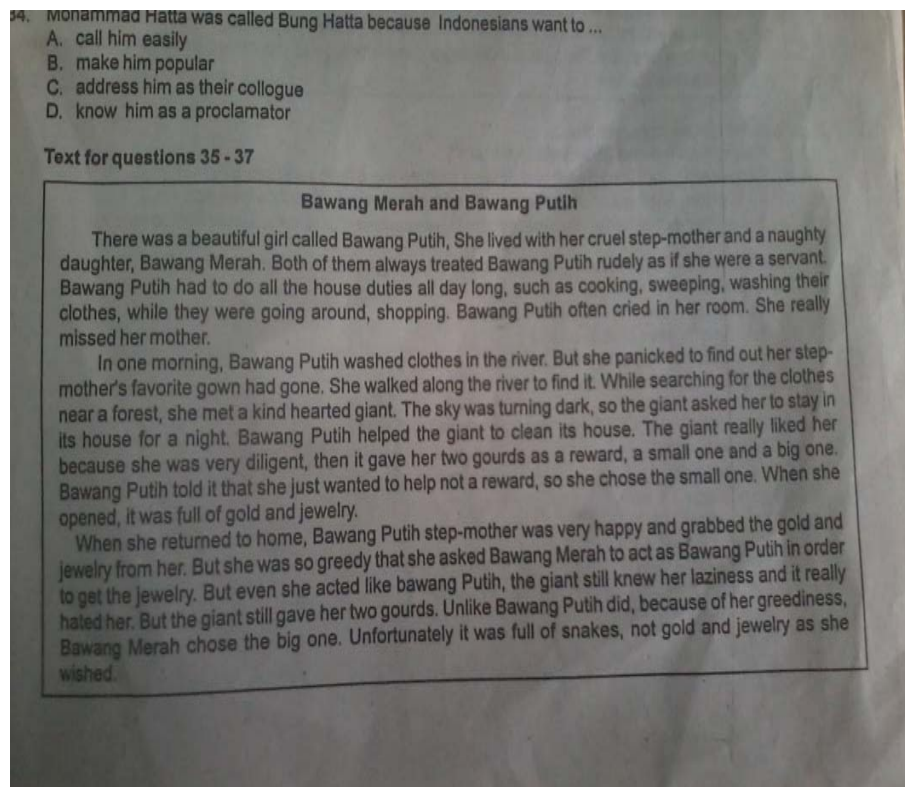


Figure 4.3: The example of text short story (TEX.SHO.STO_3)

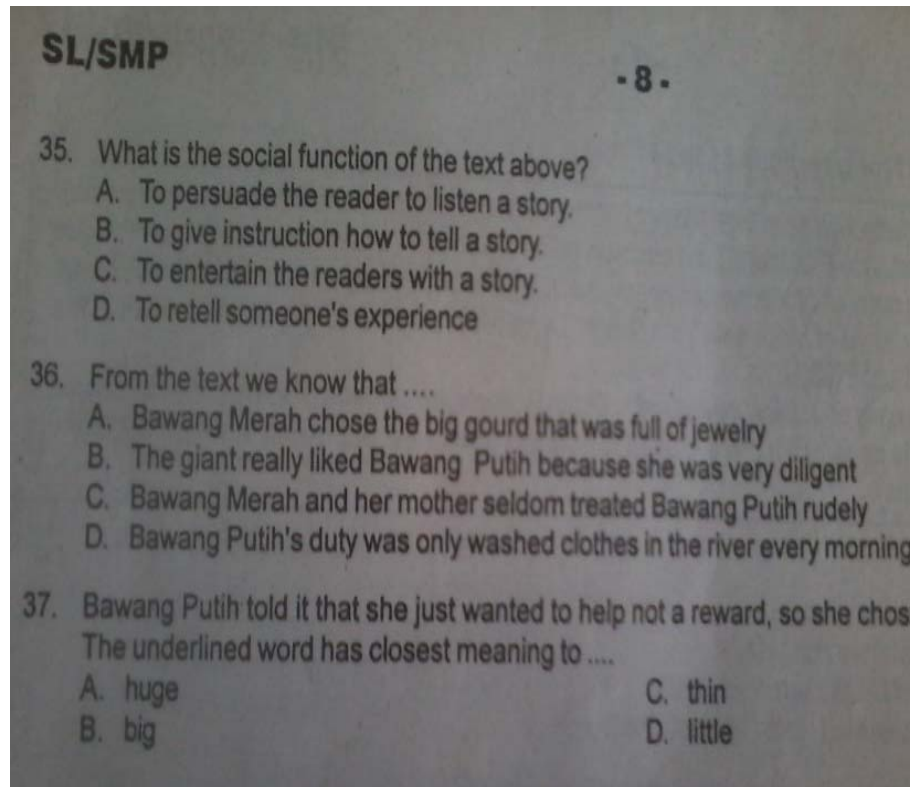


Figure 4.4: The example of short story task 3 (TAS/A/OBS_3)

4. Coding

In this process, coding is input subject's statement in matrix of categorization based on theme and gives certain code on each statement. Furthermore, in this research, the researcher makes code on the result of observation, interview and document. The example of coding is show below, and the complete are on appendix IV.

NO	CODING	MEANING
1	I1/B/ POST.RES/7	The datum is from first interview of student B, the topic is about positive response in line 7.

Table 4.3: Coding sample of interview

NO	CODING	MEANING
----	--------	---------

1	TA1/B/OBS.2	Task 1 of students A that is collected from second observation
2	VID.SHO.STO1/OBS.2	The Short story 1 that taken on second observation

Table 4.4: Coding sample of document

a. Categorize theme and sub-theme

In this process, the researcher collected data that have same theme into metric of categorization. The theme that included into metric of categorization based on previous arrangement of the theme at table accumulation. Furthermore, the researcher divide theme that have been arranged into sub-theme. Sub-theme is smaller part of the theme that simple, easier to understand, and practical. The result of categorize theme and sub-theme are show below:

NO	THEME	SUB-THEME
1	MODERNITY	MODERN
2	DISTINCTIVE FEATURES	ANIMATION
		REAL
		CONCISE
		PICTURES
		CLEAR
		INTERESTING
3	POSITIVE RESPONSE	MOTIVATED
		CULTURE
		EAZY
		INSIGHT
		VOCABULARY
		FUNNY
		UNDERSTAND
		LIKE
		FUN
4	MATERIALS	SHORT STORY
5	CONTENT	MORAL VALUE

		COLORS
		BRIGHT
		ACTIVITY
		IMPRESSED
6	READING PROCESS	EXPLAIN
		STORY LINE
		READING
		COMPREHENSION
		MARK
7	PROBLEM SOLVING	THE POINT
		UNDERLINES
		DICTIONARY
		MEANING
8	READING COMPREHENSION	PRONUNCIATION
		NEW VOCABULARY
		COMPREHEND
		TASKS

Table 4.5: Categorization sample of theme and sub-theme

b. Discussion

This part presents the research findings which provides evidence to answer problem statement on how are short story used in reading comprehension and students' opinion on the use of short story as materials in reading comprehension to help the learners task in chapter one.

c. The use of short story in reading class

Based on the observation which done on August 5th, 2017 at 10.15-12.00 o'clock, August 15th, 2017 at 07.15-08.25 o'clock, and August 23th, 2017 at 07.15-08.25 o'clock, the teacher give clear enough short story as alternative materials for learning English. The stories of short story are about "The Wolf and The 7 Little Goats", "The Good Dinosaur", and "Bawang Putih Bawang Merah". Meanwhile, in this research the teacher only give short story in first until three

observations as task (TA.1/A/OBS.2/, TA.2/A/OBS.2/). Furthermore, short stories as learning materials are usually used in reading comprehension. In first activity the teacher did not give short story, but she discussed about narrative story using material of the book with the students. The teacher explains about generic structure, then gives the short story as a materials in reading comprehension, after which the student is asked to understand the contents of the reading, by way of marking the sentence that learners already understand, and mark the sentence or words that have not been understood by students to ask the teacher (I1/A/READ.PRO/66). After that in reading activity, the teacher gave short story as materials in reading comprehension to help the student's task such as: Reading comprehension, moral value, writing narrative text and multiple choice tasks. The students wrote narrative story using their own word based on the short story. It means that, short story stimulate students with high order thinking to analyze and create story. Therefore, the students' needs understanding in reading to develop their knowledge and insight as well as good ideas to help them in task class. Furthermore, in post-task the teacher ask students to answer the questions about short story in form of multiple choices. The teacher only asked students to submit their answer in worksheet as final task (TA.3/A/OBS.3).

d. Students' opinion on the use of short story in reading comprehension

Based on observation, interview and all document (field note and students' tasks), researcher divide the finding into some aspects. Those aspects based on the theme that consists of modernity, distinctive features, reading process, engage, positive response, content, and problem solving.

1. Modernity and Distinctive features

The students' opinions about short stories are modern. In addition, the short story is a modern prose and fun materials for students, the especially in learning reading comprehension. Based on the theme, the students states that the short story is modern materials to learn reading skill (I1/B/MOD/7), (I1/A/MOD/8), I1/C.D/MOD/9. Furthermore, there are distinctive feature of short story as materials in reading comprehension, such as: There are pictures along with stories (I1/C/DIST.FEA/84), the animations are interesting and then the story is like real life (I1/D/DIST.FEA/ 83), (I1/A/DIS.FEA/11). In addition, the story is brief and there are clear colors (I1/B/POST.FEA/86), (I1/A/POST.RES/81). It supported by Ghasemi (2011) define that the short stories distinctive features, namely, its modernity, brevity, and variety make it appealing and interesting to language learners. Therefore, the researcher can conclude that the short story is a material

that contains about many distinctive features and as a modern material in reading comprehension for readers'.

2. Reading comprehension

Based on Harmer (2007) state that reading becomes the learners' needs right now. Reading short story, for instance, the readers can feel the characters. The readers can master things by reading. Reading helps us to be better in mastering language, too. In addition, the readers can learn formal and informal language from reading materials; it could develop their comprehension and vocabularies. Therefore, the reading comprehension is one of skill that must be mastered by learners in learning a second language. Based on theme and sub-theme that learner's opinion some of the benefits the reproducing reading, such as: Reading can add insight and vocabulary for readers (I1/A/READ.COM/68), and also help students in English pronunciation I1/D/READ.COM/70. In addition, by reproduce the reading the students to understand in completing their tasks in the classroom (I1/D/READ.COM/72).

3. Reading Process and Engage

In reading process the teacher must understand how students can participate or be directly involved in terms of understanding the meaning of reading. Harmer (2007) argues that the reading is the best

possible way for students to develop automaticity- that is the automatic recognition of words when they see them. It is by far the best way to improve their English reading. Furthermore, for example of the reading process, such as: The first is the teacher explain about the subject matter (I1/B/READ.PRO/48), and then the teachers provide material in the form of short stories in learning reading comprehension (I1/C/READ.PRO/48). In addition, students start to read, and mark or underline readings that are already understood and that they do not yet understand (I1/A/READ.PRO/48). Furthermore, students engage in reading process. The students feel interested to read through the title of the story (I1/D/ENG/46), and also try to understand the meaning of reading, as well as repeat the reading in order to get a good understanding (I1/A/ENG/66).

4. Positive response

The students give positive response during learning using short story. It means that they give positive opinion on the use of short story as materials in reading comprehension. It supported by Ashby and Isen (1999) argues that positive response is people in positive affect conditions have been shown to perceive an interesting assigned task, but not a dull one, as richer and more varied. The students' imagination and their appreciation of literature develop through short story in reading learning. It is appropriate with result of interview in

this research. The student said that the short stories are interesting (I1/A/POST.RES/46), (I1/B/CONT/ 14), (I1/C/POST.RES/12). It is also funny (I1/B/POST.RES/64) and the content is clear and the pictures attract attention so it is nice to see (I1/A/POST.RES/46), so that the students like the story (I1/D/POST.RES/46), (I1/B/POST.RES/46), (I1/C/POST.RES/46). As well as can motivate them to learn English (I1/C/POST.RES/54), (I1/B/POST.RES/56), (I1/B/POST.RES/60), the learners are motivated in that they can learn culture, moral values, and they like the story (I1/C/POST.RES/54), (I1/B/POST.RES/56), (I1/B/POST.RES/60). Furthermore, that the short story does not monotonous for learners (I1/A/POST.RES/81). Besides that, the students said that their like short story to reading learning (I1/C/POST.RES/84), (I1/B/POST.RES/86). In addition, the students can develop their reading comprehension (I1/A/READ.PRO/66), (I1/A/POST.RES/68). The second observation (VID_1) that was conducted also shows that the students are engaged in the learning activities using short story (PICT.17.OBS.2), (PICT.18.OBS.2). It shows similar finding on the research that the role of short story as one of learning materials can motivated to develop the student's creativity and teaching are effectively. It supported by Chuan and Dornyei (2007 as cited in Kreutz and Rhodin, 2016), claim that the motivation is one major key factor in determining the success or failure in foreign language learning.

5. Content

In content, based on Ceylan (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 setting of description. Furthermore, the materials (short story) that contains about stories equipped with English narrative text, correct English pronunciation, animations, and the colors of clearly (I1/A/MAT/2), (I1/B/MAT/3), (I1/C/MAT/4), (I1/D/MAT/5), there are pictures that equipped with color (I1/B/CONT/ 14), (I1/D/CONT/13), (I1/B/CONT/ 14), (I1/A/POST.RES/81), (I1/D/POST.RES/ 83). Furthermore, the storyline contains about narrative text which contain of moral value (I1/C/CONT/24), (I1/A/CONT/36). In addition, a short story, unlike a poem, i.e., does not depend on a verse, presentation, and rhymes or matters for its organization in Upreti (2012). Moreover, the story like real live (I1/A/POST.RES/11). Besides, there is a way to read it so it's easier to understand (I1/D/CONT/13), as well as can enjoy the story (I1/B/CONT/44), however it depends on the story (I1/B/CONT/55). Furthermore, a short-story has a unity of impression which a novel cannot have in Stevent (2014).

6. Problem solving

In contrast, the problem solving is self-control in learning strategies. It supported by Yasin, Halim and Ishar (2012) defines that

the problem solving strategy is a method that can potentially produce effective meaningful teaching and learning as it is a strategy that is applied experientially and is the student-centric. Furthermore, that the problem solving also experienced by students. Such as, the student having a little difficulty in reading, so that he or she must mark sentences that have not been understood to inquire to the teacher (I1/A/READ.PRO/66), the readers have to meaning understanding in the reading context (I1/D/PROB.SOL/48), in addition that the students underlines words or phrases that have not been understood to search for meaning in the dictionary (I1/D/PROB.SOL/52).

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter describes the summary of the research based-on research findings in previous chapter. Besides, recommendation for explore students' opinion on the use of short story as materials in reading comprehension in the future are also cover in the end of this chapter.

A. Conclusion

This study found that most of the students state that the short story easy in using to learn reading comprehension. The reason, the materials is clearly, makes the students quick responsive, passion for learning, and the students become more interested in learning English. For the students to learn English by using short story is not monotonous and can motivation the learners in reading comprehension. In addition to getting comprehend, students can also enjoy the story, and also to learn of culture, as well as the learners thinks that learning by using short story can add knowledge and insight especially the reading comprehension. Their reason the short story is easier to understand.

Furthermore, the short story can be used to learn the language, especially in developing reading skill. Students can get many understanding based on their story line. Furthermore, that the learning by using short story for the students so add knowledge, added insight. In addition, if students find words that are difficult or unclear the meaning, by way of underlining the words that are difficult, and then written in the

book to search the meaning of the dictionary. So the students become know the meaning, and to developing their reading comprehension. Therefore, in learning the reading comprehension is important; caused the students in learning English will not be able to express their ideas inadequate good interaction and communication with one another without having the broad understanding.

B. Recommendation

In general, recommendations provided in this research are divided into three parts. The first part is suggestion for students' opinion on the use of English short story to learn in reading comprehension in the future while the second part is recommendation for teacher, and the third part is recommendation for to help the students' ability in learning the reading comprehension through on the use of short story to get better result. For the explore of students' opinion on the use of English short story to learn in the future, the researcher would like to suggest the development on infrastructure including the learning materials used.

1. For the students

The students of grade IX C at MTs YAPI Pakem during a research students to keep on their motivating to learn more English language skill such as reading, listening, speaking and writing. The students can more practice and active to help their ability in reading comprehension.

2. For the teachers

Teachers can use media of short story to teaching reading skill toward students'. After short story implemented in the classroom can help students more active and able to socialized with another when learning activities ongoing because they are more enjoyed with the learning activities focus on group discussion. Furthermore, short story is more interesting for students, in short story the student can learning, reading comprehension with easier.

3. For next researcher

Researcher hopes for next researcher there is an improvement to do the research to be better in preparation time to collecting data to more effective to have a better result and give positive influence for students an developing their reading comprehension.

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UNIVERSITAS ISLAM INDONESIA

FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA

Program Studi Psikologi (S1), Program Studi Ilmu Komunikasi (S1), Program Pendidikan Bahasa Inggris (S1),
Program Studi Hubungan Internasional (S1), Program Magister Profesi Psikologi (S2)

Tanggal : 25 Agustus 2017
Nomor : 671 / Dek / 70/Div.Um.RT / v^m / 2017
Hal : Permohonan Ijin Pengambilan Data untuk Skripsi
Kepada Yth.

Kepala Sekolah MTs YAPI Pakem
Di Yogyakarta

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama : **Tiara Eka Pransisika**
Nomor Mahasiswa : **13322029**
Judul Skripsi : *Students' Opinion On the Use of English Short Story to Learn Vocabulary in MTs YAPI Pakem, Sleman Yogyakarta Grade IX*

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Dekan,

Dr. rer. nat. Arief Fahmie, S.Psi., MA., Psikolog

Dosen Pembimbing,

Raditya Adipramono, S.S., M.Pd.BI.



YAYASAN PEMBANGUNAN ISLAM PAKEM
MTs. YAPI PAKEM

STATUS : TERAKREDITASI A

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Nomor :352/TL.00

Yang bertanda tangan di bawah ini :

- Nama : **SUHARIJANTO PRIBADI, M.Sc**
- NIPY : **78/01/08**
- Jabatan : **Kepala Madrasah MTs YAPI Pakem**

Dengan ini menerangkan bahwa :

- Nama : **TIARA EKA PRANSISKA**
- No. Mahasiswa : **13322029**
- Fakultas : **FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA**

UNIVERSITAS ISLAM INDONESIA

Adalah benar - benar telah melaksanakan penelitian di MTs YAPI PAKEM pada tanggal 29 Agustus 2017 dalam rangka pengambilan data untuk skripsi Di MTs YAPI PAKEM , sesuai dengan Surat Izin Penelitian dari Fakultas Psikologi dan Ilmu Sosial Budaya UII nomor 671/Dek/70/Div.Um.RT/VIII/2017 pada tanggal 25 Agustus 2017

Demikian Surat Keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Pakem, 30 November 2017

Kepala Madrasah



SUHARIJANTO PRIBADI, M.Sc

RESULT OF INTERVIEW

Interview : 4
 Subject name : Student A, B, C, D
 Grade : IX Junior High School class C
 Time : 12.10 o'clock Date: 23 January 2018
 Location : Mosque (In front of the school)

Subject	Line	Interview Discussion	Theme	Code
R	1	Bismillahirrohman nirrohim, oke dek kemaren waktu belajar reading, guru memberikan materi apa ya?		
S (A)	2	S.... Short story	MATERIALS	I1/A/MAT/2
S (B)	3	Short story	MATERIALS	I1/B/MAT/3
S (C)	4	Short story	MATERIALS	I1/C/MAT/4
S (D)	5	Short story	MATERIALS	I1/D/MAT/5
R	6	Short story, ow ya... menurut kalian short story itu merupakan materi yang modern gak si dek?		
S (B)	7	Iya (modern)	MODERNITY	I1/B/MOD/7
S (A)	8	Iya		I1/A/MOD/8
S (C, D)	9	Iya		I1/C.D/MOD/9
R	10	Yah, oke bisa minta tolong jelaskan?		
S (A)	11	Animasinya itu lebih kelihatan real , dan ceritanya seperti kehidupan nyata	DISTINCTIVE FEATURES	I1/A/DIS.FEA /11
S (C)	12	Alur ceritanya menarik banget	POSITIVE RESPONSE	I1/C/POST.RE S/12
S (D)	13	Konteknya mudah di pahami karena mudah di temukan dalam kehidupan sehari-hari	CONTENT	I1/D/CONT/13
S (B)	14	Karena terdapat warna yang cerah , sehingga dapat membuat menarik si pembaca	DISTINCTIVE FEATURES	I1/B/DIST.FEA /14
R	15	Oh gitu..... o ya dek, kemarin ada berapa ragam short story yang di gunakan guru untuk belajar reading ya dek ya?		
S (D)	16	Empat		
R	17	Empat? Baik e.... kalian masih inget gak? Kemarin 4 itu kayak judulnya apa gitu?		
S (D)	18	"naughty brothers"		
R	19	Kemarin naughty brothers itu tentang apa?		

		Masih inget gak?		
S (D)	20	e..... keseharian bersama teman-teman		
R	21	Oh gitu, kalau adek?		
S (C)	22	“the wolf and ...e... anak domba nih, emmm the seven little goats”		
R	23	Inget gak tentang apa?		
S (C)	24	Tentang moral value	CONTENT	I1/C/CONT/24
R	25	Moral apa..... Oke terkandung moral value hemm... oke kalo menurut adek sendiri? Masih inget gak?		
S (A)	26	Emm hehe “the... the good dinosaurs”		
R	27	Oh, tentang dinosaurus yang baik itu yah?	CONTENT	I1/C/CONT/27
S (A)	28	Iya...		
R	29	Di situ lebih banyak moral value juga ya hemm, ok kalau adek faisal gimana?		
S (B)	30	Opo yo.....		
R	31	Ok masih inget gak, kemarin selain the good dinosaurs seperti yang di jelaskan teman-temen tadi, selain itu ada apa lagi?		
S (B)	32	“bawang putih dan bawang merah”		
R	33	Apa?....		
S (B)	34	Bawang putih dan bawang merah		
R	35	Ow yay a, berarti ada empat ragam ya! Ow ya dek, ada gak factor khas/ pemahaaman yang kalian temukan di dalam alur cerita?		
S (A)	36	Yang berkesan itu seperti yang mengandung banyak moral value	CONTENT	I1/A/CONT/36
R	37	Berarti ada ya?		
S (A)	38	<u>Ada</u>		
R	39	Menurut adek...eheheh.... Menurut adek alur cerita yang di gunakan kemarin itu bertele-tele atau singkat dan jelas si dek?		
S (D)	40	<u>Singkat</u> dan <u>jelas</u>	POSITIVE RESPONSE	I1/D/POST.RES/40
R	41	Singkat dan jelas?... oke apa alasannya?		
S (D)	42	Jelas karena cerita pendek		
R	43	Hahaha.... Ya ya, emm apakah cerita pendek bisa menjadi materi yang menarik dalam belajar reading comprehension dek?		
S (A, B,	44	<u>Iya</u>	POSITIVE	I1/A/POST.R

C, D)			RESPONSE	ES/44
R	45	Oke kalau menurut adek alip sendiri gimana?		
S (A)		Yang Pertama kontenya jelas, gambarnya menarik perhatian dan sehingga asik untuk di lihat	POSITIVE RESPONSE	I1/A/POST.R ES/46
(B)		<u>Cerita-ceritane apik</u>		I1/B/POST.R ES/46
(D)		Emm... kayak, esssss... iku opoh, dari judulnya adjah sudah minat pingin bacanya	ENGAGE	I1/D/ENG/46
(C)	46	<u>Suka ceritanya</u>		I1/C/POST.RE S/46
R	47	Ow... begitu, baiklah lantas bagaimana cerita pendek itu dapat membantu kalian dalam ...e.... apanamanya ya... emmm dalam belajar membaca, terutama untuk memahami inti makna dari teks tersebut? Adek nisa dulu?		
S (D)		Mengambil inti dari kata-kata yang sudah di pahami , kemudian kata-kata yang gak ngerti itu di garis bawah kemudian di tanyakan ke guru	PROBLEM SOLVING	I1/D/PROB.S OL/48
(B)		ya pokoknya <u>boco aja terus</u> , ntik <u>nak enek seng gak ngerti</u> di <u>tanyakan ke guru gitu</u>	READING PROCESS	I1/B/READ.P RO/48
(C)		kalau aku emm misalnya 1 kalimat nih, trus apa emmm.... Yang ku tau Cuma 3, 4 arti, ya <u>langsung ambil intinya</u> , trus baca lagi biar lebih maksud sama bacaanya eh iya gitu uh....	READING PROCESS	I1/C/READ.P RO/48
(A)	48	Hamper sama mbak, kalau aku baca aja <u>di pahami bagian yang ku ngerti</u> , trus di tandai yang gak tau artinya, tapi kadang males juga sih nandain heee.... Ya <u>baca aja lah, sama liat gambarnya biasanya langsung maksud</u> , yah tapi kalo dak tau Tanya ke gurrr....	READING PROCESS	I1/A/READ.P RO/48
R	49	Di tanyakan ke siapa?		
S (D)	50	Ke guru		
R	51	Oh gitu, selain ke guru?		

S (D)		kamus..... lihat di kamus	PROBLEM SOLVING	I1/D/PROB.S OL/52
(A)	52	iya		
R		Oh cari di kamus, tahu dari guru dan di kamus yah! Oke dek selanjutnya, belajar membaca melalui short story itu dapat memotivasi kalian dalam pemahaman membaca/memahami bacaan?		
	53			
S (C)		Menurut saya, saya termotivasi karena saya suka sama cerita-ceritanya	POSITIVE RESPONSE	I1/C/POST.RE S/54
	54			
R		Oh... berarti adek tuh termotivasi karena suka sama cerita-ceritanya! Kalo adek?		
	55			
S (B)		Saya, saya termotivasi karena saya dapat belajar budaya dan..... e... opo kae hemmmm ya Allah.... Emm	POSITIVE RESPONSE	I1/B/POST.R ES/56
	56			
R		Emmm apa hayo?....		
	57			
S (B)		Emmmm.... Nah, ulangi mbk, baleni mbk....		
	58			
R		Hehehe.... Jadi apa yang bikin adek termotivasi dengan short story untuk belajar reading?		
	59			
S (B)		Saya termotivasi dengan short story karena bisa belajar budaya dan merrrr.... aduh	POSITIVE RESPONSE	I1/B/POST.R ES/60
	60			
R		Merrrr... apa?		
	61			
S (B)		Merr value		
	62			
R		Oh moral value		
	63			
S (B)		<u>Moral value yang saya dapat</u>	DISTINCTIVE FEATURES	I1/B/DIST.FE A/64
	64			
R		Bisa minta tolong jelaskan dek, bagaimana proses belajar membaca secara langsung dari guru? Kalau pendapat dari adek alip sendiri bagaimana?		
	65			
S (A)		Kemarin tuh, yang pertama... e <u>guru tuh menjelaskan</u> , trus <u>di beri cerita short story</u> , setelah itu siswanya tuh <u>di suruh membaca</u> , dan kemudian di suruh <u>menandai kalimat yang sudah paham dan belum paham</u>	READING PROCESS	I1/A/READ.P RO/66
	66			
R		Oh gitu, selanjutnya nih dek, bagaimana pemahaman dalam membaca itu dapat membantu kalian untuk menyelesaikan tugas-tugas kalian di dalam kelas?		
	67			

S (A)	68	Kemarin banyak menambah wawasan dan juga vocabulary	READING COMPREHENSION	I1/A/READ.COM/68
R	69	Kalau adek nisa?		
S (D)	70	Dalam banyak membaca jadi <u>mengerti....</u>	READING COMPREHENSION	I1/D/READ.COM/70
R	71	He'e.... mengerti?		
S (D)	72	<u>Banyak membaca</u> jadi <u>mengerti untuk mengerjakan tugas</u>	READING COMPREHENSION	I1/D/READ.COM/72
R	73	Oh karena banyak membaca itu tadi yah?		
S (D)	74	iya		
R	75	Oke, menurut kalian, apakah materi yang digunakan oleh guru itu sudah cukup jelas bagi kalian?		
S (A)	76	<u>Jelas</u>	POSITIVE RESPONSE	I1/A/POST.RES/76
S (B)	77	<u>Jelasssssss.....</u>	POSITIVE RESPONSE	I1/B/POST.RES/77
S (D)	78	<u>Sangat jelas</u>	POSITIVE RESPONSE	I1/D/POST.RES/78
S (C)	79	<u>Jelas</u> mbk	POSITIVE RESPONSE	I1/C/POST.RES/79
R	80	Oke, bisa jelaskan dek apa yang membuat jelas dari materi tersebut?		
S (A)	81	Karena <u>terdapat warna yang jelas</u>	POSITIVE RESPONSE	I1/A/POST.RES/81
R	82	Warna yang jelas, kalau adek nisa?		
S (D)	83	Karena <u>animasinya yang menarik</u>	DISTINCTIVE FEATURES	I1/D/DIST.FEA/83
S (C)	84	Gambar ada ceritanya jadi <u>jelas, enak buat belajar....</u>	DISTINCTIVE FEATURES	I1/C/DIST.FEA/84
R	85	Oh gitu, adek, kalau adek?		
S (B)	86	<u>Ceritanya singkat dan jelas</u>	DISTINCTIVE FEATURES	I1/B/POST.FEA/86
R	87	Singkat dan jelas, udah... ok jadi menurut kalian itu short story memang jelas ya untuk materi belajar?		
S (A, B, C, D)	88	Iya...., iya mbk, jelas banget, he'em.....		
R	89	Kemarin guru waktu mengajar reading, guru memberikan berapa materi dek? Misalnya		

		ya, selain menggunakan short story ada materi yang lain yang di gunakan untuk membaca gitu?		
S (B)	90	Maksute, bahan bacaan ngono yo mbak, deingi kui gor short story kok mbak, nak seng kelas 1 biyen komik, tapi nak semester iki yo gor kui, opo hemm cerita pendek kui, gor judule bedo-bedo.... Yo to cah!		
R	91	Emmm berarti Cuma short story tapi dengan judul yang berbeda yah... iya ya ya.....		
S (A, B, C, D)	92	Iya mbak Cuma materi short story ono 4 judul cereita pende e.... hehehe hacih.... Maaf mbak... aduh		
R	93	Hehe iya gak papa dek, Yaudah dek cukup sekian dulu ya dek, terimakasih banyak atas informasinya, semoga kalian itu menjadi anak-anak yang berguna bagi bangsa, Negara dan juga Agama....		
S (A, B, C, D)	94	Iya, ya... Amin, amin, iya mbk hehehe...e		

Theory	Component of Theory	No	Questions for Interview
The short stories distinctive features, namely, its modernity, brevity, and variety make it appealing and interesting to language learners. (Ghasemi, 2011 Pp. 267)	<ul style="list-style-type: none"> - Short story - Modernity - Variety - Distinctive features - Brevity - Interesting 	<p>1</p> <p>2</p> <p>3</p>	<p>What is your opinion about short story?</p> <p>What do you find in a short story?</p> <p>How is short story used in reading?</p>
Harmer (2007) define that the language sticks in learners minds as part of the process of language acquisition, and, if the reading text is especially interesting and engage, then the acquisition is likely to be even more successful.	<ul style="list-style-type: none"> - Reading text - Interesting - Engage - Language acquisition - Stick in learners mind 	<p>4</p> <p>5</p>	<p>How does short story help in reading comprehension?</p> <p>How do the Students learn reading directly from teacher during the learning process?</p>
Woolley (2010) that reading comprehension is the process of making meaning from text.	<ul style="list-style-type: none"> - Reading comprehension - Process - Meaning 	<p>6</p>	<p>How does the reading comprehension help learners in task class?</p>
The sources of authentic materials that can be used in the classroom are infinite, but the most common are literature, magazine, newspapers, song, video, movie, and TV programs. (Berardo, 2006 Pp.62)	<ul style="list-style-type: none"> - Literature - Magazine - Newspapers - Song - Video - Movie - TV program 	<p>7</p>	<p>What kinds of materials are used in reading?</p>

Meeting	Date	Topic	Class	Mode	Time	Activity	Note
1	5/08/2017	Short story		Face to Face	60 Minutes	<ul style="list-style-type: none"> - Pada awal kelas, guru menanyakan kabar siswa, dan kehadiran siswa - Kemudian guru memperkenalkan cerita pendek bahasa - guru menjelaskan tentang kerangka narrative text beserta kata kerja serta tenses yang digunakan dalam short story tersebut - guru mengajak murid-murid untuk membaca bersama-sama dengan suara liris kemudian - setelah guru menjelaskan dan guru menanyakan kepada siswa tentang "what does the text tell you about?" - "who returned the puppets to the girls?" - Siswa diminta untuk menganalisa kata kerja yang ada short story beserta artinya. - Siswa di minta untuk menuliskan seberapa banyak kosa kata yang mereka ketahui dan mereka dapatkan pada teks short story 	<p>Ada beberapa siswa terlihat kurang bersemangat, ada juga siswa yang mengobrol dengan temennya, berlari kesana kemari. Akan tetapi, ada juga beberapa siswa yang aktif dalam menjawab pertanyaan dari guru.</p> <ul style="list-style-type: none"> - siswa di minta untuk mencari kata kerja yang ada di dalam short story - namun siswa masih terlihat bingung dan ada salah satu siswa berkata bosan - guru tetap menenangkan murid dan mencoba memberi pengertian kepada siswa - namun tetap saja ada beberapa murid yang tidak memperhatikan, bahkan mengobrol dengan teman sebangkunya sambil mainan hand phone - suasana di dalam kelas pun terlihat bangku-bangku yang berantakan, bahkan ada beberapa murid laki-laki yang bajunya pun tidak di rapikan - tp guru tetap mengajak siswa untuk mengingat kembali kata kata yang siswa tahu artinya dengan cara menanyakan "coba perhatikan anak-anak, apakah ada kata-kata yang kalian ketahui pada teks itu?" - kemudian siswa di minta untuk menuliskan kosa kata yang mereka ketahui berikut artinya, dan kosa kata baru yang mereka peroleh dalam teks bacaan - guru mengecek progress siswa dengan cara berkeliling dari meja ke meja

Meeting	Date	Topic	Class Mode	Time	Activity	Note
2	15/08/2017	Short story (the wolf and the 7 little goats)	Face to Face	60 Minutes	<ul style="list-style-type: none"> - Guru mengingatkan siswa kepada pelajaran kemarin. - Kemudian guru menjelaskan terkait stuktur general dalam penulisan narrative text, seperti orientation, complication, dan resolution pada slide ppt - Siswa di tanya terkait bagian orientationnya yang mana, complicationnya terdapat di paragraph ke berapa dan resolutionnya yang mana - Setelah itu, guru menunjukan video short story dengan durasi 8 menit - Siswa di minta untuk menuliskan moral value dengan pemahaman mereka masing-masing - Diakhir pembelajaran guru membagikan penggalan short story yang menjadi tugas rumah mereka dengan berkelompok yang tiap-tiap kelompok terdiri dari 2 orang - Guru pun menginformasikan bahwa pertemuan yang akan datang adalah mengumpulkan tugas rumahnya (PR), dan meminta murid-murid untuk mempersiapkan untuk ulangan harian terkait materi 2 minggu yang sudah di pelajari termasuk short story. 	<ul style="list-style-type: none"> - Siswa menyanyikan lagu nasional terlebih dahulu, dan membaca buku atau short story yg mereka miliki dengan durasi 15 menit - Siswa tampak semangat, dan aktif - Ada beberapa siswa yang bertanya dan menjawab pertanyaan guru - Siswa terlihat semangat dalam menyebutkan kata kerja termasuk kosakata yang mereka ketahui pada alur cerita - Ada 9 siswa yang menjawab pertanyaan guru terkait orientation, compliment, dan resolution - Siswa mengerjakan tugas dari guru tentang menuliskan moral value - Kemudian siswa mengajak teman-teman nya untuk cepet-cepetan menuliskan moral value "ayo cah gesit-gesitan sopo seng disik an nulise" - Ada 4 siswa yang mengatakan bahwa short storynya asik, ada gambar, teks narasi, penuh warna, dan mereka bisa mendengar pengejaan bahasa inggris dengan lebih jelas - Ada salah satu siswa yang mengatakan "mudah seng saiki ketimbang deingi yo cah" - Banayak siswa yang tersenyum-senyum dan antusias.

Meeting	Date	Topic	Class Mode	Time	Activity	Note
3	17/10/2017	Short story (bawang putih dan bawang merah)	Face to Face	60 Minutes	<ul style="list-style-type: none"> - Guru tidak banyak kata, seperti biasa memberi salam, menyapa dan menanyakan kesiapan murid-murid dalam mengerjakan soal-soal ulangan - Guru memint tugas rumah murid-murid dan mengambil 2 untuk menjadi contoh dalam memberi feedback untuk pemangaman siswa - Guru memberi 10 menit untuk sesi tanya jawab, untuk memastikan pemahaman siswa terkait tugas mereka - Guru membagikan soal-soal ulangan dan memberi instruksi serta memperingati mereka agar tidak rebut, dan berusaha mengerjakan soal-soal ulangan sendiri, tidak boleh berdiskusi dengan temanya. 	<ul style="list-style-type: none"> - Siswa terlihat senyum-senyum dan seperti gugup karena mengetahui bahwa hari ini akan ulangan - Siswa menjawab bahwa mereka siap untuk mengerjakan ulangan di hari ini - Siswa mengumpulkan tugas rumah mereka - Ada beberapa siswa yang bertanya tentang arti kata yang sulit bagi mereka terhadap guru - Dan ada sebagian siswa yang paham serta menjawab pertanyaan dari guru serta berbagi pengetahuannya kepada teman nya - Siswa mengerjakan soal ulangan dengan sangat tenang dan nyaman.

TABLE KETERANGAN KODING

NAMA	INITIAL NAME	TASK 1	TASK 2	TASK 3
Alip Novi Ana Ardi Anti	student A	TA.1/A/	TA.2/A/	TA.3/A/
Nur Rahmad Faizal Daneswara	student B	TA.1/B/	TA.2/B/	TA.3/B/
Fany Puji Lestari	student C	TA.1/C/	TA.2/C/	TA.3/C/
Anisa Nur Rahma	student D	TA.1/D/	TA.2/D/	TA.3/D/

NO	OBJECT	KODE
1	Observation 1	OBS.1
2	Observation 2	OBS.2
3	Observation 3	OBS.3
4	VIDEO SHORT STORY 1	VID.SHO.STO_1
5	TEXT SHORT STORY 2	TEX.SHO.STO_2
6	TEXT SHORT STORY 3	TEX.SHO.STO_3
7	TEXT SHORT STORY 4	TEX.SHO.STO_4
8	TEXT SHORT STORY 5	TEX.SHO.STO_5
9	TEXT SHORT STORY 6	TEX.SHO.STO_6
10	TEXT SHORT STORY 7	TEX.SHO.STO_7
12	TEXT SHORT STORY 8	TEX.SHO.STO_8
13	TEXT SHORT STORY 9	TEX.SHO.STO_9
14	TEXT SHORT STORY 10	TEX.SHO.STO_10
15	TEXT SHORT STORY 11	TEX.SHO.STO_11
16	TEXT SHORT STORY 12	TEX.SHO.STO_12
17	TEXT SHORT STORY 13	TEX.SHO.STO_13
18	TEXT SHORT STORY 14	TEX.SHO.STO_14
19	TEXT SHORT STORY 15	TEX.SHO.STO_15
20	TEXT SHORT STORY 16	TEX.SHO.STO_16

NO	OBJECT	KODE	NO	OBJECT	KODE
1	Material 1	M1	18	PICTURE 16	PICT.16.OBS.2
2	Material 2	M2	19	PICTURE 17	PICT.17.OBS.2
3	PICTURE 1	PICT.1.OBS.1	20	PICTURE 18	PICT.18.OBS.2
4	PICTURE 2	PICT.2.OBS.1	21	PICTURE 19	PICT.19.OBS.2
5	PICTURE 3	PICT.3.OBS.1	22	PICTURE 20	PICT.20.OBS.2
6	PICTURE 4	PICT.4.OBS.1	23	PICTURE 21	PICT.21.OBS.2

7	PICTURE 5	PICT.5.OBS.1	24	PICTURE 22	PICT.22.OBS.2
8	PICTURE 6	PICT.6.OBS.1	25	PICTURE 15	PICT.15.OBS.2
9	PICTURE 7	PICT.7.OBS.1	26	PICTURE 16	PICT.16.OBS.2
10	PICTURE 8	PICT.8.OBS.1	27	PICTURE 17	PICT.17.OBS.2
11	PICTURE 9	PICT.9.OBS.1	28	PICTURE 18	PICT.18.OBS.2
12	PICTURE 10	PICT.10.OBS.1	29	PICTURE 19	PICT.19.OBS.2
13	PICTURE 11	PICT.11.OBS.2	30	PICTURE 20	PICT.20.OBS.2
14	PICTURE 12	PICT.12.OBS.2	31	PICTURE 21	PICT.21.OBS.2
15	PICTURE 13	PICT.13.OBS.2	32	PICTURE 22	PICT.22.OBS.2
16	PICTURE 14	PICT.14.OBS.2	33	PICTURE 23	PICT.23.OBS.2
17	PICTURE 15	PICT.15.OBS.2	34	PICTURE 24	PICT.24.OBS.2
NO	OBJECT	KODE	NO	OBJECT	KODE
35	PICTURE 25	PICT.25.OBS.2	51	PICTURE 41	PICT.41.OBS.3
36	PICTURE 26	PICT.26.OBS.2	52	PICTURE 42	PICT.42.OBS.3
37	PICTURE 27	PICT.27.OBS.2	53	PICTURE 43	PICT.43.OBS.3
38	PICTURE 28	PICT.28.OBS.2	54	PICTURE 44	PICT.44.OBS.3
39	PICTURE 29	PICT.29.OBS.2	55	PICTURE 45	PICT.45.OBS.3
40	PICTURE 30	PICT.30.OBS.2	56	PICTURE 46	PICT.46.OBS.3
41	PICTURE 31	PICT.31.OBS.2	57	PICTURE 47	PICT.47.OBS.3
42	PICTURE 32	PICT.32.OBS.2	58	PICTURE 48	PICT.48.OBS.3
43	PICTURE 33	PICT.33.OBS.2	59	PICTURE 49	PICT.49.OBS.3
44	PICTURE 34	PICT.34.OBS.2	60	PICTURE 50	PICT.60.OBS.3
45	PICTURE 35	PICT.35.OBS.2			
46	PICTURE 36	PICT.36.OBS.2			
47	PICTURE 37	PICT.37.OBS.2			
48	PICTURE 38	PICT.38.OBS.2			
49	PICTURE 38	PICT.39.OBS.2			
50	PICTURE 40	PICT.40.OBS.3			

CATEGORIZATION OF THEME AND SUB-THEME

NO	THEME	SUB-THEME
1	MODERNITY	MODERN
2	DISTINCTIVE FEATURES	ANIMASI
		NYATA
		SINGKAT
		GAMBAR
		JELAS
		MENARIK
3	POSITIVE RESPONSE	TERMOTIVASI
		BELAJAR BUDAYA
		MORAL VALUE
		ENAK
		MENAMBAH WAWASAN
		VOCABULARY
		LUCU
		MENGERTI
		MENGERJAKAN TUGAS
		SUKA
		ASIK
		BELAJAR READING
4	MATERIALS	SHORT STORY
5	CONTENT	MORAL VALUE
		MUDAH
		WARNA
		CERAH
		AKTIVITAS
		BERKESAN
6	READING PROCESS	DI JELASKAN
		CERPEN
		MEMBACA
		MEMAHAMI
		MENANDAI
7	PROBLEM SOLVING	MENGAMBIL INTI
		MENGGARIS BAWAHI
		LIHAT KAMUS
		MENCARI ARTINYA
8	READING COMPREHENSION	PENGUCAPAN
		VOCABULARY
		MENGERTI
		TUGAS

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : MTs. YAPI Pakem
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX/1

Standar Kompetensi:

11. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *narrative* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar :

- 11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *narrative* dan *report* dengan ucapan, tekanan dan intonasi yang berterima
- 11.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative* dan *report*

Jenis Teks : Teks Narrative
Aspek/Skill : Membaca
Alokasi Waktu : 4 x 40 menit

A. Tujuan Pembelajaran

Diberikan sebuah teks narrative peserta didik dapat:

- Peserta didik dapat membaca dengan tekanan dan intonasi yang benar.
- Peserta didik dapat mengidentifikasi gagasan utama dari teks
- Peserta didik dapat mencari informasi tertentu
- Peserta didik dapat menemukan informasi rinci.
- Peserta didik dapat menemukan makna kata, berdasar teks.
- Peserta didik dapat mengidentifikasi struktur generik dan fitur kebahasaan teks narrative.
- Peserta didik dapat berpendapat sesuai dengan nilai moral dari teks

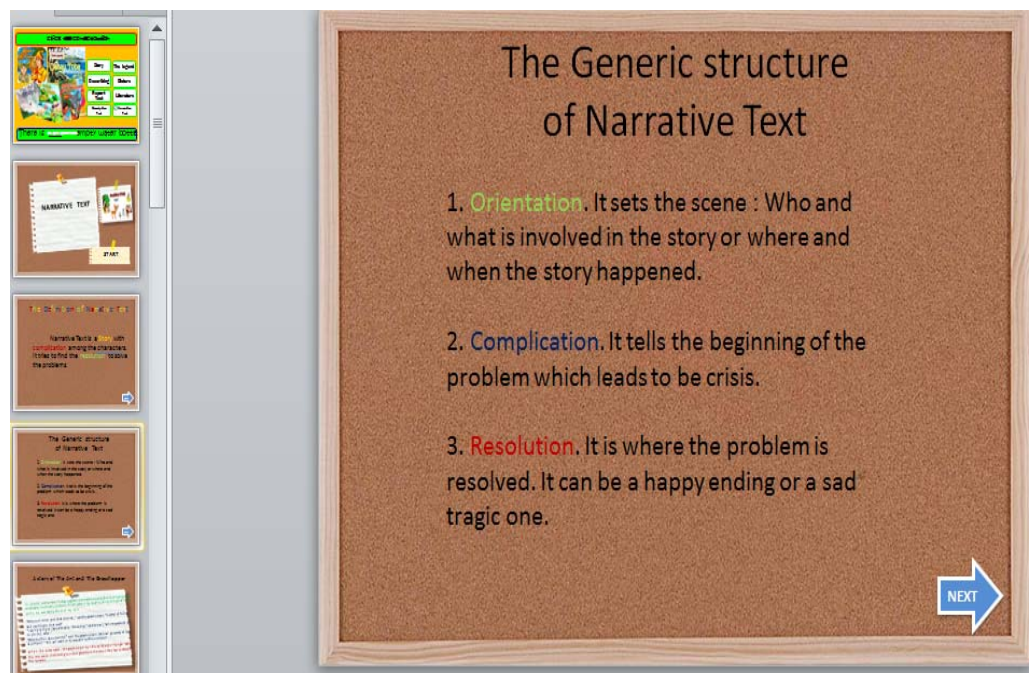
B. Materi Pembelajaran

THE NAUGHTY BROTHERS

Kim and Sandra were doing their homework from school. They had to make a cloth puppet and a paper house. At noon Kim and Sandra left their room to have lunch in the dining room. While they were busily eating and chatting, their brothers, Tim and Alex, sneaked into the bedroom. They took the puppets and hid them behind the wardrobe.

After lunch, Kim and Sandra could not find the puppets anywhere. They searched everywhere, but still the puppets were missing. Meanwhile, Tim and Alex were playing outside. Kim and Sandra cried, because they would not be able to hand in their puppets the next day.

In the morning, Tim remembered that they had not returned them to the girls. "Here are the puppets. I'm sorry we hid them yesterday," Tim said. Grandma was very angry, "Don't ever do that again!" she said. Kim and Sandra handed in them to their teacher, and they got very good marks.



The screenshot shows a PowerPoint presentation. On the left is a vertical navigation pane with four slide thumbnails. The main area displays a slide with a corkboard background. The title is 'The Generic structure of Narrative Text'. Below the title are three numbered points: 1. Orientation, 2. Complication, and 3. Resolution. A blue arrow with the word 'NEXT' is in the bottom right corner of the slide.

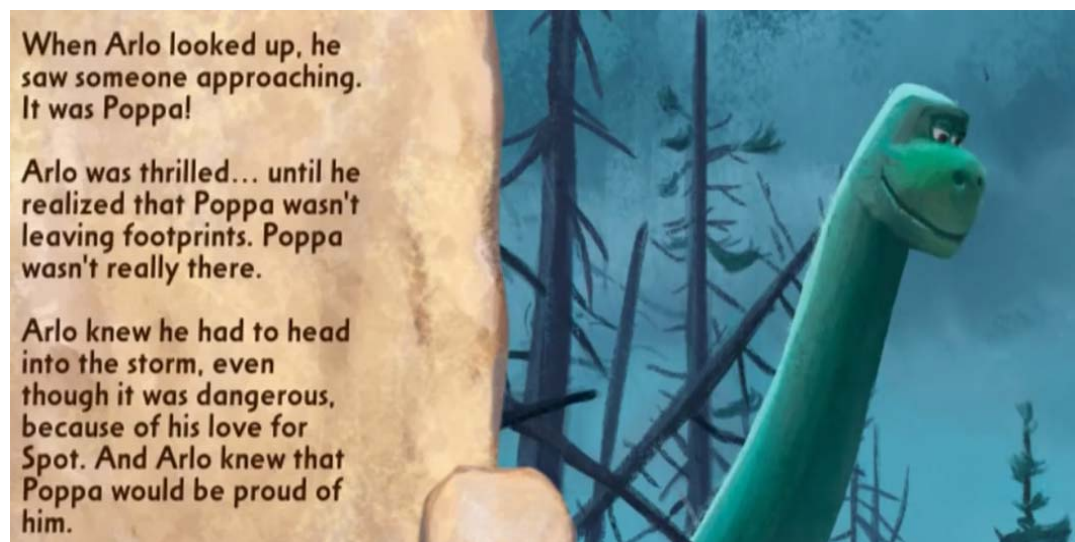
The Generic structure of Narrative Text

- 1. Orientation.** It sets the scene : Who and what is involved in the story or where and when the story happened.
- 2. Complication.** It tells the beginning of the problem which leads to be crisis.
- 3. Resolution.** It is where the problem is resolved. It can be a happy ending or a sad tragic one.

Slide PPT



Video of Short story



When Arlo looked up, he saw someone approaching. It was Poppa!

Arlo was thrilled... until he realized that Poppa wasn't leaving footprints. Poppa wasn't really there.

Arlo knew he had to head into the storm, even though it was dangerous, because of his love for Spot. And Arlo knew that Poppa would be proud of him.

Text of Short story; The good dinosaur

C. Teknik/Metode: Three Phase Techniques

D. Langkah-langkah Kegiatan

Pertemuan 1

Eksplorasi

- ✓ Salam dan Tegur sapa
- ✓ Checking attendance (Mengecek kehadiran)
- ✓ Prayer (berdoa)
- ✓ Bertanya jawab tentang beberapa cerita yang pernah dibaca untuk mengeksplorasi pengalaman dan pengetahuan peserta didik tentang cerita.

Elaborasi

- ✓ Peserta didik menirukan teks yang diucapkan oleh guru dengan baik.
- ✓ Peserta didik secara teliti mengidentifikasi ucapan atau tekanan yang ucapannya keliru sambil mengatakan “NO”.
- ✓ Peserta didik bersama guru membahas kosakata yang berkaitan dengan teks *narrative*.
- ✓ Peserta didik membaca teks dan mendiskusikan isi teks secara berkelompok. .
- ✓ Peserta didik secara berkelompok menjawab pertanyaan tentang isi teks.
- ✓ Peserta didik mendiskusikan jawaban bersama guru.
- ✓ Peserta didik bersama guru menyimpulkan nilai moral dari teks *narrative* tersebut.

Konfirmasi

- ✓ Menanyakan kesulitan kesulitan siswa selama PBM
- ✓ Menyimpulkan isi materi bersama siswa tentang materi yang dipelajari
- ✓ Menugaskan siswa mencari teks procedure dari majalah, Koran, label, kemasan, dll
- ✓ Melakukan refleksi atas apa yang telah dilakukan.

Pertemuan 2

Eksplorasi

- ✓ Salam dan Tegur sapa

- ✓ Checking attendance (Mengecek kehadiran)
- ✓ Prayer (berdoa)
- ✓ Bertanya jawab tentang cerita narrative yang telah dipelajari untuk memunculkan kembali pengetahuan mereka.

Elaborasi

- ✓ Peserta didik bersama guru membahas struktur kalimat yang berkaitan dengan teks *narrative*.
- ✓ Peserta didik menggarisbawahi kata kerja lampau yang terdapat di teks.
- ✓ Peserta didik menjawab pertanyaan yang berhubungan dengan struktur generik, dan fitur-fitur kebahasaan teks *narrative*
- ✓ Peserta didik menyimpulkan nilai moral cerita sebagai alat untuk introspeksi diri.

Konfirmasi

- ✓ Menanyakan kesulitan kesulitan siswa selama PBM
- ✓ Menyimpulkan isi materi bersama siswa tentang materi yang dipelajari
- ✓ Menugaskan siswa mencari teks narrative dari majalah, internet, atau sumber lain.
- ✓ Refleksi bersama siswa

E. Sumber Belajar

Buku "Let's Talk" Penerbit Pakar Raya halaman

F. Penilaian

1. Teknik : Tes Tulis dan Kinerja
2. Bentuk : Teks, Menjawab Pertanyaan,
3. Instrumen

No	Indikator Pencapaian Kompetensi	Teknik	Bentuk	Contoh
1	Membaca teks dengan tekanan dan intonasi yang benar	Tes Kinerja	Teks	Bacalah teks "The Naughty Brothers "

2.	Peserta didik dapat mengidentifikasi gagasan utama dari teks	Tes Tulis	Menjawab pertanyaan tertulis	What does the text tell you about?
3.	Peserta didik dapat mencari informasi tertentu	Tes tertulis	Menjawab pertanyaan tertulis	Who returned the puppets to the girls?
4	Peserta didik dapat menemukan informasi rinci.	Tes Tulis		Why was grandma very angry?
5	Peserta didik dapat menemukan makna kata, berdasar teks.	Tes Tulis	Menjawab pertanyaan tertulis	<p>“...Tim remembered that they had not <u>returned</u> them to the girls.”</p> <p>The underlined word means....</p> <p>a. showed something to someone</p> <p>b. give something back</p> <p>c. buy something for someone</p> <p>d. hide something from someone</p>
6	Mengidentifikasi struktur generik dan ciri kebahasaan	Tes Tulis	Menjawab pertanyaan	Sebutkan struktur generik dan tenses yang digunakan.
7	Mengidentifikasi nilai moral cerita.	Tes Lisan	Menjawab pertanyaan	Apa nilai moral yang

			lisan	bisa kita ambil dari cerita tersebut.
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No	Indikator Pencapaian Kompetensi	Teknik	Bentuk	Contoh
1	Guru menjelaskan	Penjelasan tentang struktur generik teks narative	PPT	"Narrative text"
2.	Membaca teks narasi yang terdapat pada alur cerita	Tes baca	Video short story	Bacalah teks "The wolf and the 7 little goats "
3.	Peserta didik dapat mengidentifikasi gagasan utama dari teks	Tes baca	Menjawab pertanyaan secara lisan	What is the story about?
4	Peserta didik dapat mencari informasi tertentu	Tes baca	Menjawab pertanyaan secara lisan	What is the setting for this story ?
5	Peserta didik dapat menemukan informasi rinci.	Tes baca	Menjawab pertanyaan secara lisan	What is the title of the story?
6	Peserta didik dapat menemukan makna kata, berdasar teks.	Tes Tulis	Menjawab pertanyaan tertulis	How new vocabulary you get?
7	Mengidentifikasi nilai moral cerita secara individu.	Tes tulis	Menuliskan moral value tertulis individu	What is the moral value of the story?

8	Mengidentifikasi nilai moral cerita secara berkelompok.	Tes tulis (PR)	Menuliskan moral value secara berkelompok (2 siswa)	What is the moral value of the story? "The good dinosaur"
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G. RUBRIK PENILAIAN PESERTA DIDIK

1) Rubrik Tes Kinerja/ Performansi Membaca Nyaring

No	Nama Peserta didik	ASPEK			TOTAL
		Fluency	Pronunciation	Stress and Intonation	
		30	30	40	
1					
2					
3					
4					
5					
6					

2) Rubrik Tes Tulis dan Lisan (Menjawab pertanyaan)

- a) Jawaban benar : nilai maksimal 10
- b) Nilai akhir tes tulis dan lisan: nilai yang diperoleh siswa dibagi dengan nilai maksimal, dikalikan 100.

Pakem, Agustus 2017
Guru Mata Pelajaran

Rianti Agustini, S.Pd.

NIP: 197008131994032005



(Observation_1)



(Observation_2)



(Observation_3)



Interviews of Students A, B, C, D



Interviews of the four students

