IMPROVING THE STUDENTS' COMPREHENSION IN READING SHORT STORY THROUGH SHARED BOOK EXPERIENCE APPROACH AT THE EIGHT GRADE STUDENTS OF SMP NEGERI 33 BULUKUMBA

(*A Classroom Action Research*)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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"MAN JADDA WAJADA"

"*SIAPA* YANG BERSUNGGUH-SUNGGUH,

MAKA *IA* AKAN MENDAPATKANNYA"

"*WHO* ARE SERIOUS,

SHE WILL FIND THEN"

٢

"*HUMAN* PROPOSES,, <u>GOD</u> DISPOSES"

MANUSIA HANYA MERENCANAKAN,, <u>**TUHAN**</u> MENENTUKAN

٣

"JIKA *AKU* SUKSES,,

AKU MENJADI INSPIRASI BAGI ORANG LAIN"

"WHEN *I* SUCCESS,,

I BECOME INSPIRATION FOR OTHERS"

ABSTRACT

SALFIANA AMALIA,2018. *Improving the Students' Comprehension in Reading Short Story through Shared Book Experience Approach at the eighth grade Student of SMP Negeri 33 Bulukumba (A Classroom Action Research).* Guided by Hasnawati Latief and Ratu Yulianti Natsir.

The research aimed at finding out the improvement of students' reading comprehension through Shared Book Experience Approach at the eighth grade student of SMP Negeri 33 Bulukumba.

The method of this research was classroom action research that consisted of two cycles. One cycle consisted of four meetings. It means that there were eight meeting in two cycles. This classroom action research was done at SMP Negeri 33 Bulukumba for English subject. The subject research was 15 students of junior high school in 2017-2018 academic years. Those consist of 8 women and 7 men. Instruments are reading test and observation sheet.

The findings of this research were the improvement of the students' reading ability in D-test in literal comprehension in term of main idea was 42 and interpretative comprehension in the term of conclusion was 20. While in the cycle I in literal reading in the term of main idea was 56.6 and interpretative reading in the term of conclusion was 35.3. And finally in the cycle II in literal reading in the term of main idea was 75.3 and in interpretative reading in the term of conclusion was 68.6.

The result above indicated that there was significant improvement of the students' reading ability focus on literal comprehension in term of main idea and interpretative comprehension in the term of conclusion in the application of Shared Book Experience Approach at the eighth grade student of SMP Negeri 33 Bulukumba.

Keywords : Reading Comprehension, Shared Book Experience Approach, Classroom Action Research.

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CHAPTER I

INTRODUCTION

A. Background

Short story is one way to improve the students ability in reading skill. Because the students are actively in the learning process. They will use it to read, write and present or tell it. This Pattern was emphasized Stuart Mead, NET (2010:13) stated that Short Stories is designed to introduce learners to the world of short stories, encouraging to read, write, tell and also in developing reading comprehension skill. It has been acknowledged for centuries by many ELT professionals and pedagogues. The use of short stories has been widely discussed and recommended. Some expert was advocate use of short story is best method in teaching and learning process. According Mustafa Mubarak Pathan (2012:27) stated short-stories can help to develop the language skills of the students more effectively, especially in reading skill.

Based on fact above that very interesting for the researcher assume that short story become easy and also suitable for students. As Herb Leibacher (2010:10), children are being trained to think imaginatively while listening or reading stories in accordance to how the writer describes the setting, characters, and events that took place in the story. More than that, children are taught to focus their attention to a specific topic so that if they will be engaged to more complicated brainstorming or emersions they won't have any difficulty. In

addition short story not only suit and interest, but short story also giving more

advantages for students. In the general, the student will introduce new vocabulary and they will easy to deliver their ideas one thing more. Students' vocabularies will be developed. As a result, it will help develop their communication skills both in oral and written communication. Become successful on this research, the researcher is need method or technique that makes student easy and interest.

Based on fact above, the researcher attempts to give way or method which is deemed to be in accordance with what become a defect in the classroom. As Hesham Suleiman (2006:7) stated that active process of comprehending where students need to be taught strategies to read more efficiently. According Strategy & Grades (2006:13) Shared book experience is an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader.This approach is suitable for reading and suit for short story. Between reading and short story, Strategy & Grades (2006:2) shows that the shared book experience also provides the opportunity for the teacher to share different genres or types of books and provides an excellent opportunity for teachers to model the integrated use of the cueing systems and strategies for reading.

Shared book experience has the benefit on learning and teaching process. In the general, teacher will give a change for student to show their ideas about reading experience without intimidate. According Doake and Holdaway in Tierney (2008 : 335) state that shared book experience approach is intend as a means of affording early reading experiences to group of students that are intimate and that dovetail with other language activities. In another word, there is a process

of interact with whole the text in what they read.and absolutely with use this technique would to improve the students' reading comprehension and also the researcher will expect that improve students' score in reading program.

Reading comprehension as a part of receptive skill is given the first priority in the language curriculum. Reading comprehension is very important skill. Because it can help the student's information about the general knowledge or the subject of school that is the printed information is very dominant now. Through reading people can improve their own knowledge which are needed to ensure the continuing personal growth and adapt the change in the world, (Harvey, 2000) argues that the purpose of reading in language is to inform our-self about something we are interested in or challenge our knowledge on certain matters. In other word, to extend experience of the world in our life.

The problem faced by junior high school in learning English is to understand a reading text. Probably this is caused by their lack of vocabularies and the activities that do not suit for them. As (Halim, 2007:3) states that the most students are not frustrated to uncounted problem in comprehending English text. Learners on junior levels are notonly focusing their study on English reading comprehension, but the teacher sometimes forget about the important of finding out the new strategy to improve the students' ability.

To achieve the aim of learning reading, the students have to be more active during teaching reading process. The students have to read detail of text actively and involve more on the learning process in class. Nevertheless, what the researcher found when did observation in SMPN 33 Bulukumba in academic year 2016/2017 was some students were still confused in determining the main idea of

text and make conclusion of the story. during learning reading process. The students were less active in reading English. Their reading ability was still low; From the teacher's information in that school, it was reported that most of students still had problem in comprehending the text. Many students got under the KKM and they had difficulties to comprehending the English text. One of the problem may be that the students feel bored because the technique that used by the teacher are monotonous. There are many students feel sleepy when the teacher explained the materials.

There are many students feel sleepy when the teacher explained the materials. Therefore, the students need teaching strategy which can make actively and also improve their skill in reading comprehension. Many strategies have been applies in schools or collage just to make the students understand what they have learn of course each strategy has good values for students. and this research tries to apply an approach namely "Shared book experience".

Williams states that guided reading is concerned with the teaching of reading. It is not just about hearing children read. There should be a specific focus and learning objective for the reading session. Guided reading includes not only the decoding of a text, but also the understanding and interpreting of that text. Students should engage with the text, critically evaluating it and reflecting on their responses to it, bringing prior knowledge to their understanding of the text. In guided reading, students develop the skills of inference, deduction, justification and evaluation.

Based on the information above, the writer will conduct are research to find out the improvement of the reading comprehension achievement. The writer intended to conduct a research entitled: Improving the Students' Comprehension in Reading Short Story through Shared Book Experience Approach at the Eighth Grade Students of SMP Negeri 33 Bulukumba.

B. Research Problem

Based on the background above, the writer formulates the research question are follows:

1. Does Shared Book Experience approach improve the students' literal comprehension in the term of main idea at the eighth grade students of SMP Negeri 33 Bulukumba?

2. Does Shared Book Experience approach improve the students' interpretative comprehension in the term of conclusion at the eighth grade students of SMP Negeri 33 Bulukumba?

C. Research Objective

In relation to the problem statement above, The researcher states the objective of this research are:

1. To find out whether the use of Shared Book Experience approach improve the students'literal comprehension in the term of main idea at the eighth grade students of SMP Negeri 33 Bulukumba.

2. To find out whether the use of Shared Book Experience approach improve the students' interpretative comprehension in the term of conclusion at the eighth grade students of SMP Negeri 33 Bulukumba.

D. Significance of the Research

The benefits from this research :

1. For the English Teacher

   It was hoped that the Shared Book Experience Approach could be used by other teachers to solve the students' problem in Reading Comprehension

2. For the Students

   It was expected that the students get knowledge and insight that Shared Book Experience Approach was able to use in improving the students' Reading Comprehension

3. For Researcher

   This research could used as reference by the next researcher especially of the matter which related to this research

E. **Scope of the Research**

   The scope of this research is the application of Shared Book Experience approach to improve the students' reading ability focuses on literal comprehension in in the term of main idea and interpretative comprehension in the term of conclusion. This research will use of narrative text as material in teaching reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

There are some researchers has reported on their research about reading conducted research on the use of Shared Book Experience Approach which shows the positive result of the students. The results of researcher are cited below:

Fatmawati (2007: 47-48): In her research "The *Use of Shared Book Experience to Improve the Students Reading Comprehension of SMPNeg 1 Banten*", the result of her research was successful to improve the students reading comprehension in literal reading comprehension, where the students mean score in the cycle I and cycle IIwere higher (6.5) and (7.6) than the mean score of the students in D-test (5.3).

Yuniarti(2013) in her research:"*improving the Students' Reading Comprehension through Shared Book Experience at The Eleventh Grade Of SMP Negeri 1 Sanden in the academic year 2012/2013*"the writer was used *pre-experimental research , where the result of* the mean of the students

reading comprehension score improves from 70.5 in the pre-test to 82.5 in the post-test. According to thestatistic, the different is significant at *<0.05.* Based on the result above the writer concluded that the use of Share Book Experience technique is successfully in reading comprehension.

Astuti Nindiya (2013) in her thesis, "*Improving the Students' reading Ability through shared book experience at the first grade student of SMP Negeri 2 Tangerang*". She found that there was a significance in improving the students reading ability. It was proved by the mean score of cycle I was 64.1. It was classified as fairly good then improved to be76.55. It was classified as good in cycle II. They are higher than the mean score of diagnostic test namely 44.1 that classified as foor. Therefore there was the improvement of the students' readingcomprehension

Based on the previous findings above, many techniques to improve the students reading skill. Therefore it is correlative with the writers will be done to improve the students reading comprehension. By using share book experience approach has many advantages and can make students enthusiasm in learning. Because learning process is not monotonous. Besides learning interesting and encouraging students to be able to give right into it and drain students with the cooperation, Therefore, the delivery of the theory will not monotone. It can attracts the students to focus on the lesson.

B. Some Concepts of Reading

1. Definition of Reading

According to Carrillo (2006:1) definition of reading can be summarized in two categories :

a. Reading is purely mechanical process. Advocates of this narrow view mark progress in reading skill by (a) a readers accuracy in recognizing words and in attacking words that are not known; (b) the amount of print recognized at each fixation of the eyes ; (c) the rate of recognition of wordsand phrases ; and (d) rhythmic progress along the line of print and an easy return sweep to the next line.

b. Reading is a mechanical process plus the acquisition of meaning. Advocates of this broader view hold that in addition to acquiring efficiency in the mechanical aspects given above, the reader must fusethe meanings represented by the printed words into a chain of related ideas.

Harrist (2005:28) define reading is the meaningful printed or written verbal symbol that represent language and the reader language skill and knowledge of the world. In this process, the reader tries to create the meaning intended by the writer.

2. **Levels of Reading**

Burns in Lutfiah (2008:16) states four levels of reading skills. They are literal reading, interpretive reading, and creative reading. Each of these skills could be explained as follows:

a. **Literal Reading**

Literal reading refers to the idea and fact that are directly stated at the printed pages. The literal level comprehension is fundamental to all reading

skills at any level because a reader must first understand what the writer said before he can draw inference or make evaluation.

Literal reading are getting the primary, direct, literal meaning of an idea in context. The readers are only able to use the information which is stated explicitly in the text. The readers are able to answer such a question that simply, demand them to recall from memory what the exact words given in the book. Although it only needs little or no thinking on the part of the readers, it gives them opportunity to practice in recalling and reproducing statements of facts and have a place in detailed factual reading refers to the acquisition of meaning of ideas or information that is explicitly stated in the text. Some specific reading skill at the literal level of comprehension are: identifying the main idea and supporting idea, sequencing ideas when explicitly signal are given, and following instructions.

1. **Identifying the Main idea**

According to the Diane Vener, (2002:1), the main idea is the point of the paragraph. It is the most important thought about the topic. The main idea of the text is exactly what the name implies the main message. The author scatters supporting details trough out the text that points to the most important idea.

A paragraph is a group of sentences related to a particular topic or central theme. Every paragraph has a key concept or main ideas. The main idea is the most important piece of information the author wants you to know about the concept of that paragraph. When authors write, they have an idea in mind that

they trying to get across. This is especially true as authors compose paragraphs. An author organizes each paragraph's main idea and supporting details in support of the topic or central theme, and each paragraph supports the paragraph preceding it. By breaking it up into logical steps, you will succeed in determining the main thread in the text you're reading.

According to Burns and Roe (2002:7), How to finding the main idea of the paragraph:

a. The main idea is the point of the paragraph. It is the most important thought about the topic. To figure out the main idea, ask yourself this question: What is being said about the person, thing, or idea (the topic)?

b. The main idea is usually at the first sentence. The writer then uses the rest of the paragraph to support the main idea.

According to Hariming(2010) defines the main idea is the most important piece of information the author wants you to know about the concept of that paragraph. When authors write they have an idea in mind that they are trying to get across. This is especially true as authors compose paragraphs. An author organize each paragraph's main idea and supporting details in support of the topic or central theme, and each paragraph supports the paragraph preceding it.

The main idea is very commonly found at the beginning and followed by supporting sentences. Sometimes the writer uses a few sentences to introduce the topic, places the main idea in the middle and follows it with supporting

sentences. So, the main idea may be stated at the beginning, in the middle, or at the end of the paragraph.

2. Sequencing Ideas

Meaningful reading results from the reader's ability to follow the flow of thought of the writer. This is so because any discourse is made up of words and sentences which are not only grammatically linked to one another, but are also logically related and sequence of ideas as presented by the writer enables him to summarize, outline and infer correctly.

a. Interpretative Comprehension

Interpretative reading involves reading between the lines or making inference. It is the process of deriving ideas that are implied rather than directly state. This level demand higher of thinking ability because the question in the category of interpretation are concern with answer that are not directly stated in the text but they are suggest or implied.

At this point, Rubbin (2007:16) further elaborated that some of reading skill in this level require readers to do things as follows :

1. Determining word meanings from context.

2. Findings main idea.

3. Reading between the lines or making inference

4. Drawing conclusion

5. Making generalization

6. Recognizing cause and effect reasoning

Sometimes an information or concept is not explicitly stated in a text so that the reader has to go through the process of inferring beyond the literal meaning. This is the interpretative level or the "Thinking Side" of comprehension (Tinker and Mc McCullough, 2008: 58) interpretation is reading or getting meaning between the lines which requires the reader's sensitivity to clues and the ability to link these clues to his own experience to arrive at the new information. It is mentally exploring and taking position in relation to the facts and related details. When the reader does this he is inferring. Inferences can be categorized as implications, conclusions, generalisation and predictions

1. Implication

Implication is any inference expectancy that maybe logically implied or understanding, bur not directly stated, form the author's arguments in a text.

2. Conclusion.

The conclusion is written summarize of paragraph and it is purpose to sum up the argument of the essay. The conclusion is written in one paragraph and its main purpose is to sum up the arguments of the essay, which the author revealed in the topic sentences of the body paragraphs. It summarizes the evidence in support for the thesis statement of the essay and if proved restates this statement. It is a final glance at the presented facts, which lead to a certain conclusion on the essay matter.

The conclusion does not have a set structure and can be written according to the peculiarities of the essay but must always have the mentioned above argument summary analysis writing an essay conclusion.

Instruction How (contributor: 2011:12) to make a good conclusion

a. Review the main points of the essay (The topic statement).

b. Summarize them in favor for the thesis statement.

c. Describe the writer's subjective position on the topic.

d. The conclusion usually there in the last paragraph the story.

There are some example words or phrase that are typically included in conclusion : Therefore, thus, it follows that, which proves / implies that, which means that, as a result, so, we may conclude, and finally.

And also it is vital to remember that, any conclusion should never repeat the assertions presented in the essay word-for-word. Then, if the writer wants to make the conclusion really successful it must be short and very clear. This is the last part of the essay and it makes the final impression on the reader. A good conclusion is always creative and logically sound.

b. Critical Comprehension

Critical reading is evaluating written material comparing the ideas discovered in the material with known standard and drawing conclusion about their accuracy, appropriateness, and timeliness. Critical reading compares previous experience to element in the new material such as content style, expression, information, and ideas or values of the author. In this level of

reading skill, the reader must be an active reader, questioning, searching for fact, and suspending judgment until her or she has considered all the material.

3. **The Elements of Reading**

The elements of reading are defined by Armbruster, et.al (2001 : 63):

a. Phonemic Awareness is the ability to hear, identify and manipulate the individual sounds – phonemes – in spoken words.

b. Phonics is the understanding that there is a predictable relationship between phonemes (the sounds of the spoken language) and graphemes (the lettersand spellings that represent those sounds in written language).

c. Vocabulary refers to the words we must know to communicate effectively. Ingeneral,vocabulary can be described as oral vocabulary and readingvocabulary. Oral vocabulary refers to words we use in speaking or recognizein listening. Reading vocabulary refers to words we recognize or use in print.

d. Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as ifthey are speaking.

e. Comprehension is the reason for reading. If readers can read the words butdo not understand what they are reading, they are not really reading

4. **Reading Process**

According to Dewey (2008: 38) , there are three models of reading process namely: (1) Bottom – up model, (2) Top – down, and (3) interactive model. The bottom – up model that learning to read progress from children learning the parts of language (letters) to understand whole text (meaning). The top – down model of reading process deals with the general notion of the reading as the reconstruction of based on a skill sampling of the text and such specific nation as the use of the linguistic redundancy. The crucial role of prior knowledge in prediction and the necessity for a reading a reasonable rate in larger, more meaningful chunk of text. This model involves and interaction between though and language.This interactive model of reading process deals with a particular type of cognitive behaviour. Which based on certain kinds of knowledge which from a part the readers cognitive structures.

5. **The purpose of Reading**

According to Nuttal (2002:198), The purpose for reading determines the appropriate type and level of comprehension.

a. When reading for specific information, students read to ask themselves. have I obtained the information I was looking for?

b. When reading for enough understanding (intensive reading) students need to ask themselves do I understand the story line? Sequence of ideas well enough to enjoy reading this?

c. When reading for through understanding (intensive reading) students need to ask themselves do I understand each main idea and how the author

support it? Does what aim reading agree with my prediction, and if not, how does if differ? Lutfia (2008: 12) says that reading really do not read unless. They have a reason for reading, and in sides to see it is meant by this he give three questions

1. What sort of text each one comes (e.g.,time table, novel)

2. Why might be read (e.g.,for pleasure)

3. How it might be read (e.g.slowly)

The reader would not read all of this ,but I look for particular train time.The last questions, these would be read for information. If the person was using the machine for the first time ,he would probably read it all carefully and slowly, perhaps checking back from time to time.

C. Shared Book Experience Approach

1. Definition of Shared Book Experience Approach

Shared book experience is an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by the teacher or other experienced reader (Strategy & Grades, 2006:27). Another reference shared book experiences as an effective classroom tool. (Honchell & Schulz, 2012:32).

Shared book experience is a technique that emphasizes conversation between a child and the reader about different aspects of the story (Pierce &Studies, 2006:17). Anne Mcgill-Franzen in Smith (2009:2) defines Shared Book Experience Approach as a whole-group read along where

the teacher does most of reading and students contribute with what they know.

Shared Book Experience Approach is a whole class instruction and allows all readers from various levels to interact and work together (Barton 2004:31). As the Shared Book Experience Approach develops in the classroom the teacherbecomes a facilitator of learning by interviewing in the learning activity toexpose the strategies of word decoding and meaning retrieval (Rubin 2005:7)

Based on the explanations above, Shared Book Experience Approach define as an approach of sharing a story by using an enlarge copy of short story where a teacher as the guide.

2.The Benefits of Shared Book Experience Approach

(Fountas & Pinnell, 2006:8) some of the benefits of Shared Book Experience Approach:

a. Allows students to enjoy materials that they may not be able to read on their own.

b. Ensures that all students feel successful by providing support to the entire group.

c. Students act as though they are reading.

d. Helps novice readers learn about the relationship between oral language and print language.

e. Assists students in learning where to look and/or focus their attention.

f. Supports students as they gain awareness of symbols and print conventions, while constructing meaning from text read.

g. Assists students in making connections between background knowledge and information.

h. Focuses on and helps develop concepts about print and phonemic connections.

i. Helps in teaching frequently used vocabulary.

j. Encourages prediction in reading.

k. Helps students develop a sense of story and increases comprehension.

According to Mooney(2004:2), there are some benefits of Shared Book Experience Approach, they are:

a. Allowing the students to enjoy and becomes familiar first with the whole reading.

b. Allowing the students to re-visit the story.

c. Students feel comfortable to engage at their level.

d. Students are encouraged to share ideas, prior knowledge and experience and   listen with consideration to the ideas and experiences of others

B. Process of Shared Book Experience Approach

Huggins and Ross (2000 : 15)The following teaching strategies are recommended for Shared Book Experience Approachin the classroom:

a. The teacher chooses a story to be taught in the classroom.

b. The teacher The teacher makes an enlarge copy of the story

c. The teacher introduce the story to the students

d. The teacher reads the story to the students.

e. The teacher uses a pointer and point each words as the teacher read .

f. At the end of the thing and each learning process, the teacher gives some literal questions as the evalution of the teaching and learning process. This is to ensure that the students are engaged in the story and understand it.

D. Reading Short Story

1. Definition of Reading Short Story

The short story can be anything the author decides it shall be from the static sketch without plot to the swiftly moving machine of bold action and climax, from the prose poem, painted rather than written, to the piece of straight reportage in which style, colour and elaboration have no place, from the piece which catches like a cobweb the light subtle iridescence of emotions that can never be really captured or measured to the solid tale in which all emotion, all action, all reaction is measured, fixed, puttied, glazed, and finished, like a wellbuilt house, with three coats of shivering and enduring paint. In that infinite flexibility, indeed, lies the reason why the short story has never been adequately defined." (H.E. Bates in Humbeeck,2005:4).

There are so many different kinds of short story that the genre as a whole seems constantly to resist universal defintion." (Valerie Shawe in Humbeeck 2005:5). The short story exhibits a protean variety." (Clare Hanson in Humbeeck2005:5). After reading these quotes, we can conclude that the short story is a piece of prose fiction which can be read at a single sitting.

2. **Short Story Structure**

   According to Atwell (2002:21) ShortStory Structure are :

a. Create a narrative lead: show the main character in action, dialogue, correaction.

b. Introduce the main character.

c. Introduce the setting: the time place, and relationships of the main character' life.

d. Introduce and develop the problem the main character is facing.

e. Develop the plot and problem toward a climax: e.g. a decision, action, conversation , or confrontation that shows the problem at its height.

E. **Conceptual Framework**

   The conceptual framework explains about the process of teaching English, especially reading comprehension. The researcher use Shared book experience to develop the students' reading comprehension which is applied in classroom action research.

   In classroom action research, the researcher will apply the strategy in cycles. This strategy can help the student to develop their reading comprehension especially for literal and interpretative reading comprehension. And finally with this strategy we can see the improvement of students' reading comprehension.

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┌─────────────────────────────┐
│    Reading Comprehension    │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│    Shared book experience   │
│          approach           │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│         Classroom           │
│          Action             │
│         Research            │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│  Cycle                      │
│     1.  Planning            │
│     2.  Action              │
│     3.  Observation         │
│     4.  Reflection          │
└─────────────────────────────┘
              ↓
      ╭─────────────────────╮
      │  The improvement of │
      │  students' reading  │
      │    comprehension    │
      ╰─────────────────────╯
          ↙           ↘
 ╭──────────────╮   ╭──────────────╮
 │Literal reading│   │Interpretative│
 │comprehension :│   │  reading     │
 │              │   │comprehension :│
 │ • Main idea  │   │ • Conclusion │
 ╰──────────────╯   ╰──────────────╯
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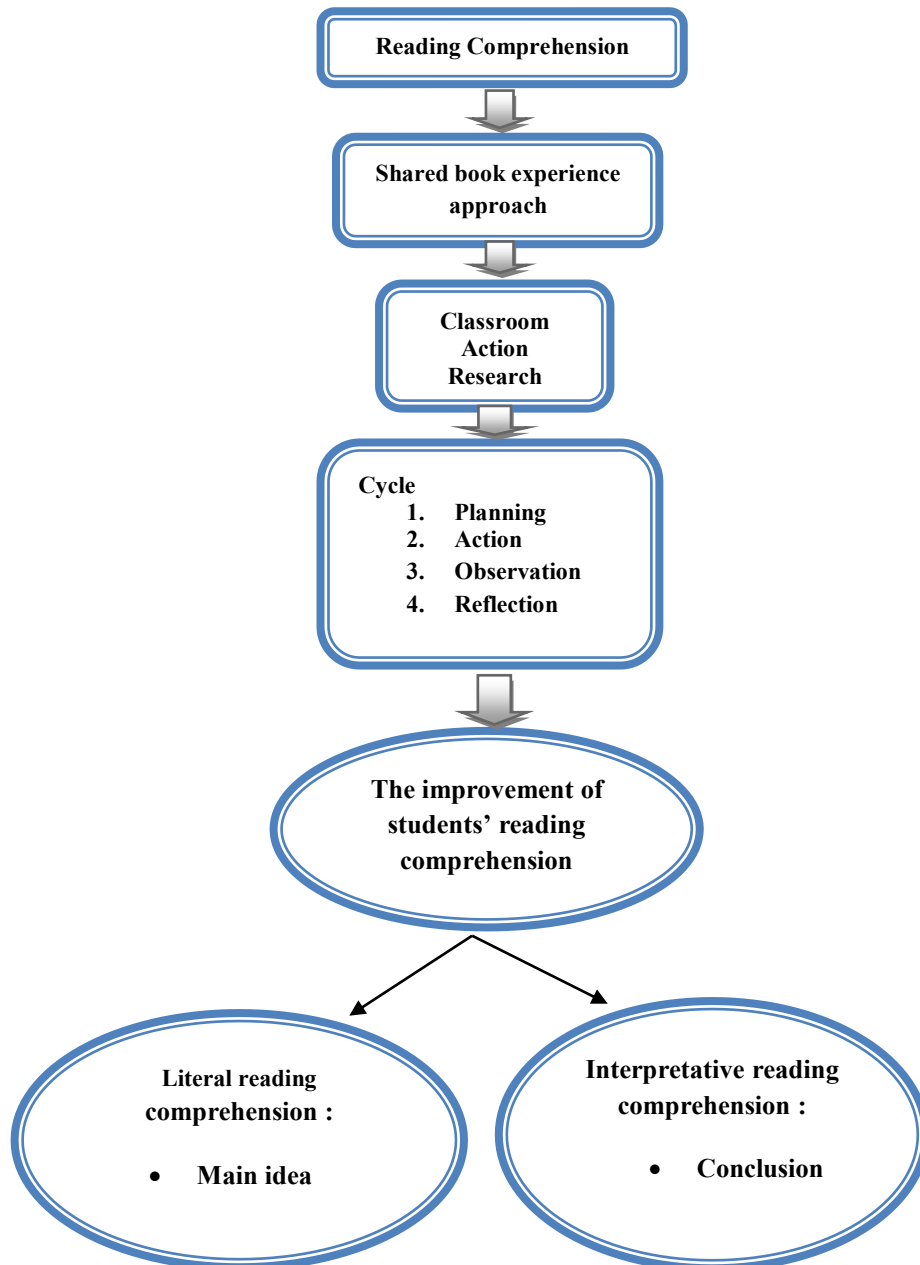
CHAPTER III

RESEACH METHOD

A. Research Design

This research used Classroom Action Research (CAR) that contain of four stages, they were: Planning, implementation of Action, Observation, and Reflection.This Classroom Action Research conduct through observation result about the students' comprehend in reading short story through Shared Book Experience Approach.

B. Research Subject

The subject of this Classroom Action Research was the eight grade students of SMP Negeri 33 Bulukumba

C. Research Procedure

In this Classroom Action Research (CAR), The researcher used the CAR principle to collect the data. This cycle consist of four phases. The cycle was describe through the scheme of action research phases as follows:

Cycle 1

Cycle consist of planning, action, observation and reflection as follows:

1. Planning

In this phase, the reseacher makes:

a. The teacher was understood the curriculum that used at the eighth grades.

b. The teacher designed lesson plan that be implemented of action.

c. The teacher designed instrument that be used in this research.

d. The teacher prepared the mate_____ 25 _____ test for the students

2. Action

a. The teacher went to the class and introduce the material to the students

b. The teacher selected a short story and read the story to the whole class

c. The teacher makes an enlarge copy of the story

d. The teacher read the story to the students

e. The teacher gave the students some question and students should be answer the question based on the story.

3. Observation

In this phase, the teacher observed the situation teaching and learning process in cycle I:

a. Taking observation toward the application of Shared Book Experience Approach

b. Note every action and every change happened in the teaching and learning process.

c. Doing evaluation to know the students' improvement.

4. Reflection

Reflection was a meant analyzing, understanding, and making conclusion activity by seeing the result of the observation the teaching learning process to improving reading comprehension through Shared Book Experience Approach. If the result has reached the criteria, it can be concluded the strategy that used can solve the problem. But if not yet reached the target, The researcher was study and modify again the strategy to implemented in the next cycle.

In this stage, The teacher was analyzing all of the data based on the result of observation to know success of the teaching process achievement after

applying the action in the first cycle. But the first cycle was not successful. the students' score is still below average and not achieve the minimum standard of English Subject (65). The teacher continued in the next cycle.

Cycle II

Cycle consist of planning, action, observation and reflection as follows:

1. Planning

In this phase, the reseacher makes:

a. The teacher was evaluating the result of reflection in the first cycle.

b. The teacher Designed the lesson plan

c. Repairing the weakness of the action that will be applying in the second cycle.

d. The teacher prepared the materials and test for the students.

2. Action

a. The teacher selected a short story and read the story in front of class

b. The teacher introduced the materials

c. The teacher makes an enlarge copy of the story

d. The teacher add the picture in the story. It can makes the students interested to read the story

e. The teacher gave opportunity to the students to asked the materials that not understood.

f. The teacher used a pointer so that the students can see exactly what the teacher was reading.

g. The teacher gave instruction to the studentsto read the story again to get the information from the short story.

h. The teacher gave instruction to the students to translate the story into Indonesian. So they can easy to understand and easy to answer the question.

i. The teacher gave the students some question and students should be answer the question based on the story

3. Observation

In this phase, the researcher did:

a. Taking observation toward the application of Shared Book Experience Approach

b. Note every action and every change happened in the teaching and learning process.

c. Observing the students' improvement in reading ability, especially the students' literal and interpretative reading.

d. Doing evaluation to know the students' improvement, after using Shared Book Experience Approach.

4. Reflection

After collecting the data, the researcher evaluated and did reflection by seeing the result of the observation, whether the teaching learning process of reading using Shared Book Experience Approach reached success criteria based on the test result of second action. From the result of the research, the researcher could make conclusion that Shared Book Experience Approach could improve the students' reading comprehension..

D. Research Instruments

    The instrument that used by the researcher was reading test

E. Technique of Data Collection

    The technique of data collection in this research :

The researcher gave narrative text to the students in order to know their improvement. The type of reading test that used was essay test. The students have to find out the main idea and conclusion based on the story.

Table 3.1Rubric assessment literal comprehension (main idea)

Criteria	Score
Clearly and accurately identifies the main idea of the text	4
Correctly identifies the main idea of the text	3
Identifies the main idea of the text	2
Attempt to identify the main idea, it may be stated incorrectly or may be missing	1

(Dianne in Hamdana, 2014: 22)

Table 3.2Rubric assessment interpretative comprehension (conclusion)

Criteria	Score
Students' response include relevant with conclusion	5
Students' response include some of conclusion	3
Students' response few sentence but not complete	2
Students' response includes incorrect or irrelevant with conclusion	1

(Dianne in Hamdana, 2014: 24)

Score = $\dfrac{\text{total score of students}}{\text{Maximal score}} \times 100$

G. Technique of Data Analysis

The data from cycle is analyze through the following steps:

Calculating the mean score of the students' reading test by using the following formula:

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

Where:

$\overline{X}$ = mean score

ΣX = total score

N = the number of students

(Gay in Ufrah,2009:36)

a. After collecting the data of the students, the researcher clasifies the score of the students. To clasify the students' score, there are seven clasifications which are used as follows :

Table 3.3 clasify the students' score of Literal and Interpretative Reading

No.	Score	Classification
1.	96 – 100	Excellent
2.	86 – 95	Very good
3.	76 – 85	Good
4.	66 – 75	Fairly good
5.	56 – 65	Fair
6.	36 – 55	Poor
7.	0 – 35	Very poor

(Depdikbud in Fatimah 2011 : 27)

b. Calculating the percentage of the students' score by using the following formula:

$$P \quad \frac{F}{}=X\ 100$$

N

P = Rate Percentage

F = Frequency of correct answer

N = Total number of students

(Arikunto, 2003 : 34)

c. To analyzed the students' participation in research toward the material and activities in teaching and learning process by checklist. The students' active participation described followed :

No	The students' active participation	Score	Indicator
1	Very active	4	Students' respond to the material very active
2	Active	3	Students' respond to the material actively
3	Fairly active	2	Students' respond to the material just once or twice
4	Not active	1	Students' just sit down during the activity without doing something

(Sudjana in Najamuddin, 2010:31)

Percentage the students' participation through the following formula:

$$P = \frac{Fq}{4xN} \; X100$$

Where:

P   : Rate Percentage

Fq   : Frequency of the item

N   : Total of students

(Sudjana in Najamuddin, 2010:29)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The finding consistof the data obtained through achievement test to see the students' achievement after being taught the materials of reading comprehension by using Shared Book Experience Approach

A. Findings

The research findings indicated that teaching reading comprehension by using Shared Book Experience Approach can improve the students' reading comprehension in getting the main idea and conclusion. The further interpretations of the data analysis are given below:

1. **The improvement of the students' literal reading comprehension**

The application of Shared Book Experience Approach in improving the students' literal reading comprehension in the term of main idea. The improvement of the students' literal reading comprehension in the term of main idea can be seen clearly in the following table:

Table 4.1 The Improvement of the Students' Literal Reading in Main Idea

No.	INDICATOR	D-TEST	CYCLE I	CYCLE II	IMPROVEMENT (%)		
		Mean Score	Mean Score	Mean Score	DT-CI	C1-CII	DT-CII
1.	**Main idea**	42	56.6	75.3	14.6	18.7	33.3

The table above shows that the students' improvement of main idea before the implementation the approach indicates that diagnostic test assessment is very poor (42) but after the implementation Shared Book Experience Approach in cycle I, the assessment of their literal reading comprehension improves. The students' score of cycle I is (56.6). The improvement of the students' literal reading comprehension in main idea from D-Test to cycle 1 is (14.56%) This means that there is an improvement of the students' reading comprehension, but this is classified as fair. Therefore the researcher decided to continues in cycle II. The assessment of cycle II wass higher than cycle I (75.3). The improvement of the students' literal reading comprehension in term of main idea is (18.7 %). It is classified as fairly good which means that there is an improvement of the students' literal reading comprehension in terms main idea. Therefore, the improvement of the students' literal reading in main idea from cycle 1 to cycle II is (18.7%), and also the improvement of the students' literal reading comprehension in main idea from diagnostic test to cycle II is (33.3%). It means that diagnostic test to cycle II is higher than diagnostic to cycle I (33.3%>14.6%). Based on the percentages above there is a significant improvement of students' literal reading comprehension in main idea after taking an action in cycle I and cycle II by using Shared Book Experience Approach.

To see clearly the improvement of the students' reading comprehension in main idea based on the chart below :

Graphic 1.The graphic of literal reading in main idea
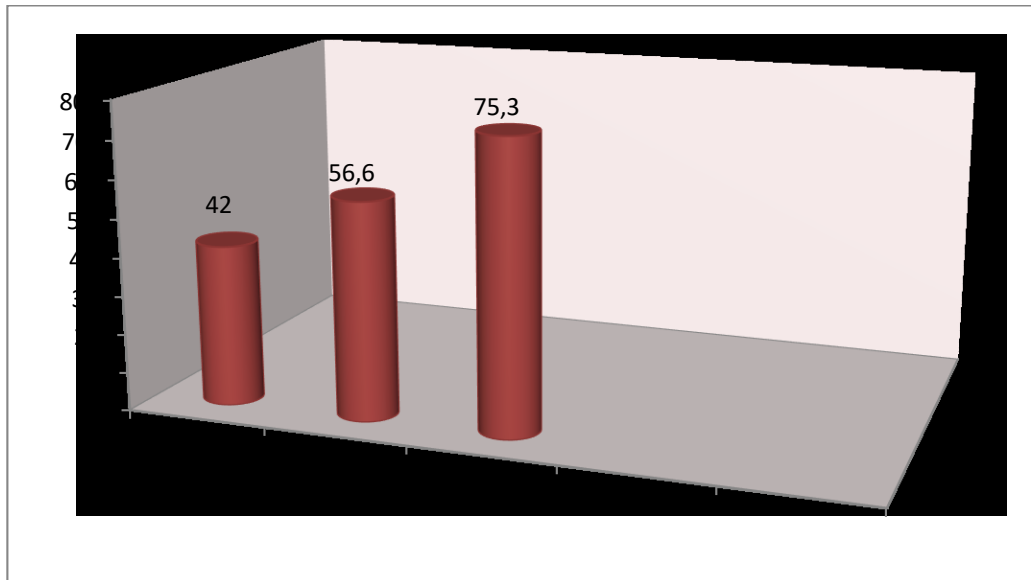
The graphic above indicates that the mean score of diagnostic test is 42 the mean score of cycle I iss 56.6. It means that the students' has gained improvement, even though it is classified as fair. This also means that the target in cycle I has not been achieved yet. Therefore the researcher decided to continues in cycle II. In the cycle II the students' mean score in main idea is 75.3. The improvement of students' literal reading comprehension in main idea from D-Test to cycle 1 is 14.6% and D-Test to cycle II is 33.3%. There is a significant improvement of the students' literal reading comprehension especially main ideas that shown clearly in the chart after taking an action in cycle by using Shared Book Experience Approach.

Table 4.2 The Improvement of the Students' Interpretative Reading in conclusion

	INDICATOR	D-TEST	CYCL I	CYCL II	IMPROVEMENT (%)

No.		Mean Score	Mean Score	Mean Score	DT-CI	C1-CII	DT-CII
1.	Conclusion	20	35.3	68.6	15.3	33.3	48.6

The table above shows that the improvement of the students'
Interpretative reading comprehension. Before the implementation indicates that
diagnostic test assessment is 20. But, after the implementation of Shared Book
Experience Approach in cycle I, the assessment of their interpretative reading
comprehension improve in each of cycle I is 35.3 and cycle II is 68.6 so the
improvement of students'interpretative reading comprehension in terms of
conclusion from D-Test to cycle 1 is 15.3%. It means that there is improvement of
the students' interpretative reading comprehension, but this is classified as very
poor. The researcher decides to continue in cycle II. The assessment of cycle II is
higher than cycle I (68.6>35.3). Therefore, the improvement of conclusion from
cycle I to cycle II is (33.3%). And also the improvement of the students'
interpretative reading comprehension in conclusion from D-Test to cycle II is
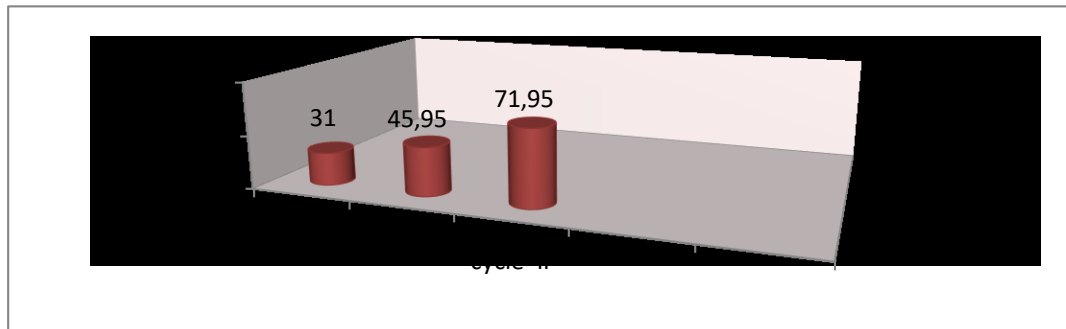(48.6%)

This shows there is a significant improvement of students' Interpretative
reading comprehension especially in conclusion after taking an action in cycle I
and cycle II by using Shared Book Experience.

Graphic 2. The graphic of Interpretative Reading Comprehension

The graphic above indicates the data that the mean score of diagnostic

test is (20) and the mean score of cycle I is (35.3) It means the students' gained

improvement even though is still classified as very poor. This means also that

the target in cycle I has not been achieved. So, the researcher decided to

organize of cycle II (68.6). Therefore, there is a significant improvement of the

students' reading comprehension especially the conclusion clearly in the chart

after taking an action in cycle II by using Shared Book Experience Approach.

2. **The Students' Improvement Reading Comprehension**

The improvement of the students' reading comprehension at the

eighth grade students' of SMP Negeri 33 Bulukumba by using Shared Book

Experience as result as table 1 and table 2 will explain as follows:

Table 4.3 The Students' Improvement in Reading Comprehension

No	INDICATOR	D-Test Mean Score	CYCLE I Mean Score	CYCLE II Mean Score	IMPROVEMENT (%)		
					D- CI	CI-CII	D-CII

1.	Main Ideas	42	56.6	75.3	14.6	18.7	33.3
2.	Conclus ion	20	35.3	68.6	15.3	33.3	48.6
	$\sum X$	62	91.9	143.9	29.9	52	81.6
	$\overline{X}$	31	45.95	71.95	14.95	26	40.8

The table above shows that the students' main ideas and conclusion in reading comprehension before the implementation is very poor (20), but after implementation in cycle I the assessment of their reading comprehension improves in each result of cycle I (35.3) is higher than diagnostic test. It means there is an improvement of the students' reading comprehension. But, this is classified as very poor, Therefore the researcher decides to organizer in cycle II. Assessment of cycle II is higher than from cycle I 68,6>35.3 it classified as fairly good which means there is improvement of the students' reading comprehension. So the improvement of the students' from cycle I to cycle II is (26%) and there is also a significant improvement of the students' reading comprehension from diagnostic test to cycle II is 40.8% higher than from diagnostic test to cycle I is 14.95% . Based on the percentages above said there are significant improvement the students' by using Shared Book Experience Approach.

Graphic 3:The graphic of Improvement Students Reading

The graphic above shows that the improvement of the students' reading comprehension in cycle II higher than from cycle I (71.95>45.95) the score are classified as fairly good. After evaluation in cycle I and cycle II, there is a significant improvement of the students' that shows clearly in the graphic after taking an action in two cycles by using Shared Book Experience.

Table 4.4 The percentage and frequency of the students' literal reading in Main Idea

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	96-100	-	-	-	-	1	6.66
2.	Very good	86-95	-	-	-	-	1	6.66
3.	Good	76-85	-	-	-	-	9	60
4.	Fairly good	66-75	-	-	-	-	2	13.33
5.	Fair	56-65	3	20	10	66.66	-	-
6.	Poor	36-55	8	53.33	5	33.33	1	6.66
7.	Very poor	0-35	4	26.66	-	-	1	6.66
	Total		15	100%	15	100%	15	100%

Based on the table above shows that in the cycle 1 there were no students got excellent,very good, good, fairly good and very poor score. There were 10 students (66.66%) got fair score and 5 students (33.33%) got poor. In the cycle II there were no students got good and fair. But there was 1 student (6.66%) got excellent score, there was 1student got very good score (6.66%),

there were 9 students (60%) got good score, only 1 student (6.66%) got poor, and only 1 student (6.66%) got very poor.

Table 4.5 The Percentage and Frequency of the Students' interpretative Reading in Conclusion

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	96-100	-	-	-	-	1	6.66
2.	Very good	86-95	-	-	-	-	-	-
3.	Good	76-85	-	-	-	-	7	46.6
4.	Fairly good	66-75	-	-	-	-	3	20
5.	Fair	56-65	-	-	-	-	2	13.33
6.	Poor	36-55	-	-	9	60	-	-
7.	Very poor	0-35	15	100	6	40	2	13.33
	Total		22	100%	22	100%	22	100%

Based on the table above shows that in the cycle 1 there were not Students got excellent, very good, good, fairly good, and fair score. There were 9 students (60%) poor. 6 students (40%) got very poor score. In the cycle II there were not students got very good and poor score. There was 1 student (6.66%) got excellent score, there were 7 students(46.6%) got good score, there were 3 students (20%) got fairly good score, there were 2 students (13.33%) got fair score, and only 2 students (13.33%) got very poor.

3. **The Result of the Students' Activities in Learning Process.**

This table shows the students' improvement activeness in learning process after applied Shared Book Experience as follows :

Table 4.6 Result of the students' activeness in cycle I and II

	Participation		Mean	

CYCLE	1st Meeting	2nd Meeting	3rd Meeting	4th Meeting	score (X)	Improvement
I	35%	43%	50%	51.6%	44,9%	23.25%
II	55 %	56%	73.3%	88.3%	68.15	

The table above shows the students' participation in learning reading by using Shared Book Experience approach in the cycle I in the first meeting, the students' participation was 35%, the second meeting of the students' participation was 43% and then the third and fourth meeting of the students' participation was 50% and 61.6%. And the mean score of the students' participation in cycle I is 44.9%

The students' participation in the first meeting of cycle II was 55% then the second meeting of the students' participation was 56%, and the third and fourth meeting of the students' participation was 73.3% and 88,3%. And the mean score of the students' participation in cycle II is 68.15. %. The research finding form the table above indicates that there is increasing of the students' participation from cycle I to cycle II.

B. Discussion

In this part, the discussion present the approach applied in teaching reading comprehension. The application of Share Book Experience Approach in teaching reading comprehension at the eighth grade students of SMPN 33 Bulukumba can improve the students' achievement and their ability to

understand the materials of reading comprehension in cycle I and cycle II. It can be proved by the result of findings about the students' literal reading comprehension in the term of main idea and interpretative reading comprehension in the term of conclusion.The research had been done in two cycles and each cycle consists of four meetings. To make discussion clear, the researcher would like to explain the result of data analysis as follow:

a. **The Improvement of the Students' Literal Reading**

The improvement of the students' reading comprehension by using Shared Book Experience Approach. Based on the result of data analysis through the reading test shows that the students' literal reading comprehension in the term of main idea have not increased. This is evidence from this cycle I test. The researcher found that there are some students got difficulty to determine the main idea of the story. They were difficult to find out the main idea, because they didn't understand about the story, they didn't have enough vocabulary to understand it. They also still assume that the main idea always the beginning of the paragraph. But actually main idea can also in the middle and last of sentences. The researcher found the mean score of main idea in cycle I was 56.6, it was still far from target score that the researcher wants to achieve. The target score is 65. Therefore the researcher re-planning to get the target score in the next cycle.

Hariming (2010: 15-16) defines the main idea as the most important piece of information that will be know by the students about the concept of paragraph. When they find right idea and the students would write down the

main idea each paragraph. But, after the main idea there are supporting details to support of the topic or central theme. Sometimes the researcher use a few sentences to introduce the topic, place, and the main idea in the middle and follows it with supporting sentences. Therefore, the main idea may be stated at the beginning, in the middle or at the last of paragraph.

Based on the unsuccessful teaching in the cycle 1, there were many students still didn't understand about how to determine the main idea. It makes the researcher more careful to explain the materials. It can be seen the test in cycle I didn't success, this is prove because the students' score is still below average and not achieve the minimum standard of English Subject (65). Therefore the researcher decided to continues in cycle II. In the cycle II researcher explained about the material by using the step of Shared Book Experience approach more clearly. Besides that, the researcher had to give better guidance for the students in reading text.

Finally, in the cycle II the mean score of students' reading comprehension is 75.3. In the cycle I,the researcherfound the improvement of the students' literal reading of main idea, there were 10 students got fair score, and there were 5 students' got poor score. But, the researcher found the significant improvement of the students' literal reading of main idea in the cycle II. There was 1 student got excellent score, 1 student got very good score, 9 students got good score, 2 students got fairly good score, 1 student got poor, and only 1 student got very poor. It means that the mean score of students' reading comprehension got improvement.

b. The Improvement of the Students' Interpretative Reading

The result of data analysis through the reading test shows that the students' Interpretative reading comprehension in the term of conclusion didn't increased in cycle I. it is same with the materials of main idea. This is evidence from cycle I that the researcher found there were some students who are still difficult to conclude the entire contents of the reading test. Because the students still confused how to make conclusion of the story. They only take one sentence each paragraph, but not reading the entire text and make it a conclusion.

After the researcher looked back. The researcher find the students who are still lazy to read the story that given by the teacher, they just focus on each paragraph without reading the entire text. Probably this is cause by their lack vocabulary and lack of understanding in reading text. Based on the result in cycle I can be said that the students didn't understand how to make a conclusion correctly, it makes the students' score in cycle I didn't increased and below average. Therefore the researcher decided to continues in cycle II. In cycle II the researcher re-explain about the materials by using Shared Book Experience Approach.

The researcher found the improvement of the students' interpretative reading of conclusion, there were 9 students got poor score and 6 students got very poor score. But, the researcher found the significant improvement of the students' interpretative reading of conclusion in the cycle II. There was 1 student got excellent score, 7 students got good score, 3 students got

fairly good, 2 students got fair score, and only 2 students got very poor score. It means that the mean score of students' reading comprehension got improvement.

c. The Students' Activities in Learning Process

The result of the students' participation in cycle I also improve from the first meeting students' participation was 35%, the second meeting of the students' participation was 43% and then the third and fourth meeting of the students' participation was 50% and 51.6%. and the mean score of students' participation in cycle 1 is 44.9%.

The students' participation in the first meeting of cycle II was 55%, the second meeting of the students' participation was 56%, and the third and fourth meeting of the students' participation was 73,3% and 88,3%. And the mean score of the students' participation in cycle II is 68,15%.

Finally, there was significant improving of the students' reading in mean score started from D-Test, Cycle I and Cycle II. It means that the use of Shared Book Experience Approach to improve the students' reading was succesfull. The research could get the target score higher more than 65.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains consists of conclusion and suggestion based on the research findings in previous chapter, the writer puts forward the following conclusion and suggestion.

A. Conclusion.

Based on discussion proposed in previous chapter, the following:

1. The use of Shared Book Experience Approach can improve the students' literal reading comprehension in the term of main idea. This is evidenced, because in cycle 1 the students still not understand about how to determine the main idea. They didn't have enough vocabulary to understand about the story that will be found out the main idea. The score of students in cycle 1 is 56.6. It makes the researcher decided to continue to cycle II. In cycle II, the researcher re-explain about the material and gave instruction to the students to translate the story into Indonesian. Therefore they can easy to answer the question that given by the teacher. This cycle was successful and most of the students got the minimum standard of English subject (65) or 75.3 at the eighth grade students of SMPN 33 Bulukumba

2. The use of Shared Book Experience Approach can improve the students' interpretative reading comprehension in the term of conclusion. This is evidenced, because in cycle 1 the students still not understand about how

to make conclusion of the story. They didn't have enough vocabulary to understand about the story that will be found out the conclusion. The score of students in cycle 1 is 35.3. It makes the researcher decided to continue to cycle II. In cycle II, the researcher re-explain about the material and gave instruction to the students to translate the story into Indonesian. Therefore they can easy to answer the question that given by the teacher. This cycle was successful and most of the students got the minimum standard of English subject (65) or 68.6 at the eighth grade students of SMPN 33 Bulukumba

B. Suggestion.

Based on the conclusion above, the writer further states some suggestion as follows:

1. It is suggested that the English teacher should apply various kinds of suitable technique in teaching reading to make students more interested in reading English text and to increasing the quality of studying and teaching

2. The students are expected to improving their intensity in learning through Shared Book Experience Approach and they have to pay attention with all the material given by the teacher.

3. It is suggested that to the other researcher to use Shared book Experience Approach in their research to improve the student's reading comprehension.

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	**: SMPN 33 BULUKUMBA**
Mata Pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: VIII/I**
Pertemuan	**: II**
Alokasi Waktu	**: 4 X 45Menit (2 x Pertemuan)**
Skill/Aspek	**: Reading (Membaca)**

I. Standar Kompetensi

6. Memahami makna dalam cerita pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

6.2 Membaca nyaring bermakna teks fungsional dan cerita pendek sederhana berbentuk narrative dengan ucapan tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar

III. Indikator

- Membaca nyaring dan bermakna teks narrative.
- Mengidentifikasi berbagai makna teks narrative

IV. Tujuan Pembelajaran

Setelah pembelajaran selesai diharapkan siswa dapat :

- Menemukan "main idea" dalam setiap cerita pendek
- Menentukan kesimpulan dalam setiap cerita pendek

V. Materi Pembelajaran

short story yang berjudul "The Prince and His Best Friends"

VI. Metode Pembelajaran

- Shared book experience

VII. Langkah - Langkah Kegiatan

- Kegiatan awal
    - Guru memasuki ruang kelas dan mengecek kehadiran siswa
    - Guru membuka pelajaran dan memberikan warming-up
- Kegiatan inti
    - Guru memperkenalkan materi yang akan dipelajari yang berupa short story
    - Guru membaca short story dengan menunjuk setiap kata yang dibaca sehingga siswa dapat melihat dan mengerti apa yang dibaca
    - Guru membimbing siswa membaca ulang short story
    - Guru menugaskan siswa untuk mencari informasi dalam short story dengan cara menjawab pertannyaan berdasarkan short story.
- Kegiatan akhir
    - Guru mengecek pemahaman siswa dengan member feed back atau koreksi terhadap hasil kerja siswa
    - Membantu siswa merangkum hasil belajar yang diperoleh melalui kegiatan tujuan pembelajaran

VIII. Pedoman Penilaian

Table 1. Rubric assessment literal comprehension (main idea)

Criteria	Score
Clearly and accurately identifies the main idea of the text	4
Correctly identifies the main idea of the text	3
Identifies the main idea of the text	2
Attempt to identify the main idea, it may be stated incorrectly or may be missing	1

(Dianne in Hamdana, 2014: 22)

Table 2. Rubric assessment interpretative comprehension (conclusion)

Criteria	Score
Students' response include relevant with conclusion	5
Students' response include some of conclusion	3
Students' response few sentence but not complete	2
Students' response includes incorrect or irrelevant with conclusion	1

(Dianne in Hamdana, 2014: 24)

Score = $\dfrac{\text{totalscore of students}}{\text{Maximal score}}$ X 100

IX. Alat/Bahan Pembelajaran

➤ Buku teks yang relevan

➤ Internet

➤ Lembar penilaian

X. Sumber Pembelajaran

- Buku teks (English for Junior High School)

Makassar, Oktober 2017

Mahasiswa

Salfiana Amalia

NIM: 10535 5749 13

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	**: SMPN 33 BULUKUMBA**
Mata Pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: VIII/I**
Pertemuan	**: IV**
Alokasi Waktu	**: 2 X 45 Menit (1 x Pertemuan)**
Skill/Aspek	**: Reading (Membaca)**

I. Standar Kompetensi

6. Memahami makna dalam cerita pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

6.2 Membaca nyaring bermakna teks fungsional dan cerita pendek sederhana berbentuk narrative dengan ucapan tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar

III. Indikator

- Membaca nyaring dan bermakna teks narrative.
- Mengidentifikasi berbagai makna teks narrative

IV. Tujuan Pembelajaran

Setelah pembelajaran selesai diharapkan siswa dapat :

- Menemukan "main idea" dalam setiap cerita pendek
- Menentukan kesimpulan dalam setiap cerita pendek

V. Materi Pembelajaran

story yang berjudul "Mantu's Little Elephant"

VI. Metode Pembelajaran

- Shared book experience

VII. Langkah - Langkah Kegiatan

- Kegiatan awal
  - Guru memasuki ruang kelas dan mengecek kehadiran siswa
  - Guru membuka pelajaran dan memberikan warming-up
- Kegiatan inti
  - Guru memperkenalkan materi yang akan dipelajari yang berupa short story
  - Guru membaca short story dengan menunjuk setiap kata yang dibaca sehingga siswa dapat melihat dan mengerti apa yang dibaca
  - Guru membimbing siswa membaca ulang short story
  - Guru menugaskan siswa untuk mencari informasi dalam short story dengan cara menjawab pertannyaan berdasarkan short story.
- Kegiatan akhir
  - Guru mengecek pemahaman siswa dengan member feed back atau koreksi terhadap hasil kerja siswa
  - Membantu siswa merangkum hasil belajar yang diperoleh melalui kegiatan tujuan pembelajaran

VIII. Pedoman Penilaian

Table 1. Rubric assessment literal comprehension (main idea)

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Criteria	Score
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Students' response few sentence but not complete	2
Students' response includes incorrect or irrelevant with conclusion	1

(Dianne in Hamdana, 2014: 24)

$$\text{Score} = \frac{\text{totalscore of students}}{\text{Maximal score}} \times 100$$

IX. Alat/Bahan Pembelajaran

➢ Buku teks yang relevan

➢ Internet

➢ Lembar penilaian

X. Sumber Pembelajaran

● Buku teks (English for Junior High School)

Makassar, Oktober 2017

Mahasiswa

Salfiana Amalia

NIM: 10535 5749 13

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	**: SMPN 33 BULUKUMBA**
Mata Pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: VIII/I**
Pertemuan	**: VI**
Alokasi Waktu	**: 4 X 45 Menit (2 x Pertemuan)**
Skill/Aspek	**: Reading (Membaca)**

I. Standar Kompetensi

6. Memahami makna dalam cerita pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

6.2 Membaca nyaring bermakna teks fungsional dan cerita pendek sederhana berbentuk narrative dengan ucapan tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar

III. Indikator

- Membaca nyaring dan bermakna teks narrative.
- Mengidentifikasi berbagai makna teks narrative

IV. Tujuan Pembelajaran

Setelah pembelajaran selesai diharapkan siswa dapat :

- Menemukan "main idea" dalam setiap cerita pendek
- Menentukan kesimpulan dalam setiap cerita pendek

V. Materi Pembelajaran

short story yang berjudul "The Magic Box"

VI. Metode Pembelajaran

- Shared book experience

VII. Langkah - Langkah Kegiatan

- Kegiatan awal
  - Guru memasuki ruang kelas dan mengecek kehadiran siswa
  - Guru membuka pelajaran dan memberikan warming-up
- Kegiatan inti
  - Guru memperkenalkan materi yang akan dipelajari yang berupa short story
  - Guru menambahkan gambar pada cerita pendek tersebut sehingga membuat siswa tertarik untuk membacanya.
  - Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi yang belum dimengerti.
  - Guru membaca short story dengan menunjuk setiap kata yang dibaca sehingga siswa dapat melihat dan mengerti apa yang dibaca
  - Guru memberikan instruksi kepada siswa untuk membaca cerita pendek sampai 3 kali.
  - Guru memberikan instruksi kepada siswa untuk mentranslate bacaan kedalam bahasa Indonesia, sehingga siswa dapat dengan mudah mengerti isi bacaan dan mempermudah menjawab pertanyaan.
  - Guru menugaskan siswa untuk mencari informasi dalam short story dengan cara menjawab pertannyaan berdasarkan short story
- Kegiatan akhir
  - Guru mengecek pemahaman siswa dengan member feed back atau koreksi terhadap hasil kerja siswa
  - Membantu siswa merangkum hasil belajar yang diperoleh melalui kegiatan tujuan pembelajaran

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Criteria	Score
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IX. Alat/Bahan Pembelajaran

➢ Buku teks yang relevan

➢ Internet

➢ Lembar penilaian

X. Sumber Pembelajaran

• Buku teks (English for Junior High School)

Makassar, Oktober 2017

Mahasiswa

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NIM: 10535 5749 13

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	**: SMPN 33 BULUKUMBA**
Mata Pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: VIII/I**
Pertemuan	**: VIII**
Alokasi Waktu	**: 4 X 45 Menit (2 x Pertemuan)**
Skill/Aspek	**: Reading (Membaca)**

I. Standar Kompetensi

6. Memahami makna dalam cerita pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

6.2   Membaca nyaring bermakna teks fungsional dan cerita pendek sederhana berbentuk narrative dengan ucapan tekanan dan intonasi yang berterima dan berkaitan dengan lingkungan sekitar

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- Membaca nyaring dan bermakna teks narrative.
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Setelah pembelajaran selesai diharapkan siswa dapat :

- Menemukan "main idea" dalam setiap cerita pendek
- Menentukan kesimpulan dalam setiap cerita pendek

V. Materi Pembelajaran

- short story yang berjudul "Nyi Roro Kidul"

VI. Metode Pembelajaran

- Shared book experience

VII. Langkah - Langkah Kegiatan

- Kegiatan awal
  - Guru memasuki ruang kelas dan mengecek kehadiran siswa
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  - Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi yang belum dimengerti.
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$$Score = \frac{totalscore\ of\ students}{Maximal\ score} \times 100$$

IX. Alat/Bahan Pembelajaran

➤ Buku teks yang relevan

➤ Internet

➤ Lembar penilaian

X.   Sumber Pembelajaran

• Buku teks (English for Junior High School)

Makassar, Oktober 2017

Mahasiswa

Salfiana Amalia
NIM: 10535 5749 13

TEACHING MATERIAL

SEC0ND AND THIRD MEETING

1. **The teacher choose the short story**

THE PRINCE AND HIS BEST FRIENDS

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat. One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old
house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realized that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a
plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room
where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that
Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital

2. **The teacher made an enlarge copy of the story**

3. **The teacher introduce the material**

4. **The teacher read the story to the students**

5. **The teacher used a pointer and point each words as the teacher read**.

6. **The teacher gave the literal and interpretative question**

1. *Find out the main idea every paragraph based on the short story!*
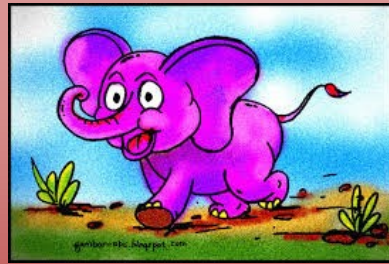
2. *Write down the conclusion of the story !*

1. **The teacher choose the short story**

MANTU'S LITTLE ELEPHANT

2. **The teacher made an enlarge copy of the story**

3. **The teacher add the picture in the story. It can makes the students interested to read the story**


Mantu's Little Elephant

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephants.

Mantu looked up at the huge elephant with a mishievous glint in his eye. "You're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger. "After hearing the word snakes, the elephants screeched and off they gwents thundering in fright.

"Did I say there were snakes?" giggled Mantu. "No, don't think so," smiled Opie. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about the foolish elephants.

4. The teacher gave opportunity to the students to asked the materials that not understood.
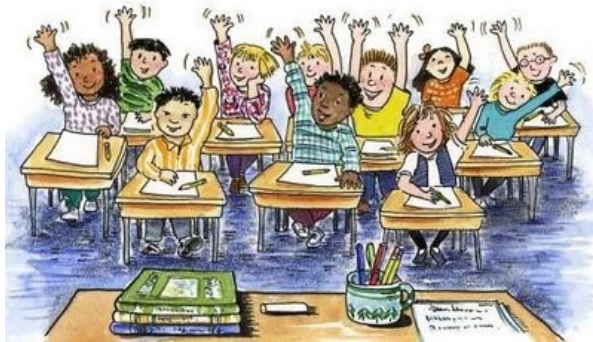
5. **The teacher introduced the materials**

6. **The teacher used a pointer so that the students can see exactly what the teacher was reading.**

7. **The teacher gave instruction to the students to read the story again to get the information from the short story.**

8. **The teacher gave instruction to the students to translate the story into Indonesian. So they can easy to understand and easy to answer the question.**

9. **The teacher gave the literal and interpretative question**

> 1. *Find out the main idea every paragraph based on the short story!*

> 2. *Write down the conclusion of the story !*

1. The teacher choose the short story

Nyi Roro Kidul

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means the goddess of sun. her father was king Munding Wangi. Although he had a beautiful daughter he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King didn't agree . Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita body was full of ulcer. It smelled bad. The beautiful princess cried.

The King was very sad. No one could cure his daughter's illness. The King didn't want her daughter to be rumour so he sent his daughter away. The poor princess didn't know where to go. However she had a noble heart. She didn't has any bad feeling about her step mother. She walked for almost seven days and seven night. Then she come to the south Ocean. The ocean was so clean and clear.she jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She become more beautiful than before. She also had a power to command the whole South Ocean. She become a Fairy called Nyi Roro Kidul.

2. The teacher made an enlarge copy of the story

3. The teacher introduce the material

4. The teacher read the story to the students

5. The teacher used a pointer and point each words as the teacher read.

6. The teacher gave the literal and interpretative question

1. Find out the main idea every paragraph based on the short story!

2. Write down the conclusion of the story !

1. **The teacher choose the short story**

THE MAGIC BOX

2. **The teacher made an enlarge copy of the story**

3. **The teacher add the picture in the story. It can makes the students interested to read the story**


The Magic Box

Once upon a time, a poor farmer dug up a big box in his field. He took it homes with him and showed it to his wife. His wife cleaned it and kept it in their house. One day, she dropped an apple into it. Immediately the box began to fill up with apples. No matter how many were taken out, others took their place. So the farmer and his wife sold the apples and were able to live quite comfortable.

Then the farmer dropped a coin into the box. At once, the apples disappeared and the box began to fill itself with coins. Everyday the farmer and his wife collected hundreds and hundreds of dollars from the box. Soon they became very rich.

Now the farmer's grandfather lived with the couple. He was not very strong and he could not go out to work. So the farmer asked the old man to help him take the money out of the box. When his grandfather became tired and wanted to rest, the farmer shouted at him, Why are you so lazy? Why can't you work harder?

The old man didn't say anything but he continued working until he fell inside the box and died. At one, the money disappeared and the box to fill up with the dead grandfather. The farmer had to pull them out and burry them. To do this, he had to spent all the money that he had collected. When he had used up all the money the box broke and the farmer was just as poor as he was before.

4. The teacher gave opportunity to the students to asked the materials that not understood.
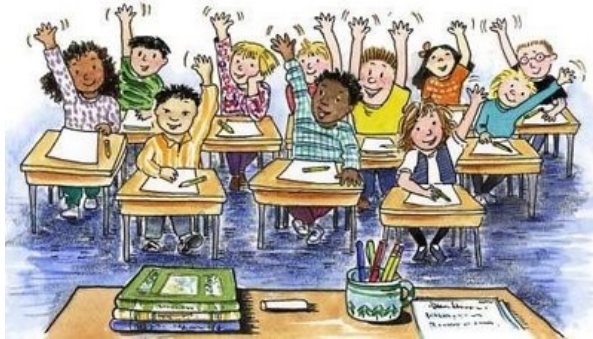
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8. The teacher gave instruction to the students to translate the story into Indonesian. So they can easy to understand and easy to answer the question.

9. The teacher gave the literal and interpretative question

> *1. Find out the main idea every paragraph based on the short story!*

> *2. Write down the conclusion of the story !*

DOCUMENTATION

Picture 1. Explain the teaching materials in front of class

Picture 2. Guide the students to doing their test

Picture 3. The Student write the answer in the whiteboard based on the test

CURRICULUM VITAE

SalfianaAmalia was born in Bulukumba23rdDecember1995. She is the second child from two siblings. Her father is Demmanyimba,S.Pd and her Mother is Husnaedah,S.Pd. In 2007 graduated from SDN 196 Tritiro and continued her study at SMPN 2 Bontobahari and graduated in 2010. In the same year, she continued her study at SMA Negeri 4 Bulukumba and finished in 2013. After finished in senior high school, she proceeded her study in Muhammadiyah University of Makassar in 2013. She accepted in English Department of Teachers Traning and Education Faculty.At the end of her study, she could finish her thesis with the tittle Improving the Students' Comprehension in Reading Short Story through Shared Book Experience Approach at The Eight Grade Students of SMP Negeri 33 Bulukumba (A Classroom Action Research)