CHAPTER III
DISCUSSION

3.1. Teaching Description

Teaching is a content state of learning and sharing as a professional, the teacher should know knowledge about the students. Method of teaching and strategies to teach, to make the teaching process work well, the teachers should make preparation before teaching, so that the teacher can prepare the lesson plan of each material and each meeting well. Lesson plan is needed to help the teacher is organizing the class time in efficient and purposeful way. Making lesson plan, the teacher can draw on a variety of approaches to language teaching for ideas on techniques for presenting the material and activities which compose the lesson. Lesson plan contains form, use, meaning, setting and purpose of target language each meeting. Worksheet contains the question of related with the lesson materials of each meeting.

In this chapter, the writer will discuss about teaching and learning process when the teacher teaches English reading through short story. The teacher has a good procedure to teach English reading in the class.

3.1.1. Teaching Preparation

In order to make an effective and fun in teaching and learning process, teacher should arrange a great preparation before serving the student’s material.
Generally, the teacher has to prepare the materials based on syllabus and lesson plan, teaching reading, which is short story. All the requirements are arranged into a good lesson plan, these following are several things that include in the preparation:

### 3.1.2. Preparing the Setting Learning

The teacher must provide setting for learning. This setting for learning includes both creating a pleasant physical environment that will invite the students to learn providing the materials for learning. Before the lesson start, the teacher usually greet the students and sometimes make a fun game or request to the students for sing a song together. It can be refresh the student’s mood and ready to get lesson. Below is the example greeting that the teacher usually gives the students:

**Teacher** : ”Good morning students”

**Students** : ”Good morning sir”

**Teacher** : ”How are you today?”

**Students** : ”I am fine, thank you. And you sir?”

**Teacher** : ”Fine, thank you”

”Why do your faces look tired? Are you bored?”

**Students** : ”Yeah, we are bored sir. Because today is so hot and the lesson is difficult to understand. Before extremely hard.”

**Teacher** : ”Okay, do you want to play a game with me?”

**Student** : ”Sure. That is great idea sir.”

### 2.4.1. Process of Teaching

Teacher gives the students a game about puzzle that contains vocabularies. This game is proposed to make students pay attention to the material and get a good environment in the class. While reading learning activities.

Below is the puzzle”
After the students did the puzzle, they can make a group or in pairs to share the answer.

The teacher just watch them and then discuss the right answer.

Below is the answer of the puzzle:

Blue, White, Black, Pink, Red, Orange, Green, Grey, Yellow, Brown.

The teacher asks the students the new vocabularies that found from the puzzle:

Red, White, Black, Pink and others.

After that, the teacher asks the meaning of that new vocabularies in Bahasa Indonesia.

The students writes the meaning on their paper or book.

The next step of this meeting is giving them the material. Teacher gives than a short story about the Tale of Peter Rabbit. The teacher asks students me by one by one or in pair to read paragraphs by paragraphs. After that, the teacher also do dictation word by word, sentence by sentence, they first repeat after the teacher read.

After they read whole story, the teacher gives the exercise.

Below is the exercise:

1. What is the title story above?

2. Where is Rabbit lived?

3. What is the main idea for the first paragraphs?
The students should write down their answer on their paper. They have 20 minutes to do exercise. After they done, the teacher can choose a student to answer the question by reading the first and follow by the answer. In this case, the students and the teacher can discuss together what is the first answer.

Another activity to improve reading skill is retelling the story. So teacher asks them to remember the whole story and give them 15 minutes.

The next stage is, the teacher waits them to prepare retell the story in front of class; teacher also can do the scoring.

In the First meeting, teacher should emphasized the reading skill of the students by retelling the story, in next meeting the teacher should find another technique to improve reading skill.

Through short story, the students can improve their reading skill because usually
they like a short story, especially about Tale, Fairytale, Fable, Cartoon and another.

After that, the teacher gives the example of short story to the students
AFTER losing them, he ran on four legs and went faster, so that I think he might have got away altogether if he had not unfortunately run into a gooseberry net, and got caught by the large buttons on his jacket. It was a blue jacket with brass buttons quite new.

PETER gave himself up for lost, and shed big tears; but his sobs were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to exert himself.

MR. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him.

AND rushed into the toolshed, and jumped into a can. It would have been a beautiful thing to hide in, if it had not had so much water in it.

MR. McGregor was quite sure that Peter was somewhere in the toolshed; perhaps hidden underneath a flower-pot. He began to turn them over carefully, looking under each.

Presently Peter sneezed—"Kerrrsschoof!" Mr. McGregor was after him in no time,

AND tried to put his foot upon Peter, who jumped out of a window, upsetting three plants. The window was too small for Mr. McGregor, and he was tired of running after Peter. He went back to his work.

PETER sat down to rest; he was out of breath and trembling with fright; and he had not the least idea which way to go. Also he was very damp with sitting in that can.

After a time he began to wander about, going lippity—lippity—not very fast; and looking all around.

He found a door in a wall; but it was locked, and there was no room for a fat little rabbit to squeeze underneath.

An old mouse was running in and out over the stone doorstep, carrying peas and beans to her family in the wood. Peter asked her the way to the gate, but she had such a large pea in her mouth that she could not answer. She only shook her head at him. Peter began to cry.

THEN he tried to find his way straight across the garden, but he became more and more puzzled. Presently, he came to a pond where Mr. McGregor filled his water-cans. A white cat was staring at some goldfish; the cat was very still, but now and then the tip of her tail twitched as if it were alive. Peter thought it best to go away without speaking to her; he had heard about cats from his cousin, little Benjamin Bunny.

He went back towards the tool-shed, but suddenly, quite close to him, he heard the noise of a hoe—sorr-roth, sorrr-roth, sorrr-roth. Peter scurried underneath the bushes. But presently, as nothing happened, he came out, and climbed upon a wheelbarrow, and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and beyond him
In first meeting, the teacher gives a short story to the students, in this chapter the students must understand what they read, students must know what the purpose of the short story. From this story, the teacher gives some questions.

Teacher : "What is the title of the story above?"

Student : "The title of the story is the Tale of Peter Rabbit."

Teacher : "Where is the Rabbit lived?"
Students: "Peter Rabbit lived in a Sand Bank with his mother, underneath they root of a very big fir tree."

In this chapter, students can understand about the story; students can know what happen in the story.

The second meeting, the teacher gives another story. In addition, in this chapter the students must stay focused and interested in what they are reading by reading oud loud. The students are demanded to read the story repeatedly so that they will know the story easier and faster. While they are reading, they can highlight the unfamiliar vocabularies, concepts and ideas they do not know before, and of course find their meaning. It can help the students to read well.

And in this third meeting, the students are demanded to retell the story. When the students finish reading, immediately start from writing down the reactions to the story, the book, or the chapter from the book needed to read. Write about what seems important, what the students think the purpose of the writing was, and how it made them feel as the reader. The students might helpful to summarize in general if it will help remember and understand what they have read more. Then the students can retell the story well by their own style.
Tinkerbell Story

BY SHREYA SHARMA - PUBLISHED OCTOBER 8, 2016 - UPDATED JUNE 5, 2017

This is the Tinkerbell Story. It was a special day in Pixie Hollow. All the fairies gathered around. With a sprinkling of pixie dust, a new fairy was born. Her name was Tinker Bell. Queen Clarion welcomed the youngest fairy and said, "Born of laughter, clothed in cheer, happiness has brought you here." The fairies tried to help Tinker Bell find her talent. They gave her flowers, water, and light, but everything Tink touched faded away.

Then, Tinker Bell passed a hammer. It began to glow. It flew straight toward her. She had found her talent. She was a tinker fairy. The tinkers came to welcome Tinker Bell. Tink was happy to meet them. She was also a bit sad. Tinkers were not fancy like the other fairies. Also, read Snow White And The Seven Dwarfs Story.

Image Source @pinterest.com. Tink’s new friends, Clank and Bobble, took her on a tour of Pixie Hollow. They saw all the fairies getting ready for spring. "It’s the changing of the seasons," explained Bobble. There was a lot going on at Tinker’s Nook. Tinker Bell loved seeing all the useful things the tinker fairies made. Fairy Mary was the head tinker. She told Clank and Bobble to deliver their creations to the rest of the fairies fast. They would need the items on the mainland. "The mainland sounds flitter-if-fli!" cried Tink.

The tinker fairies showed the queen what they had made. One of the Tinker Bell’s creations still needed some work. Tik would fix it in time to take it with her to the mainland. The queen told Tink that tinker fairies did not go to the mainland. "Your work is here in Pixie Hollow," Queen Clarion said. Also, read Alice In Wonderland Story.

"Being a tinker stinks," said Tinker Bell back at Tinker’s Nook. Fairy Mary told her that she should be proud of who she was. But Tinker Bell did not want to be a tinker. She wanted to be a nature fairy. She asked her friends for help. At first, Silvermist tried to teach Tink how to be a water fairy. But Tink was not good with water. Then, Iridessa tried to teach Tink..."
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Tinker Bell decided to leave Pixie Hollow for good. She stopped one last time at the tinker’s workshop. As she looked around, she got an idea. She knew how to save spring!

Back at Springtime Square, Vida was punished for helping the Thistles escape. And everyone was sad that spring wouldn’t be coming. “Wait! I know how we can fix everything! But I can’t do it alone!” Tinker Bell cried. The fairies were eager to help. Tink showed everyone what to do. In the blink of an eye, Tink’s creations filled buckets with berry paints and seeds. Soon, everything was ready for spring!

“You did it! You saved spring!” exclaimed Queen Clarion. “We all did it,” said Tinker Bell. Fairy Mary told Tink she could go to the mainland, too. The music box Tink had fixed belonged to a special little girl. And only Tinker Bell could deliver it to her. Tinker Bell was happy. Her tinkering had saved the spring. She was a tinker fairy - and proud of it! Also read, Mulan Disney Princess Story.
Figure III.3 Tinker Bell Story


The teacher ordered the student to read the story until they understands the contents of the story, and students can find a new vocabulary to have new knowledge. Teacher give one short story for students. Students must can to retelling story using their own language.
PINOCCHIO

Many years ago, there lived a poor man named Geppetto. He made puppets from pieces of wood. He called his favorite puppet Pinocchio. "I would love to be a father to a real boy," he wished.

That night, a fairy who knew Geppetto was a good man, cast a magic spell over Pinocchio. Pinocchio.

The very next day, Gappetto woke up and was very happy to find that Pinocchio could walk, sit and talk. Poor Gappetto wanted to send Pinocchio to school. He sold his only coat for a spelling book.

"Now you can go to school like a real boy. "Said Gappetto as we waved goodbye to Pinocchio.

On the way to school, Pinocchio stopped to watch a puppet show in a town. "How would you like to join my puppet show?" Asked the evil puppet master. Pinocchio happily agreed. He was locked inside the evil puppet master’s caravan. He wished he was safe with Gappetto. The good fairy suddenly appeared. She had heard Pinocchio’s wish and set him free. Pinocchio is happy to be free. "I’m going straight to school," he said.
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On the way, he met an evil fox who told him all about a wonderful place called Fun Island. Pinocchio forgot all about school and gave the fox his spelling book in return for a ticket to Fun Island.

“Where are you going, Pinocchio? Asked good fairy. I’m on the way to school,” lied Pinocchio. Pinocchio’s nose grew very, very long. He wished he hadn’t told a lie. The fairy called a bird to peck off his long nose because Pinocchio was very sorry. Pinocchio promised never to be naughty ever again and went straight to school.

At school, Pinocchio told his friend all about Fun Island. His friend wanted to go with him. Pinocchio and his hurriedly climbed aboard a ship that was going to Fun Island.

On the island they didn’t know that little boys were turned into donkeys and used for very hard work. Pinocchio cried and wished he hadn’t come the island. He also wished didn’t look like a silly donkey. The fairy had heard his wish and with a wave of her magic wand his donkey ears and tail disappeared. Pinocchio sat on the shore, sadly looking out to the sea. He wondered if he would ever see Geppetto again.

Suddenly he saw Geppetto who had sailed out to the sea in search of Pinocchio. Geppetto didn’t see the huge whale behind him. The whale swallowed Geppetto and his boat. Pinocchio knew he had to save Geppetto. He jumped into the water and swam with all his might. As he got closer, the whale opened his mouth and Pinocchio swam right in. Deep inside the whale’s belly, Pinocchio and Geppetto hugged each other, happy to be together again.

“We must find a way out,” said Geppetto, “We will make a fire from the wood of my boat.” The smoke made the whale sneeze. They shot out of the whale’s mouth and back into the sea.

Pinocchio and Geppetto swam safely to shore. They were both tired. They laid on the sand and fell asleep.

When Geppetto awoke, Pinocchio had become a real boy. “At last my wish has come true!” cried Geppetto.

**Figure III. 4 Pinocchio**

Last meeting, students must can to retelling story using their own language, students must remember what the teacher read in front of class, students must confidents when standing front of the class.
Teacher :”From where Pinnocio is made?”

Students :”Pinnocio made from pieces of wood.”

Teacher :”Who created Pinnocio?”

Students :”Pinnocio created by Geppetto.”

a. Materials

Before the teacher starts to teach, the teacher has to study and remember the materials on the syllabus. It is one of the most important things in teaching process to make the teaching process lesson plan, short story: Tinker Bell story work well. In this case the materials or lesson that will be presented by teacher how to improve reading skills.

b. Short story
Figure III. 6 Tinker Bell
a. **Warming up session**

Before the teacher gives the students materials, the teacher does the warming up session such as playing games and having a joke that can make the student interested.

In playing game, the teacher divides the class in five group. Each group has five or six students. Each group has to describe and guess like pictures, symbols and words that relate to the material. For instance, the reader gets one students from each group to come forward and chooses a short story to describe. The one who has chosen the short story has to retell to their friends about what the students read about short story.

![Figure III.7 Puzzle](image)

After the students did the puzzle, they can make a group or in pairs to share the answer. The teacher just watch them and then discuss the right answer.

Below is the answer of the puzzle:

**Blue, White, Black, Pink, Red, Orange, Green, Grey, Yellow, Brown.**

The teacher asks the students the new vocabularies that found from the puzzle:

**Red, White, Black, Pink and others.**
b. Checking student’s attendance

Before the lesson is begun, the teacher has to check student’s attendance, so that the teacher knows the student’s presence. Besides, it helps the teacher to alert that the learning process is going at that time. Thus, the students are aware of preparing their book, pen or even their selves to listen to the teacher explanation. It will also be an important point of students to get a good score.

c. The process

After the warming up and checking attendance session, the teacher is starting to teach. Firstly, the teacher asks the students to be quite and pay attention to the teacher. The teacher always reminds the students of being confident and practicing their skills of Reading in English whenever they are. The writer gives ten minutes to all of students to read the story, next the writer gives all students to find the passage from the story. Then, the writer asks the students what the passage from the story and who is the writer the story. The last, the students can to retelling from the story by own words. The teacher consider that is so important to give the students study well. After that, the teacher explains the material in front of the class and writes down on the whiteboard some new vocabularies, phrases, sentences and terms based on short story. Then the teacher shows the students several short story and gets the students to say after the teacher or repeat what the teacher is saying. This technique helps the students to read and practice their pronunciations ability at the same time. After the students have already understood and memorized, the teacher finds out if some students are still
confused about the lesson. In checking students understanding the teacher, use the short story. The teacher throws the short story to the students. If a student gets a short story, the students will describe or retell the short story. It happens in many times. If the teacher is sure that the students already understand, the teacher gives the students another explanation. The teacher talk grammar, the use of phrases or sentence and how to apply in reading skills. After that, the teacher gets the students to do a task or activity. In this task, the students have to find someone to join as in a team to arrange a conversation or description based on the short story. When the students are ready with the conversation, they come forth and describe the short story with their own words. This activity is so fun that the students enjoy it. Furthermore, it helps the students to develop their confidence and ability of Reading English.

d. Exercise

After reading activity, the teacher given the students a piece of paper that contains an exercise. They have to fill or answer the exercise. It helps the students to recall all of vocabularies, phrases, and grammar that they have studied. The result or scores the students get will show the teacher how much the students understand the lesson or how effective the media is.

e. Evaluations

The last activity of teaching evaluations. After finished of teaching, the teacher should make sure that the students have been understood and been able to practice about the material that they learn. So teachers have to give review during the lesson immediately. Teacher ask the students if they still feel confused and teacher give them student’s homework.
3.2. Teaching Analysis

The writer tells the students to read something so we can discuss it in our next class meeting. Then the next time we meet, they cannot seem to answer even the simplest questions about the reading. If even my easiest questions about the reading just draw blank stares, how can I even begin to teach my students to analyze a piece of writing, its hidden assumptions and biases, its tricky ways of transmitting its apparently, my students can’t even read at all.

Of course, most teachers do not literally believe that their students cannot read. However, years of classroom experience have convinced them that students enter their classroom with a very different set of reading habits than the ones needed to succeed in college.

If teachers are sometimes inclined to feel a little exasperated with the way their students read, students themselves can often feel a corresponding discouragement. When students chat in the halls, courtyards, and quads after class, they sometimes comment along these lines:

That class makes me feel so stupid. The teacher just breezes in and start pointing out all these hidden meanings in what we have read. One she points them out, I can see them, crystal-clear. Moreover, they are brilliant! However, I could never find them on my own. How does she do it? Is she some kind of god? Alternatively, am I just stupid? I am worried about this, because she says we have to come up with original insights
about the reading and develop them into a five-page essay by Monday. My question is how?

What is it that enables English teachers to find so many interesting things to say about something we’ve read? The simplest answer in this: all the other things we’ve read. More specifically, strong readers are those who have read a very great deal and who can thus carry into every act of reading something like a vast catalogue of memories of other texts. When we look at a new piece of prose, we do so “through the lens” of the many dozens of other things we’ve read, text that are at once very similar and very different from the one at hand. When we look at a new way text this way, all short of unique features in the something new or making an unfamiliar move—or, conversely, repeating ordinary messages in fairly standard ways. In the simplest sense, experienced readers are able to supply the sort of context necessary to make a text seem more and more thickly dotted with meaningful moments and significant turns.

Think carefully about the beginnings and endings of sections of the text, and, too, about the opening and closing of the work as a whole. These privileged positions in the text usually carry important information.

Think carefully about any assertions that the authors seem inclined to repeat.

Look closely at any oppositions or conflicts that would seem important in the writer’s treatment of the subject matter.

Try to list any unstated assumptions that might guide the authors to think the way he or she does. Can you think of anyone who might not these assumptions and why? Why did the author choose to title the piece the way he or she did? Are there any compelling details that trigger for you any vivid memories or strong emotions? How
do these color your sense of where the author is trying to take you as a reader? always read everything more than once. Always try to have conversations about the things you read, whether with classmate, friends, or whomever, for all sorts of unexpected insights can emerge in the natural flow of dialogue. Try to read persistently, to find ways to disagree with or at least to complicate the authors message.

List any as memorable details in the text and categorize them according to Kenneth Burke’s pentad of “who-what-when-where-why.” And then try to link a detail from one category to a seemingly unrelated detail in another category to evoke a certain resonance between them, the resonance of metaphor. As larger and larger metaphoric relations emerge among more and more details, something like the notorious “hidden meaning” of the text will be revealed.

The most important strategy at all for reading analytically is, however, the first one discussed above: the habit of constructing a context by situating the text alongside others that seem relevant. Strong analytic readers do this unconsciously and out of sheer habit all the time, drawing, as they do, on vast reserves of past reading experiences.

To teach your students to do this, simply give them lots of practice: always ask them to write about one reading in terms of another, “through the lens” of another, even if the question or prompt for their writing is as a simple as “what would writer A probably say to writer B about the point of connection between their work?” We have come then to a first, tentative piece of advice about how to help students read more productively, to read in a way that will give them ideas for writing: try to coax students to read comparatively.
The vaster one’s web of past reading experiences. The richer and more instantaneously one can develop an analysis of what one reads. Naturally, teachers who have spent years and even decades reading all sorts of books and articles and honing their sense of how to link and oppose groups of text will do better than first year college students at coming up with original insights about a given reading. But, on a smaller scale, students can begin to imitate their teachers and adopt the fundamental principle that enables those teachers to develop such compelling insights. In short, students can acquire the habit of always reading one text in terms of another—or “through the lens” of another—in order to notice some of its significant features.

Important implications follow from this principle. Given that the set of readings one person draws upon to formulate insights into a given text will differ at least a little from the set that his or her friend draws upon, no two people will understand a given reading in exactly the same way. In fact, two people might each develop their own analysis of a given reading and wind up disagreeing vehemently about what is important in the text. This sort of thing happens all the time. However, just because more than one analysis of responses to a given reading will be much stronger than others and what makes them strong is how convincing or persuasive they are in the eyes of others. How do you help students make their analysis strong, persuasive, and convincing? By showing them how to support their assertions with concrete evidence taken from the text, by getting them to proceed with careful attention to the logic of what they’re saying, and by showing them how to muster meaningful support from outside the text.
In other words, tell your students that in order to be a strong reader they must understand that role as deeply active. They must read with a pencil in hand and with a notebook open alongside the book. They must assume that their goal in reading is to build, little by little, their own understanding of the text, and they do that by making notes, connecting towards still more insights, towards a greater and greater sense of the piece. In doing this, they have, in a sense, left behind the role of reader in a simplistic passive sense and begun to operate as a writer. More accurately, the best readers understand themselves to be already involved in a kind of writing the moment they open a book.

However, how, in the immediate, concrete, practical sense, does one go about reading closely and analytically? A handful of simple strategies are shared by all good readers, strategies for paying a special kind of attention to special moments in the text. When you are working with a student who is frustrated by a piece of reading, encourage the students to use some of the following rules of thumb.

### 3.3 Teaching evaluations

After doing the teaching learning process at SDN 06 petang Jakarta barat for sixth grade, the writer assumes that short story can improve students reading skill.

There are the problems, first problem is the writer cannot manage students to be calm and focusses in the material, the second problem is students have difficulties to remember meaning the word, the third or the last problem is student make mistake in reading.
From the problems that have already mentioned above, the writer finds the solutions; a solution for the first problem is the writer must create new rule, for example: if there are students who are noisy or not focused in the material, will be punished. Punishment is to sing in front of the class, if the students does not want to sing, they will stand in front of class.

The solutions for the second problem is the writer give a note, so that students can memorize it at home. If the student asks the mean, we do not directly answer the meaning; we guided the students to remember the word.

The solutions for the last problem is the writer discussion how to improve reading and give the students exercise.