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SHORT STORY READING COMPREHENSION IMPROVES
ENGLISH REGULAR VERBS WRITING BY SIXTH GRADE
STUDENTS AT JOSE AGUSTIN RUIZ ELEMENTARY SCHOOL.

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DEDICATION

This work is the result of the great effort that represents one of my goals. I dedicate it mainly to God for giving me the strength, health, wisdom and strength to finish it. Thus to my mother ADMIRABLE CASTILLO, who was always there, to support me properly. My children are the engine to overcome any challenge every day. Gissela, Yohan, Maylor, Marlhon and Solamry Luna as at my husband PLINIO LUNA. They are my inspiration to continue with my studies. As well as my sisters and my brother, who was there, their support, pushed me to keep going and reach this goal.

Ojo. C Yaquelin .J

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ABSTRACT

Short story reading comprehension improves English writing regular verbs by student's sixth grade Las Palmas Jose Agustin Ruiz Elementary School.

Reading comprehension is a necessary competence for successful access to knowledge, but this learning slogan is poorly developed by students to understand the central ideas or key words, appropriate new content, to reconstruct the overall meaning of the text and value from a personal and critical perspective.

In this context the present work demonstrates that with short stories through reading comprehension to be can improve the writing of vocabulary in regular verbs. The aims of this research is to find that the student improves his writing in English, especially in regular verbs, with the purpose of best learning in the classroom. In this investigation, a survey was applied to students in sixth grade A of the Jose Ruiz elementary School for to know the performance of students in the English language especially in writing as V1 Reading comprehension and V2 English vocabulary.

This research responds to the design (No-experimental), Transactional, descriptive, transverse study and type of study will be descriptive, analytical and explicative. In this research a survey and an observation was carried out as an instrument taking of population two group of sixth grade students(A,B) in which the sixth grade group A. with 21 students was chosen as the sample.

According to the instruments applied. It was obtained as a result that the students managed to improve pronunciation and their writing in the groin of regular verbs

as well as learn new words and verbs; teachers should motivate the student to read more in class since it has turned out to be an Effective component for the learning process and improve your vocabulary.

KEYWORDS: Improve, Writing, English, Regular verbs, Vocabulary, Short story, Reading comprehension, Students.

RESUMEN

Lectura comprensiva en cuentos cortos para mejora la escritura del inglés en vocabulario de verbos regulares por estudiantes 6° a en la Escuela Primaria Jose Agustin Ruiz Las Palmas.

La lectura comprensiva es una competencia necesaria para el acceso exitoso al conocimiento, pero este eslogan de aprendizaje está poco desarrollado por los estudiantes para comprender las ideas centrales o palabras clave, contenido nuevo apropiado, para reconstruir el significado general del texto y el valor desde una perspectiva personal y crítica.

En este contexto, el presente trabajo demuestra que con la comprensión lectora a través de cuentos cortos se puede mejorar la escritura de vocabulario en verbos regulares. El objetivo de esta investigación es encontrar que el alumno mejore su escritura en inglés, especialmente en verbos regulares, con el propósito de aprender mejor en el aula. En esta investigación, se aplicó una encuesta a estudiantes de sexto grado A de la escuela primaria José A.A.Ruiz para conocer el desempeño de los estudiantes en el idioma inglés, especialmente en la escritura como V1 Comprensión de lectura y V2 vocabulario en inglés.

Esta investigación responde al diseño (no experimental), transaccional, descriptivo, transversal y el tipo de estudio será descriptivo, analítico y explicativo. En esta investigación, se realizó una encuesta y una observación como instrumento tomando de población dos grupos de estudiantes de sexto grado(A,B) en los que se eligió como muestra el grupo de sexto grado A con 21 estudiantes. De acuerdo con los instrumentos aplicados, se obtuvo como resultado que los estudiantes lograron mejorar la pronunciación y su escritura en inglés de los verbos regulares, así como aprender nuevas palabras y verbos, los maestros deben motivar al estudiante a leer más en clase ya que resulta ser un componente eficaz para el proceso de aprendizaje y mejorar su vocabulario.

PALABRAS CLAVE: Mejorar, Escritura, Inglés, Verbos regulares, Vocabulario, Cuento, Lectura Comprensiva, Estudiantes

GENERAL CONTENT

INTRODUCTION	10
CHAPTER I: GENERAL ASPECTS OF THE RESEARCH	14
1.1 Statement of the Problem	14
1.1.1 Research Problem	17
1.2 Justification.....	17
1.3 Hypothesis.....	20
1.4 Objectives.....	20
1.4.1 General Objective	20
1.4.2 Specifics Objectives.....	20
CHAPTER II: THEORETICAL FRAMEWORK	23
2.1 Reading Comprehension.....	23
2.1.1 Definition.....	23
2.1.2 The importance of reading comprehension.....	25
2.1.3 Reading comprehension through of short stories	27
2.2 Vocabulary.....	30
2.2.1 Definition.....	30
2.2.2 The function of a vocabulary.....	32
2.2.3 Difficulties in learning and teaching vocabularies	34
2.2.4 Why is important adquired a vocabulary?	36
2.2.5 Learning regular verbs vocabulary	38
2.2.5.1 Motivate at students for learning process.....	40
CHAPTER III: RESEARCH METHODOLOGY	43
3.1 Research methodology	43
3.1.1 Research design	43
3.2 Type of study.....	43
3.3 Population / sample	44
3.3.1 Population.....	44
3.3.2 Sample.....	44
3.4 variables	45
3.5 Research instrument/s.....	46
3.5.1 Survey.....	46

3.5.2 Observation	46
3.6 Procedure	46
CHAPTER IV: ANALYSIS AND DISCUSSION OF RESULTS	49
CONCLUSIONS	80
LIMITATIONS AND RECOMMENDA OF RESEARCH.	83
BIBLIOGRAPHIC REFERENCES	84
APPENDIX	88
INDEX OF TABLES	97
INDEX OF GRAPH	99

INTRODUCTION

In today's society, it is very clear that there is a need to communicate in several languages. The perseverance of emigrants to other countries, work, and tourism have forced human beings to learn different languages. It has been of great importance for the development of the countries. Using various teaching techniques and strategies in the learning teaching process is essential to motivate students to undertake new knowledge and skills in a new language such as English.

This research is very significant to help improve different ways of communicating in people who are not native speakers of the English language. It should be noted that the acquisition of English vocabulary is essential for effective communication, but the increase in English vocabulary is a difficult part of the process of learning a new language therefore requires a good teaching methodology to achieve this aims.

Comprehension reading has been used for this research through short stories as a strategy to improve the writing in English of vocabulary of regular verbs to sixth grade students A. of the Jose Agustin Ruiz elementary school.

Reading does not constitute an end in itself, but rather an informative and formative medium. Well directed and attended, it becomes an instrument of individual and social orientation, especially if it is used as a learning tool to give continuity, inside and outside the school, to the multiple interests and obligations that life imposes on all men, Whatever your position in society. In the school environment, the practice of reading is the most important motivation to ensure academic success;

however, students and educators downplay that goal, relegating the learning and teaching of the reading comprehension process.

According to Tiara (2018)

The application of the story is a material for the development of the student's reading comprehension with the exposure of a variety of linguistic aspects, such as the syntax and lexicon in it. The goal of using the short story is to have fun, interest, motivate, and contain the different moral values that apply to the extracurricular world (p11).

As this author states, using comprehension reading as strategies helps the student improve his vocabulary writing, his lexicon and motivates them to continue reading. The data, information and results presented below are the result of hard research which provides ideas and alternatives to raise students' level of English writing and ensure that English proficiency is not only in theory and that students can communicate effectively, benefiting from the opportunities presented to them when they master this language.

Chapter I will begin where the exposition of the problem that was chosen to investigate is exposed, the hypothesis will be justified, it will be sought to reach the specific and general objectives at the end of this investigation where it is required to improve or solve the English language writing about Everything in regular verbs will be sought by applying the technique of short stories through reading comprehension.

Chapter II presents the theoretical framework where the concepts related to the research question are exposed, in this chapter there are things that need to be known about the use of reading comprehension through short stories, the importance of why learning vocabularies, advantages of their I use the methodology of teaching vocabulary of regulars verbs also the statements of some authors regarding the different concepts.

Chapter III details the methodological aspects of the research, it will be of a mixed structure, this research responds to the design No-experimental,

Transactional transverse descriptive design. This type of study will be descriptive, analytical and explicative ,the population, the sample that are the sixth grade students of Jose Agustin Ruiz Elementary school, the study of the variables, the instrument and information collection, procedure that will be carried out during the development of the investigation.

Chapter IV shows the result of the analysis which were the result of the instruments that was applied to the student, these results are represented through graphs which show us the real state of the student with learning English, these results seek to redirect and improve the strategy used by the English teacher in the classroom.

CHAPTER I

CHAPTER I: GENERAL ASPECTS OF THE RESEARCH

1.1 Statement of the Problem

This study aims about the effect of using short stories on the development from sixth grade-A student's Las Palmas Jose Agustin Ruiz Elementary school reading comprehension skills. So, in order to improve students' English writing regular verbs vocabulary through reading comprehension skill which is considered as a very important factor in the learning of English language, the teacher need to use a new method like short stories.

The lack English writing regular verbs vocabulary in the learning of a new language, is a challenge that might affect the acquisition and understanding of new words. Also is a barrier to the interaction with other people and in the learning teaching process. Students from sixth grade A Las Palmas Jose Agustin Ruiz Elementary school might be faced many problems acquisition of the English writing regular verbs vocabularies but there are different ways that poor vocabulary knowledge can be overcome; it is the reading comprehension through of short stories, with this strategy could improve the English writing regular verbs vocabulary in the school.

Every time the student reads his vocabulary improves, he learns new words and especially if they are readings that attract his attention, they do not take it as something boring on the contrary he is motivated to continue acquiring new knowledge and increasing his learning.

According to Richard and Rodgers (2001, p17), cited by RISK A (2018 the vocabulary is one of the main features of language proficiency that becomes the foundation of how well students speak, write, listen and read. In the past, teaching and learning lexical vocabulary that was given very low priority in the background. These authors argue that at other times they were not given due attention to

student learning and teaching in educational programs, but over time we have realized the importance of it in the field of learning that is why Look for the right strategy or technique to improve student learning in a new language such as English and especially in writing.

RISKA (2018), Found that "Vocabulary is the most significant element in the development of foreign languages for young people. Therefore, vocabulary teaching in English has a very crucial role in enabling students in Indonesia to master English as their foreign language" (p1).

This author notes that vocabulary is an essential element for learning a modern language, particularly English, and this has become a challenge for students in our country, as they are asked every day to speak English to people, whether for a job or to leave the country.

Learning vocabulary is a key stage in the learning of a foreign language, as the focus is often on the meaning of new words, whether in texts or in the classroom. It is also central to language teaching and is vitally important for a language learner (Alqahtani, 2015, p.21)

In particular, this author considers that English vocabulary is necessary because it permits to know a new language and about all with it is expressed feel and knowledge, especially for communication. He is also emphasizing that it is very important the teacher varies the activities type to maintain the interest of the learners in English class; according to him the teacher should select the most appropriate way for teaching in the profit of the most students.

However, Rebel and Shiue (2011) cited by Ameera (2018), say that Comprehension is the ability to read the words and know the meaning of the text. So, reading comprehension makes students read proficiently and of this way they enriching their vocabulary acquired new word and verbs.

Each student has the ability to understand and analyze what is read only if it is read properly. Reading comprehension is a fundamental element to learn a new language as it goes through short stories in Elementary and high school, the use of reading comprehension through stories for students to read and learn more English.

Pacheco (2018) State that “Reading comprehension is an indispensable tool for the student, but at the same time it becomes a challenge because of its importance it has developed worldwide” (p1). This author states that for every student it is essential to have a good vocabulary especially if it is to study or learn a new language in this case English, but as we also know that it is a great challenge that must be faced since it is through a good Teaching technique can be improved.

Reading comprehension is a great help for students especially if it happens through short stories. Paran (2017), cited by Pacheco (2018), Say that also made the suggestion that those who were the best decoders also had the best reading comprehension. As this author says if they can, because not everyone else is just trying to acquire the habit of reading in class to improve comprehension and writing in English.

The elementary and high schools of Panama face a serious problem with the English language in special with the English writing vocabularies in regular verbs, it is a problem that English teachers have not been able to improve for a long time and that is because they have not They look for ways to increase a strategy that results in the expansion of a good vocabulary and this improve them in the English language. The reading comprehension is a method that can to change this reality, if we as English teacher to search for the correct way in that the students to be interested in the reading it will help their English writing regular verbs vocabularies; actuality are few the school that use this strategy for improve the English writing regular verbs vocabulary, with short stories the students can to show major interest in learn the writing of new words and verbs. We as English teacher should to apply

new technics for that so the students acquired more knowledge and so they demonstrate interest by the reading comprehension in the classroom and in their free time so, improve and to learn English writing regular verbs vocabulary.

For example in Panama there are much English language deficit in the elementary and high school about all because the students dislike the reading comprehension; this is an important strategy for increase the reading and so to improve the English writing regular verbs vocabularies because English language is the that dominate the world and through this we can interaction with other people where ever. The student's sixth grade A Las Palmas Jose Agustin Ruiz Elementary school face problem with the English language about all with the English writing regular verbs vocabularies but, to applying the short story through reading comprehension can be improve this reality, only we should to search for the correct and funny way of increase this at the English class.

This strategy should be to apply from firth grade of way that they acquire the ability of the reading and to read more in English class so, when they are in sixth grade to like the reading comprehension and enriching their vocabulary.

1.1.1 Research Problem

¿How can short stories be good as a learning strategy to improve the English writing regular verbs vocabulary acquisition by student's sixth grade A Las Palmas Jose Agustin Ruiz Elementary school?

1.2 Justification

English regular verbs writing vocabulary play a valuable role in the teaching-learning process that may bring many challenges to students sixth grade A Las Palmas Jose Agustin Ruiz Elementary school might face much problem to moment of the reading comprehension and English pronunciation but this research help to

English teachers and students to improve English skills and create and motivational environment classes through of strategy that might allow students improve their English regular verbs writing vocabularies with short stories reading comprehension.

However, there are many English teachers that still do not have good methodology or technics for to teach the English language is with this propose that to be search for improve the acquisition of a new language applying more reading comprehension in the classroom In addition, using short stories in the classroom is a very useful way to improve students' English regular verbs writing vocabulary.

Learning English verb vocabulary is an important factor in the teaching-learning process that may bring many challenges to elementary school students from Las Palmas. The students might face a big problem in the reading and practice English pronunciation in the learning verbs vocabulary but this research help to teachers and students to improve English skills and create and motivational environment classes through and useful and creative strategy that might allow students improve their learning English vocabulary.

Çelik Korkmaz (2012) shows in studies carried out to a number of participants that children feel more motivated to learn when they are implemented in the teaching process, clearly showing that 83.4% of them acquire significant learning in the acquisition of English vocabulary.

An important purpose that will help to the students to learning English vocabulary with short stories through reading comprehension. Many students have different learning styles, one form to teach and achieve objectives in the classroom is through that, because the students might learn best through funny stories that allow the students to have a permanent learning.

According RISK (2018),

Say that “the writer assumes that a short story may help students to enrich their vocabulary. They increase students' awareness and motivation, enriches their cultural understanding, enable them to know the sounds of the words and how to pronounce them correctly (p4). Because of the difficulties that learners of English as a foreign language face in the reading comprehension skills, the low achievement of learners' reading ability, and the importance of using new methods like short stories.

Panama is a country where the children of elementary and high school them to should dominate the basic of the English language but, this is a reality that we observed in the school the children have great problems with the same because, the English teacher not be interested in search for the way of helps them we should to provide new methodology this can be with the reading comprehension through short stories in class. Actuality the students cannot read, speak the language English and write without understanding the meaning of words. Therefore, English teacher needs to enrich students' vocabulary efficiently.

We as English teacher has the obligation to provide help at the students for them to learn new verbs and about all the English writing regular verbs, also to search for the correct strategy and that all the students in where be apply this can be they beneficiate, but all this be to achieve if we as English teacher help at implemente a good methodology for increase the short stories through reading comprehension so, they improve their English writing regular verbs vocabulary and learn the English language of funny way. The English language is a requirement that at the time of looking for a job, at least an intermediate level of English is being demanded and so if it is taught since childhood when they are already at another level it will be much, easier to acquire it.

The deficit in the English language on the students is with the pronunciation and especially in the english writing and not only are the sixth grade students, also high

school they are affected by this situation, since if they do not look for a strategy to Teach them less writing will be interested in a new language. English teachers are missing this problem knowing that the only ones affected are the students because nowadays if you do not know some English you do not find a good job. Currently the students in Panama could be facing many deficiencies in the learning of the English language for this possible situation the Panama. This government, in conjunction with the MEDUCA, seeks to improve the competence to implement English as a second language in all schools in the country, through the Panama bilingual program with the objective of training both English teachers and students for the development of skills and competencies in the English language proficiency.

1.3 Hypothesis

Reading comprehension of short stories can improve English regular verbs writing vocabulary.

1.4 Objectives

1.4.1 General Objective

Demonstrate that short story reading comprehension student sixth grade Las Palmas Jose Agustin Ruiz Elementary school will improve the English regular verbs writing vocabulary.

1.4.2 Specifics Objectives

To identify the ability to read through short stories used by the teacher to improve English regular verbs writing vocabulary by students Las Palmas sixth grade A Jose Agustin Ruiz Elementary school.

To identify the way in that the English teachers to teach English regular verbs writing vocabulary for know the meaning of the word through short stories by student's Las Palmas sixth grade A Jose Agustin Ruiz Elementary school.

To assess reading proficiently progress acquired through short stories reading comprehension to improve English regular verbs writing vocabulary by student's Las Palmas sixth A Jose Agustin Ruiz Elementary school.

CHAPTER II

CHAPTER II: THEORETICAL FRAMEWORK

2.1 Reading Comprehension

2.1.1 Definition

The reading comprehension is the capacity that have the people of to read and can to understand the read. It is have as objective to make that the students can to improve the English language. The reading comprehension is one of the principal components in the language.

According to Zahro (2015), cited by Tiara (2018), argue that the Reading comprehension is one of reading component which is critical all individuals in the educational success. In other hand they confirm that reading is essential for young which leads them to educational success, the more the student reads the more he learn and of this way enriching their vocabulary. Is necessary to teach students that with the ability reading can improve no only their writing also the pronunciation in general of the basic English language .

Smith cited by LELI SARI (2017 "defines that reading as one of the creative and constructive activities that has four different and fundamental characteristics: it is intentional, selective, anticipatory and focused on understanding, all of which are issues that the reader must control perfectly" (p). Yes, it is true that reading is an activity that in addition to creative enrich the reader's vocabulary. This has fundamental characteristics selective, intentional, anticipatory based on the understanding where the reader must have control.

According to Tiara (2018)

Considers that the reading comprehension is one of the components of language. The objective of the reading comprehension is to make the students have a good language proficiency in the language skills. It is understood that reading comprehension is very important for language, its main objective is to ensure that students improve their language skills and acquire good vocabulary (p8).

The reading comprehension is very helpful for the acquisition of a good vocabulary, since if students do not have an adequate one, it will be difficult for them to learn a new language in this case English.

(Woolley, 2010).cited by Tiara (2018), In addition reading comprehension is the collection of words that individual knows, a reading comprehension is important mean to express the learner thought and feeling, either in spoken or written form. According to these authors, reading is like a set of words that students should know, this means that they can express their feelings either by writing them down or writing them down.

Ameera and Jamal (2018)

In addition, reading comprehension is a basic skill that any human being must develop. Being a good reader begins by mastering sound names first, and then letter sounds and the relationships between sounds, then learning words in isolation, and then the student, by mastering all the previous steps, will be able to read paragraphs and short stories (p8)

As the author of this thesis says, reading is a skill that students should develop, the good reader starts with the sounds and then the words or phrases after this, and the student can start reading short stories paragraphs and other readings all Students should increase the reading habit as it is enriched each time they read their vocabulary and allows the brain to work harder to learn more, every time the student reads, he learns sounds and then words and thus the goal is achieved.

However, Robel (2011), cited by Ameera (2018), say that Comprehension is the ability to read the words and know the meaning of the text. So, reading comprehension makes students read proficiently and learn effectively. These skills are based on earlier stages of reading development. This to define it as the ability to read and know what is read, so students learn more effectively, it is based on stages.

According to SMITH, (SD) cited by LELI (2018), Reading is an important element for students and more when it is necessary to learn a new language, the more you

read the more you learn and above all you acquire a good vocabulary. To say the comprehension may be regarded as relating aspects of the world around us including what we read to the knowledge, intentions, and expectations we already have in our head. It is clearly the purpose of reading and of learning to read.

As this author affirms, reading is an essential factor for the student, especially when you want to learn a new language, the more you read the more you learn, the vocabulary increases and the lexicon is improved.

Mikulecky (2011:5) states that “reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader’s prior knowledge” (p5). As the author says, comprehensive reading is nothing more than the consistent process the reader uses to know the meaning of the reading.

2.1.2 The importance of reading comprehension

Teachers of the English language should increase some strategy so that the student is motivated to read more in class, comprehensive reading plays a great importance in the English language since in this way the student the more he reads, the more he enriches his lexical and thus expresses himself better. The importance of reading is that it forces the reader to think, analyze the reading and continue reading until reaching the end of the reading.

To Tiara (2018)

A large reading comprehension can help us express our ideas precisely vividly. Mean, while, we cannot do well comprehension without a large reading comprehension, for the passage and questions involves a range of words much wider than that of our daily conversation (p11).

Through reading comprehension we can express our idea in a clearer way, since in the texts we find words with a much broader trait than those we use daily.

Rutzler (2017), say that “having excellent reading comprehension skills is crucial. It increases the enjoyment and effectiveness of reading and helps not only academically, but professionally, and in a person's personal life” (p16). According to having a good reading it is essential for the student to have a good understanding of the readings help not only academically but also personally. The reading is not only used in Spanish in all subjects the student has to read and know what he is reading, every time we read we expand our vocabulary.

According to Pang (2003) cited by Tiara (2018), define that the learning of reading is an important educational goal. It is, for both children and adults, the ability to read opens up new opportunities. The use of reading comprehension is an excellent way for that the students to improve the vocabulary and writing in this case in the English language

Pressley, (2003) cited by Tiara (2018), In addition, core comprehending is important to learn reading in the socialism or interaction with other people. Reading comprehension is an important element since in this way we learn words and improve our language, so we socialize and interact with others.

According to Duke and Pearson (2001) cited by Tiara (2018), argues that the reading comprehension is a process which the reader constructs meaning using as the building materials the information on the page of printed and the knowledge stored in the reader's head. As this author says reading comprehension is a fundamental process by which the reader stores the knowledge acquired in this madness, reading makes the student improve his vocabulary, pronunciation and interaction with other people.

In addition, Harmer (2007), cited by Tiara (2018), said that the students love the subject or interested to see based on what the learners like. It is true that reading for better understanding should be liked and liked by the student in this way the

student is motivated to read more especially in short stories if they like it they are interested in reading and read until they reach the end of the history.

Tiara (2018) p11, According large reading comprehension can help us express our ideas precisely vividly. Mean, while, we cannot do well comprehension without a large reading comprehension, for the passage and questions involves a range of words much wider than that of our daily conversation. With an accurate reading comprehension we can express ourselves better to acquire better vocabulary since this is the key to the variety of questions in our daily lives.

2.1.3 Reading comprehension through of short stories

The short stories are materials that using for motivate students at read Short stories are strategies that some English teachers use to get the student to read and thus expand their vocabulary and improve English pronunciation and writing.

According RISKKA (2018) “the writer assumes that a short story may help students to enrich their vocabulary” (n.p). This author to say that the short stories are an excellent strategy that motivates the student to read and thus improves their pronunciation, develops reading ability and learns the writing of the English language, apart from the fact that the more a person reads, the person is instructed and enriches his vocabulary.

Edgar Allan Poe (1846) cited by RISKKA (2018), says that a short story should be read in one sitting, from a half hour to two hours. According to the authors, it is not reading three or four hours. They are short stories that should be read in a half to maximum hour and a half time so that the student does not get tired of his mind and does not get bored of reading.

Ghasemi (2011) said that the short stories distinctive features, namely, its modernity, brevity, and variety make it appealing and interesting to language learners. Every story with its modernity and variety of content makes the story more

interesting and attractive which motivates the student to read and learn more about the language in this case English.

Tiara (2018)

Using short story is one of the materials to develop the student's in reading comprehension with the exposure of a variety of linguistic features, such as syntax and lexical in it. By using short story is aimed to entertaining, interesting, motivating, and containing moral values that relate to the world outside the classroom (P).

If readings that are important and pleasing to the student are used, they will be motivated to read and thus learn a little more, the use of short stories has many advantages.

According Mustafa (2012) cite by Ikhlas (2018), Advantages of Using Short-stories are:

- The use of short stories offers the material which is real, creative and rich in language selection, as well as is amusing and motivational in nature.
- It is also considered as a highly effective approach for teaching and learning of foreign language like English and is recommended for the same reasons by eminent intellectual's comprehension skill.
- The present status of the use of short stories in the Libyan EFL classrooms and the researcher's perspective on the use of short stories in the Libyan context also form an important part of the discussion in the paper.
- To use short story as strategy is a way of motivate at students for that increase the ability by the reading comprehension, so them enriching their vocabulary.
- The use of short stories has its advantages apart from being a strategy to motivate the student to read its use is effective for the teaching of a foreign language since through reading the vocabulary is acquired and enriched.

Not only here in Panama, but also in other countries, the use of reading comprehension is increased through short stories because if you look for topics of interest of the student with more reason you are motivated in it.

Murdoch (2002) cited by Ikhlas (2017) indicates that short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency.

The stories that are given to the student depend, if a quality one is selected the student improves his performance in it, it is enough to choose an interesting and important text for the student.

According to Erkaya (2005), cited by Ikhlas (2017), the short stories motivate students to continue reading so that they can solve the problem, and since it is interesting for students they would not easily get frustrated. The more interesting the story is for the student, the more enthusiasm he will have and so he will continue reading to realize the decency of it.

According to Ghasemi (2011) cited by Tiara (2018) argues that the short stories have the unique characteristics thus making the learners especially suitable to be used in reading comprehension. The use of short stories have their characteristics so they make students adjust to use reading comprehension and thus improve intellect and acquire a lot of vocabulary.

Dersi (2013) cited by the Tiara (2018) Opinion that the learning English process that enjoyable and attractive for EFL learners are with the literature used in the form of short story. Using short story is one of the materials to develop the student's in reading comprehension with the exposure of a variety of linguistic features, such as syntax and lexical in it.

This author also shows that the use of stories is an excellent strategy to motivate the student to literature in this case for teaching the English language so they improve their lexicon and language.

2.2 Vocabulary

2.2.1 Definition

Vocabulary are all the words we use when communicating with other people, that is why the habit of reading plays a fundamental role for the acquisition of it the more we read the more we instruct ourselves, we improve our way of expressing ourselves, the writing and pronunciation of new words especially if it is in the English language

According to Richard and Rodgers (2001, p. 17), cited by RISKKA (2018), Vocabulary is an extremely valuable element of language skills that becomes the source of how well students speak, write, listen and read. In the past, teaching and learning vocabulary often took a low priority in second language courses. In the opinion of these authors, they define vocabulary as a fundamental pillar of language and make it a priority to learn a new language before teaching and assimilation of vocabulary were not as high a priority in the field of learning instruction for educational programs, since this is the cause of lack of vocabulary, poor writing in either Spanish or English.

RISKKA (2018), in addition "Vocabulary development is a major effort that must be made by English teachers because mastery of appropriate vocabulary can help language learners understand and perform well in English skills, particularly in reading"(p5). All English teachers are committed to enriching the students' vocabulary, which is a great help in learning and mastering a language like English.

Vocabulary learning is an integral part of the teaching-learning process. Sujayanti (2017) stated, "Vocabulary is defined as a large number of words that students must know, not only by memorizing the form of the word but also by understanding its meaning" (p.12). According to this author, vocabularies are all the words that are part of a language and that are very useful for students to communicate and express themselves through speech. Learning new vocabularies allows students

to understand what is being said and to make sense of the message being expressed.

Farideh Bavi (2018)

The results of the study currently underway highlight the important role that the use of the fun vocabulary learning activity plays in improving students' vocabulary learning and increasing their vocabulary scores. Based on the results of the statistical calculations carried out during this study, it has been concluded that the use of the fun activity technique is more effective in teaching vocabulary than conventional methods at the elementary levels (p.637).

According to Farideh the used of funny techniques at class, help in great level to the developed of students' abilities to internalize more efficiently the learning English vocabulary and they will increase and improve it. Studies conducted by this author showed that through the use of activities that include short stories when teaching vocabulary are a much more efficient strategy in current teaching, than the traditional methods used in schools by teachers

NUNAN (1991) cited by RISKI (2018) maintains that the acquisition of an appropriate vocabulary is essential for the good use of the second language because without an extensive vocabulary it is difficult to use the structures and functions learned for an understandable communication. In the moments of learning a second language, it is essential to use a wide and good vocabulary because, in this way, one learns understandable communication and interaction with other people.

Mofareh (2015), quoted by FAJR (2018) classifies the lexicon into two types, namely active and passive vocabulary. The active vocabulary is one that is taught to the student, they understand it and can pronounce it correctly. It is used constructively to speak and write. On the other hand, the passive vocabulary is the one that the student finds in texts they recognize and understand but do not use it when speaking or writing.

Safirah (2016) cited by Nation (2008) stated Vocabulary learning cannot be left to its self. This should be well prepared. He describes how to maximize vocabulary learning from communicative task: Get each learner in the group actively involved, ensure that the vocabulary is used in ways that encourage learning, make an observation checklist for monitoring the activity.

The teacher must prepare the vocabulary and monitor at all times if the child acquires and processes the information in a positive way, he must ensure that each child participates and that the vocabulary is increased every time he interacts with himself or others.

Andi Harsini (2015)

We use vocabulary to express our ideas, feeling, motivation, and information to the people clearly. Vocabulary is each one of the English subjects at school that learnt by students. In this study, vocabulary means the students' ability in mastering any kind of words or stock of words such as noun, verb, adjective, adverb, and others in teaching and learning process and the students know how to use in a particular way and regularly in their daily life (p.7)

According to this author throughout the entire school life of a student, vocabulary is taught, to express ideas, thoughts, and action and to communicate, that is why the motivation to learn is very important in the school process, the teacher must apply the appropriate tools that motivate or arouse the child's interest in learning.

2.2.2 The function of a vocabulary

As we already know the vocabulary plays an important role for interaction with other people, if an appropriate reading composition is acquired, our vocabulary is increasingly improved since its function is to improve our lexicon, writing and learning a new language.

Syhraeni (2010)

The function of vocabulary in speaking is crucial. People use words to tell something or persuade someone orally. The words people use influence how effective the communication runs. Vocabulary mastery also affects how words accurately and appropriately, the social context ill support the clearness of our degree speech (p.33)

In other words this author says vocabulary mastery is very important in students because they allow them to have better communication. The more words a person dominates, the clearer and more effective the message will be. The discourse that each student has in the teaching-learning process depends of their vocabulary.

Purnama (2018) cited by Milton (2009) structures vocabulary into functional and notional words. Function words include articles, prepositions, conjunctions, interjections. Theoretical words, on the other hand, are nouns, pronouns, adjectives, numbers, verbs, adverbs.

In fact, lexical teaching is highly complex for this reason the teacher must focus only on the type of lexicon he or she wishes to teach, whether functional or notional vocabulary. Notionals include verbs that are considered essential because they denote action, and are widely shared in the development of learning.

Purnama (2018) cited by Pikulski (2004) categorizes vocabulary in the following paragraphs: Expressive Vocabulary, which is used to enable us to express ourselves, Receptive Vocabulary, which refers to listening and reading vocabularies, Meaningful or Oral Vocabulary, which concerns the mixing of listening and speaking vocabularies, and Literate Vocabulary, which refers to the association of our reading and writing vocabularies. According to this author, learning a vocabulary helps learners to express ideas, feelings and thoughts, to improve listening and communication and to increase reading and writing through the learning process.

Purnama (2018) quoted by Shoebottom (2017) has discussed following the different types of English vocabulary and the situations in which they are likely to be encountered: There are two kinds of situations: everyday situations and school situations. In other words this author stated the learning process involves situations

within the classroom, there are the daily situations in which children interact in their social environment and the academic situations that are the ones they put into practice in the classroom. In both situations you must have a good vocabulary so that you can develop and communicate.

Cipura (2012) cited by Harper (2008) in order for students to fully comprehend a word, it needs to be contextualized and practiced in multiple situations and in other subject areas. The authors argue that it is important to select words that students can connect to words that the students already know or will be learning.

According to this author the teaching of new vocabularies allows students to relate new words to the previous knowledge they have, the teacher must be in constant practice using strategies that allow learning to be permanent.

2.2.3 Difficulties in learning and teaching vocabularies

Some students have difficulties in learning vocabularies. This is according to the teaching of the teacher, it depends a lot on the strategy used by the teacher to motivate the child to their respective class.

According Kaur et al. (2013) says that have explored those factors which cause the lack of lexical knowledge among the tertiary students. They think that the learners' confidence level, learning strategies, poor academic habits, lack of extra efforts and initiative, much too reliance on dictionary, non-transferability of learning (p4). According to this author, there are many factors that intervene in a student's lack of lexicon among them, learning strategies, exaggerated dependence on the dictionary and the interest they have in reading.

Kimkong (2011) cited by Nation (2005) also states that the main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time. According to this author the teacher must have many strategies that help the student to acquire more

vocabulary as possible during the teaching process, because the vocabulary is applied according to the age and level of the child, the teacher cannot exceed the vocabulary he wishes to teach.

Alqahtani (2015) cited by Takač, (2008) generally, there are several techniques regarding the teaching of vocabulary. However, there are certain things that must be memorized by most English teachers if they are to present a new lexicon or vocabulary to their students. It means that English teachers want students to be able to remember the new vocabulary. Therefore, it has to be learned, practiced and reviewed to prevent students from forgetting it. The techniques used by teachers will vary depending on some factors, such as content, time allocation and value to students.

In other hand this author stated vocabulary learning must be in constant practice to prevent students from forgetting them, for this, teachers must use appropriate techniques for the student to enjoy learning new content, it is important to increase in the child the sense of value and this is achieved through practice and continuous review so that learning is permanent.

Zeni Safirah (2016)

Teaching vocabulary is not an easy task. Some people believe that teaching vocabulary only wastes time because the number of vocabulary is unlimited. The English teacher had better to teach English vocabulary first than to teach other aspects of the language such as grammar, speaking, reading and writing. From the students who know more about the lexicon, it will be easy for them to learn other aspects of the English language. (p.18)

In effect the teachers should teach their students vocabulary before teaching other skills, if the students have good vocabulary then they will learn new skills and it will be easier for them to learn to communicate.

Alqahtani (2015) cited by Pinter (2006) argues that teachers are encouraged to make planned presentations of the vocabulary as diversified as possible, so it is more appropriate for teachers to present the meaning and manner of words by combining more than one technique. According to this author through different

techniques, the teacher can make the vocabularies that he is going to teach, each technique used will show which one is the most appropriate for the child to acquire his learning more effectively as is the reading comprehension.

Alqahtani (2015) cited by Stahl (2005) students probably have to see a word more than once to place it firmly in their long-term memories. This does not mean more repetition or drilling of the word, but seeing the word in different and multiple contexts. For this reason this author argue Some strategies allow students not to learn repetitively, but instead help the child see the words in different contexts and in this way the words will be recorded in their memories.

Esra Akdogan (2018)

Vocabulary is essential to the teaching of English because without a satisfactory vocabulary students cannot understand others or express their own ideas. In particular, as students become more fluent and expressive in English, it is important that they acquire a more creative understanding of vocabulary and develop their own personal vocabulary tips. Motivation, aptitude and learning strategies are individual factors that influence a student's language acquisition (p.35)

According to this author vocabulary is essential to communicate, a student who does not have an adequate vocabulary level will find it difficult to express their ideas, thoughts and feelings and interact with others. Develop and increase motivation, and positive skills in students are important factors for the acquisition of learning takes place effectively.

2.2.4 Why is important acquired a vocabulary?

Vocabulary is one of the fundamental bases of communication especially when we are learning a new language. In this case it is improving through reading comprehension, while the more the student reads the more he acquires vocabulary either to learn new words as well as to improve his It is for this reason that acquiring it is very important.

According HUSNA NURDINI (2016) "The Vocabulary Journal in Classroom Vocabulary journal will be used by the students in the classroom, while reading. So, in order to make the students accustomed to use it, the teacher needs to introduce this vocabulary journal as a tool to learn vocabulary" (p.273). As this author states, if the teacher seeks the strategy so that the student acquires a vocabulary he gets used to it and tries to improve it every day, the daily vocabulary within the English class helps the communication between themselves.

Sahar Bakhsh (2016)

There are several methods and approaches to teaching English language vocabulary to young students. Using the realistic objects that children might visualize later is a good way to learn the vocabulary of the language. They need to listen to your teaching using the word and repeat it too. Another is the direct method in which there is no translation and the use of the mother tongue is totally forbidden (p.122)

This author affirm that using concrete materials with children to teach those vocabularies is an effective method to learn a new language, it has been shown that through objects visible by the child where he associates word with drawings or shapes, and they demonstrate more knowledge than using other strategies. The constant repetition of pronunciation of palm trees without using the native language is another method that helps the child acquire better vocabulary.

Sahar Bakhsh (2016)

In order to acquire English, children need to experience and listen to the language at a young age. In principle, there is a consensus that they learn languages better than adults do because children have more time to learn, and they do not have any worries or responsibilities. They are also better at teaching a language when they are exposed to it naturally over a long period of time (p.121)

According to this author, children learn English when they are exposed to constant practice, and are able to learn more at these ages than when they are adults, their continuous learning since they focus on what they do without worrying about what happens to your surroundings. However this author stated, at an early age it is when children acquire more learning, and learn a new language faster than an

adult. Children learn naturally because they devote all available time to learning and unlike an adult students have not worries

Ratih Sujayanti (2017)

Vocabulary is one of the most essential aspects of communication. To master English, students must have an adequate vocabulary. Therefore, vocabulary is a breath of language. Without the command of vocabulary, users cannot automatically obtain the four skills of English, such as speaking, listening, reading, and writing. The larger the lexicon they have, the easier it is for them to master English. (p.20)

When children have mastery of English vocabulary, they will be able to acquire the language skills to communicate and to interact in the activities developed in class. A good vocabulary will allow students to have more mastery in the development of activities where they have to communicate with their peers.

2.2.5 Learning regular verbs vocabulary

The verb is the part of the sentence that expresses action or movement.

At the time of learning the English language it is necessary for students to recognize and master the writing of verbs in this case regular verbs. The students have a lot of difficulty with the English language especially in their writing, not only with words but also with the most important as are the verbs. In this case specifically with regular verbs since their writing is different from irregulars verbs. According ERIC (2018) says that "The pronunciation of regular past tense verbs seems to be difficult for most L2 learners, especially in L2 learners whose first language phonological system is different from the English one" (p.2).

Elly Cholifatur (2018)

The verb is necessary to manifest the thought, and the verb is the only portion of the dialogue that can by itself manifest a thought. Furthermore, Silvia Robertson stated that a verb, in general terms, is the key to the knowledge of the meaning of the sentence. Because of its primary meaning, a verb has to be learned and controlled by the student. (p.20)

According to this author Verbs are important in learning a language as they express action and by themselves give meaning to the sentence. Learning and

mastering verbs is essential for students to communicate and express their ideas with others.

According to Thornburry (n.d) cited by cholifatur (2018), the verb is one of the word classes which is word or phrases that express an action, an even, or a state. There are two kinds of verb according to its past form, regular verb, and irregular verb. A regular verb is past form of the verb which is added by “d” or “ed” to form it from present to past form, , while irregular verb is past form of the verb which does not have the formula to change it from present to past form.

In effect this author argue regular verbs express action and to transform it into the past certain tips are needed that are necessary to master them, to improve vocabulary. The verb expresses action in the sentence and they are important because they help students express ideas.

According to Liliana (2015) “The verb is known as part of speech. However, there is another definition of verb. It is a term used in the grammatical classification of words, to refer to a class traditionally defined as ‘doing’ or ‘action’ words” (p15). This author affirm that stated Learning verbs help students communicate and learn new words. Grammar carries many rules and in the case of verbs they also have a rule of writing and pronunciation.

Hartmann and Stork (1972) cited by Juhari Bin Jusoh (2013) all time spent an absolute time that refers to a time before the moment of emission. An irregular past tense verb is a verb in which the past tense is not formed by adding the usual ending. Whereas an ordinary verb follows the standard patterns in its inflection. The past tense of a regular verb is formed by adding a termination. A verb tense translates actions or states in the past tense.

In other word, this author to say the past tense is formed by irregular and regular verbs, the irregular verbs change their writing from the present to the past and the regular verbs are added ed at their end of each verb and express action in the past.

Juhari Bin Jusoh (2013)

This study is only limited to the teaching of the past tense. As explained in many dictionaries and defined in operational definitions, Past Tense can be explained as a grammatical category of verbs used to express distinctions of time that occur in the past. This study focuses on past tense verbs regardless of regular or irregular verbs. (p.10)

In fact this author stated in the teaching of English language grammar when we say a speech we can do it at different times. There are verbs that are used to express actions that occur in the past tense, these verbs are called regular and irregular and both have rules for their writing and pronunciation.

2.2.5.1 Motivate at students for learning process

Motivate the student for the teaching and learning process is very important since they show a lot more interest regarding the topic of the class, every teacher must motivate and implement new strategies and methodology.

According to Garcia and Padilla (2012)

In the field of education and kids school aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. Thus academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of an efficient learning. The main aspects that need to be taken into consideration to have a successful children learning are: groups work, instructions, and kinesthetic activities. (p.11)

In fact is very important to involve students in an environment where they feel motivated to learn and to feel part of the learning teaching process without feeling frustrated or uncomfortable with short stories through reading comprehension children develop all their skills and capabilities and the acquisition of learning is much more productive for them.

CHAPTER III

CHAPTER III: RESEARCH METHODOLOGY

3.1 Research methodology

Methodology are teaching methods that people use in this case, we are talking about the pedagogical methodology that teachers use to improve the teaching and learning process of the student.

This chapter contains information and procedures developed to collect data. This begins with a description of the research design, the population to be studied, the sample and the instruments that will be used.

3.1.1 Research design

The research design is a plan that every researcher describes to publicize the types of data, types of studies, and the population among others. This research responds to the design Non-experimental, Transactional descriptive transverse study.

Non experimental because anybody can manipulate the variable. According ERIC (2017) says that “Descriptive analysis is especially informative when we do relevant to all types of not yet have a basic understanding of a phenomenon. For example, when research”. (p2)

Transactional descriptive transverse study because when the instrument was applied it is done only once.

3.2 Type of study

This type of study was descriptive, analytical and explicative.

Descriptive because the use of short stories through reading comprehension will be described as a strategy to improve the English regular verbs writing vocabulary. It will be analytical because it will be based on the observation method to analyze the data collection. It will be explicative study because it will measure the level of

acquisition of students' vocabulary and it will use a way of generating numerical data, and it is descriptive regarding to the population of the study

3.3 Population / sample

3.3.1 Population

This research responds to an intentional non-probabilistic type sensal type. Intentional because no sample is made Sensal because it works with the population of this research covers 42 students, including two group of students from sixth grade (A, B) from Jose Agustin Ruiz Elementary School in Las Palmas District, with a total of 21 students in each groups.

3.3.2 Sample

In this research the participating population will be based 42 students, from both genres: females and males. They are between 11 and 10 years old. In this study the sample will be taken from a part of the population, the group of sixth grade A that have a total of 21 students, which is equivalent to the 50% percent of the students. The gathered data will help to find the interfering factor in the learning English vocabularies.

3.4 variables

Variable	Definition conceptual	Definition operational
V1 Reading comprehension	However, Rebel and Shiue (2011) cited by Ameera (2018), say that “Comprehension is the ability to read the words and know the meaning of the text. So, reading comprehension makes students read proficiently and learn effectively” (p7).	<ol style="list-style-type: none"> 1. -ability to read 2. -know the meaning of the word 3. -make students read proficiently 4. -learn effectively.
V2 English Vocabulary	According to Richard and Rodgers (2001, p17), cited by RISKA FAJRI (2018), “Vocabulary is one of the important elements of language proficiency that becomes the basis of how well learners speak, write, listen and read.” In the past, vocabulary teaching and learning were often given little priority in second language programs.	<ol style="list-style-type: none"> 1- Important elements. 2-learners speak 3-second language

3.5 Research instruments

The instruments used in this study was a survey and an observation designed for students and English teacher consists of (15) question and items in both instruments.

3.5.1 Survey

The survey is an instrument for collecting information, it will be based in a list of questions to know about students' points of view. In this survey students will show the acquisition level in the develop of vocabulary when English teacher used reading comprehension the second instrument was the observation to the students in classroom.

3.5.2 Observation

The observation is a method of recollected information through of a questioner with a fixed answer using option scale, where the researcher select the answer according each question observed. The aims of this survey and observation will be develop skill and competences in students and English teachers in the teaching learning process of English regular verbs vocabulary reading comprehension through short story.

3.6 Procedure

This study will be developed at Jose Agustin Ruiz School in Las Palmas District. The main objective of this research is learning vocabulary through reading comprehension. In this research work different steps will be followed. First, will be prepare the questions or items of the survey and observation about the topic for applying those instruments.

UDELAS prepared a note in which to request permission from the school where the instruments were applied, In order to achieve the development and application of the instruments, permission was requested Mario Atencio, principal from Jose Agustin Ruiz School. Then the survey was applied to students to know the level of writing regulars verbs vocabulary.

After that will be necessary to apply an observation to English teacher and group of sixth grade for measuring their opinion, the observation will be according to the research. The teacher`s perception will contribute to the develop of this research work. After the collected information will be analyzed for finding the results of this research.

CHAPTER IV

CHAPTER IV: ANALYSIS AND DISCUSSION OF RESULTS

This chapter to show the statistical data obtained from the instruments applied to the students from sixth grade A. Jose Agustin Ruiz Elementary School. In this research two survey and observation instruments were designed, both were applied to the students.

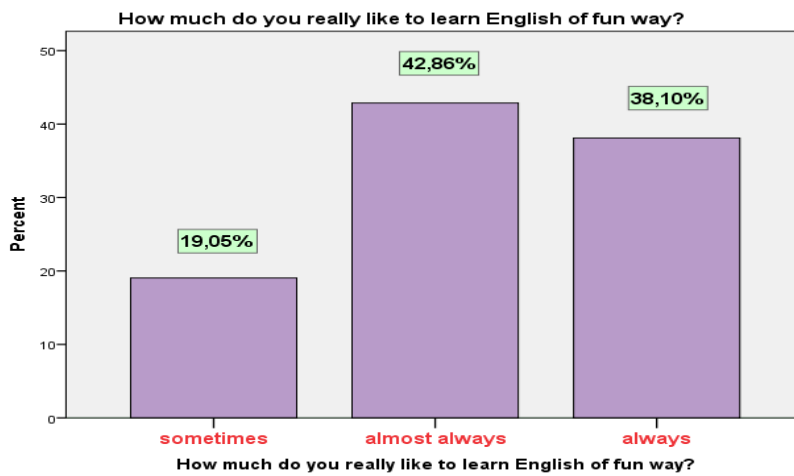
The purpose of these graphs is the analysis of the information obtained in the application of the instruments to then discuss the results and conclusions about the applied strategy as the reading comprehension through short story for to improve the writing regulars verbs.

Table N°1 how much do you really like to learn of fun way?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid sometimes	4	18,2	19,0	19,0
almost	9	40,9	42,9	61,9
always	8	36,4	38,1	100,0
Total	21	95,5	100,0	
Missing System	1	4,5		
Total	22	100,0		

Source: Survey applied to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school

Graph N°1



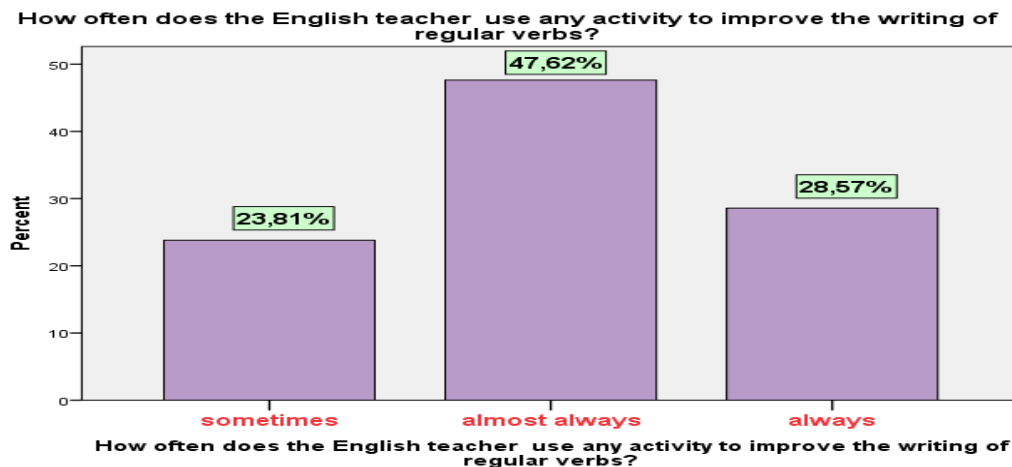
Source: table N1

The chart and graph n°1 show that from the survey applied to the 21 students of sixth grade A of the elementary school Jose Agustin Ruiz (42.86%) responded that almost always, at they like to learn a new language of fun way in this case the English language. The (38.10%) responded that always they like; while only a (19.05%) said that sometimes like to learn English in a fun way.

Table N°2 How often does the English teacher use any activity to improve the writing of regular verbs?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid sometimes	5	22,7	23,8%	23,8
almost always	10	45,5	47,6%	71,4
always	6	27,3	28,6%	100,0
Total	21	95,5	100,0%	
Total	21	100,0		

Source: Survey applied to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school.



Source: table N°2

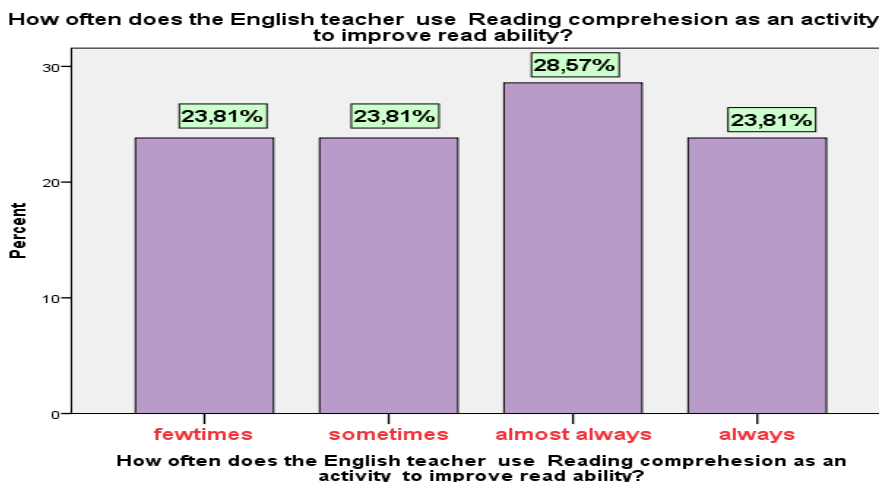
According to the second question applied to sixth grade students the (47.62%) responded that almost always the teacher uses some activity to improve their writing of verbs, the (28.57%) said that always use, , while another (23.81%) responded that sometimes they use some activity in class for to improve their writing of regular verbs.

Table N°3 how often does the English teacher use Reading comprehension as an activity to improve read ability?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Few times	5	22,7	23,8	23,8
	sometimes	5	22,7	23,8	47,6
	almost always	6	27,3	28,6	
	always	5	22,7	23,8	100,0
	Total	21	95,5	100,0	

Source: Source: Survey applied to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school.

Graph N°3



Source:table N°3

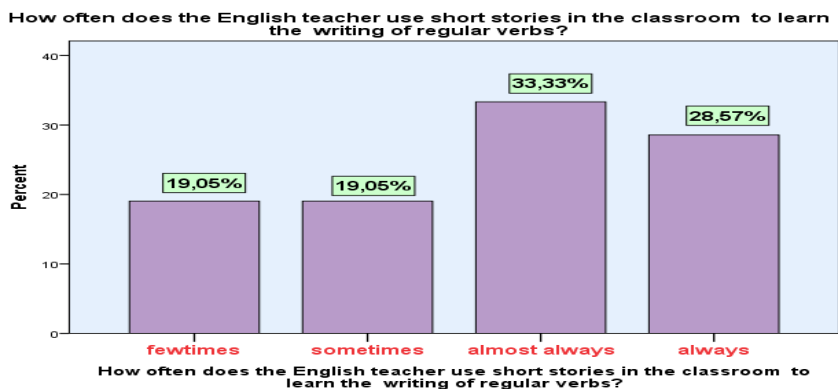
The result of this study graph shows that (28,57%) of the students sixth grade responded that almost always the english teacher use reading comprehension as activity to improve read ability , while that the (23,81%) responded that always use, the (23,81%) responded that sometimes and the (23,81%) responded that few times the teacher use the reading comprehension in class.

Table N°4 How often does the English teacher use short stories in the classroom to learn the writing of regular verbs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	fewtimes	4	18,2	19,0	19,0
	sometimes	4	18,2	19,0	38,1
	almost always	7	31,8	33,3	71,4
	Always	6	27,3	28,6	100,0
	Total	21	95,5	100,0	
Missing	System	1	4,5		
Total		22	100,0		

Source: Survey applied to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school.

Graph N°4



Source:table N°4

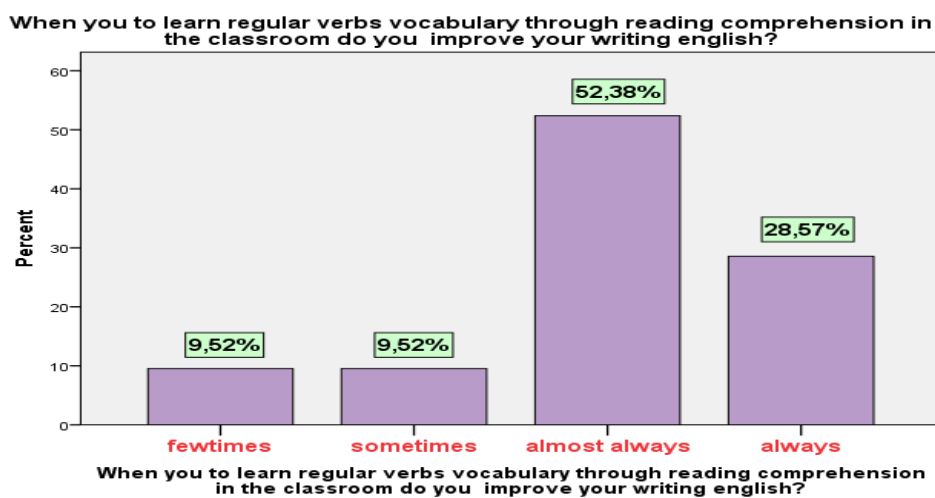
This graph N° 4 shows (33.33%) of the students of Sixth grade responded that the English teacher almost always uses short stories to improve English writing, (28.57%) of the students responded that always uses short stor , while taht the (19.05%) responded that sometimes and Another (19.05%) responded that they few times use the short story in the classroom.

Table N°5 When you to learn regular verbs vocabulary through reading comprehension in the classroom do you improve your English writing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	fewtimes	2	9,1	9,5	9,5
	sometimes	2	9,1	9,5	19,0
	almost always	11	50,0	52,4	71,4
	always	6	27,3	28,6	100,0
	Total	21	95,5	100,0	
Missing	System	1	4,5		
Total		22	100,0		

Source: Survey applied to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school.

Graph N°5



Source: table N°5

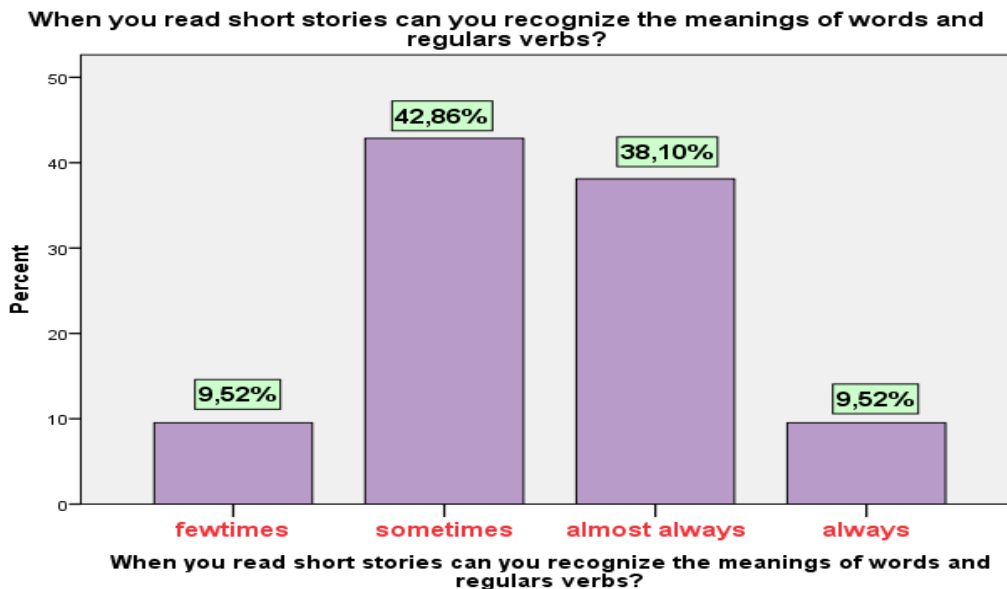
This graph show that the (52, 38%) of the students of sixth grade responded that almost always to improve your writing through of the use Reading comprehension, the (28, 57%) responded that always to improve the English writing with the use of Reading comprehension, while the (9, 52%) responded that sometimes and the (9, 52%) responded that few times to improve your English writing with the use of Reading comprehension.

Table N°6 When you read short stories can you recognize the meanings of words and regulars verbs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	fewtimes	2	9,1	9,5	9,5
	sometimes	9	40,9	42,9	52,4
	almost always	8	36,4	38,1	90,5
	always	2	9,1	9,5	100,0
	Total	21	95,5	100,0	
Missing	System	1	4,5		
Total		22	100,0		

Source: Survey applied to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school.

Graph N°6



Source:table N°6

This graph show that with the story short the students improve the vocabulary, the (42,86%) of the students of sixth grade responded that sometimes they recognize the regular verbs in a short story, the (38,10%) responded that almost always they recognize the meanings of Word,, while that a (9,52%) responded

that always and a (9,52%) responded that few times they recognize the meaning of Word and regular verbs when they read the short story in the classroom.

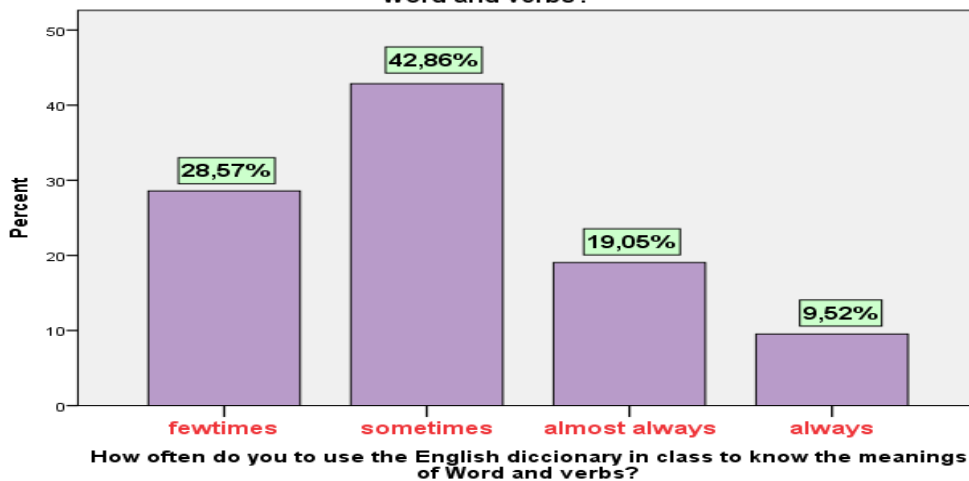
Table N°7 How often do you to use the English dictionary in class to know the Word and verbs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	fewtimes	6	27,3	28,6	28,6
	sometimes	9	40,9	42,9	71,4
	almost	4	18,2	19,0	90,5
	always	2	9,1	9,5	100,0
	always	2	9,1	9,5	100,0
Total		21	95,5	100,0	
Missing	System	1	4,5		
Total		22	100,0		

Source: Survey applied to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school.

Graph N°7

How often do you to use the English diccionario in class to know the meanings of Word and verbs?



Source: table N°7

The graph study shows that the (42, 86%) of the students responded that sometime they use the dictionary in the classroom, another (28, 57%) reseeded that few times they use the dictionary, while that a (19, 05%) responded that

almost always they use the dictionary and the (9, 52%) responded that always they use the dictionary for know the meaning of Word and verbs.

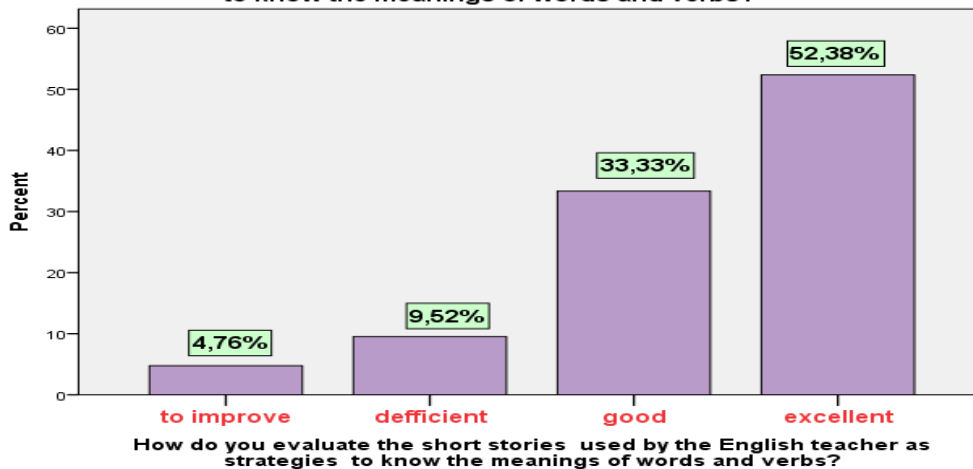
Table N°8 How do you evaluate the short stories used by the English teacher as strategies to know the meanings of words and verbs?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid to improve	1	4,5	4,8	4,8
defficient	2	9,1	9,5	14,3
good	7	31,8	33,3	47,6
excellent	11	50,0	52,4	100,0
Total	21	95,5	100,0	
Missing System	1	4,5		
Total	22	100,0		

Source: Survey applied to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school.

Graph N°8

How do you evaluate the short stories used by the English teacher as strategies to know the meanings of words and verbs?



Source: table N°8

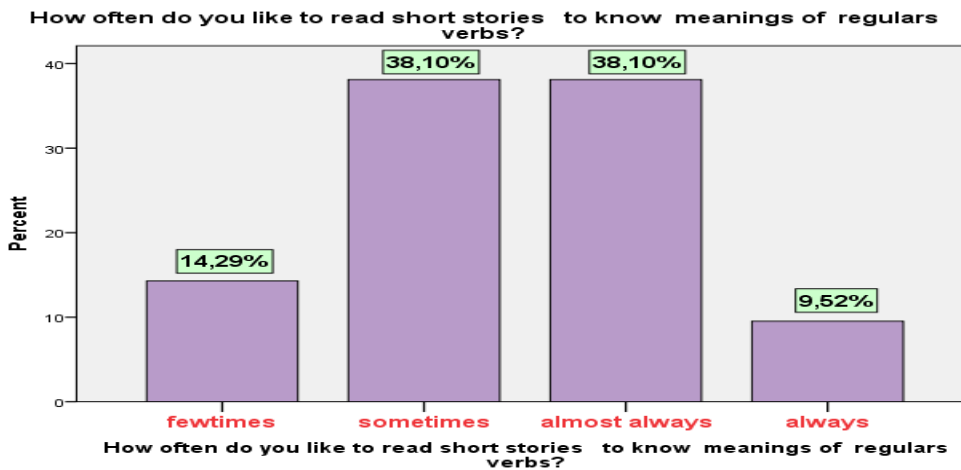
This graph show that the students of sixth grade of the Jose Agustin Ruiz Elementary School assess the use of the short stories as an excellent strategy for know the meaning of Word the (52,38%) responded that is excellent, (33,33%) responded that is good strategy the (9,52%) responded that is deficient, , while that a (4,76%) said that to improve.

Table N°9 How often do you like to read short stories to know meanings of regulars verbs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	fewtimes	3	13,6	14,3	14,3
	sometimes	8	36,4	38,1	52,4
	almost always	8	36,4	38,1	90,5
	always	2	9,1	9,5	100,0
	Total	21	95,5	100,0	
Missing	System	1	4,5		
Total		22	100,0		

Source: Survey applied to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school.

Graph N° 9



Source: table N°9

This study show that the students of sixth grade of the Jose Agustin Ruiz Elementary School one (38, 10%) responded that almost always know the meaning of regular verbs. When they read short story, (38, 10%) also answered that sometimes they know the meaning of verbs, (14, 29%) answered that few times know the meaning of verbs, while that (9, 52%) answered that always know the meaning of regular verbs at moment that they read the short story.

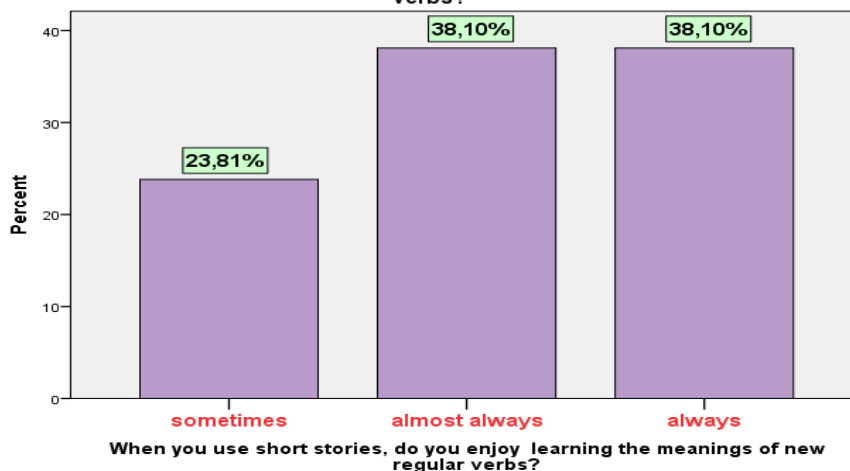
Table N°10 When you use short stories, do you enjoy learning the meanings of new regular verbs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sometimes	5	22,7	23,8	23,8
	almost always	8	36,4	38,1	61,9
	always	8	36,4	38,1	100,0
	Total	21	95,5	100,0	
Missing	System	1	4,5		
Total		22	100,0		

Source: Survey applied to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school.

Graph N°10

When you use short stories, do you enjoy learning the meanings of new regular verbs?



Source: table 10

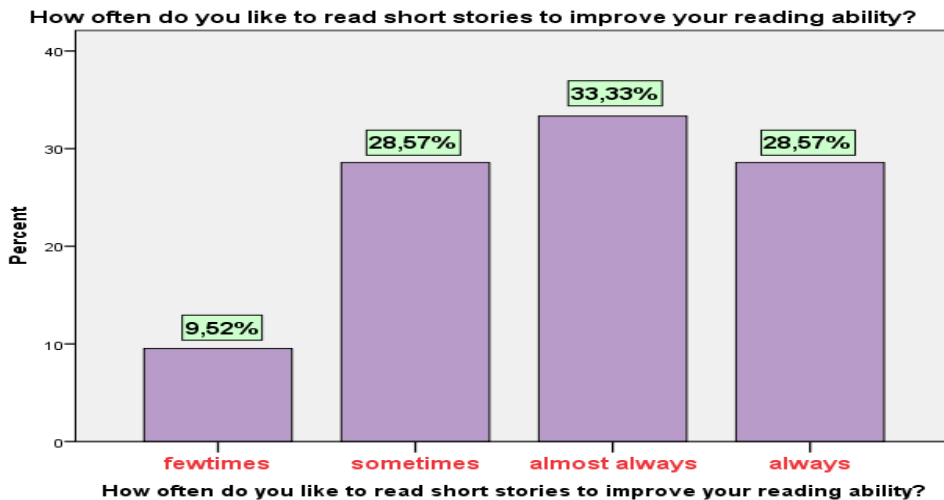
This study show that the students enjoy learning new regular verbs at moment of read short story (38, 10%) they responded that always enjoy learning new Word, the (38, 10%) responded that usually enjoy learning new Word, while that (23, 81%) said that sometimes enjoy learning the meaning of new regular verbs in the classroom.

Table N°11 How often do you like to read short stories to improve your reading ability?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	fewtimes	2	9,1	9,5	9,5
	sometimes	6	27,3	28,6	38,1
	almost always	7	31,8	33,3	71,4
	always	6	27,3	28,6	100,0
	Total	21	95,5	100,0	
Missing	System	1	4,5		
Total		22	100,0		

Source: Survey applied to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school.

Graph N°11



Source: table N°11

This graph show that a (33, 33%) of the students responded that almost always they like read short story for improve their Reading ability, the (28, 57%) said that always like read short story, while that a (28, 57%) responded that sometimes

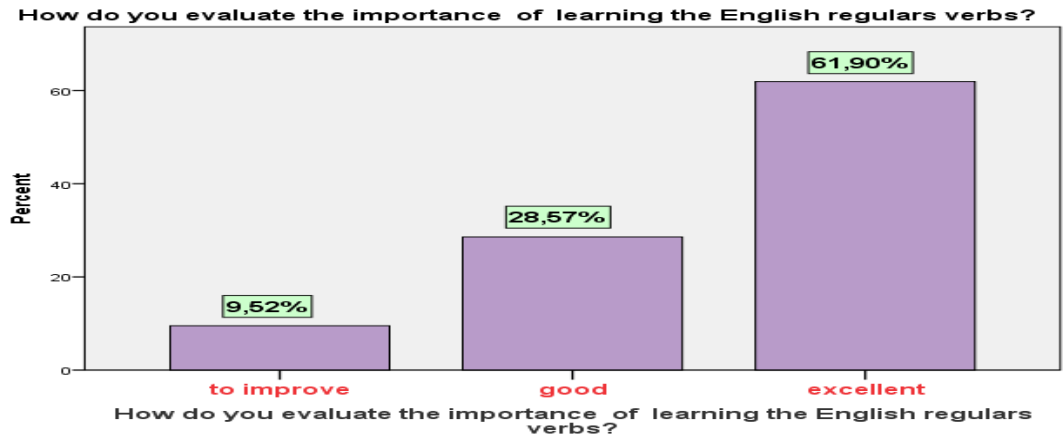
they to read for improve their reading ability and a (9, 52%) few times like to read short story.

Table N°12 How do you evaluate the importance of learning the English regulars verbs?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid to improve	2	9,1	9,5	9,5
good	6	27,3	28,6	38,1
excellent	13	59,1	61,9	100,0
Total	21	95,5	100,0	

Source: Survey applied to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school.

Graph N°12



Source: table N°12

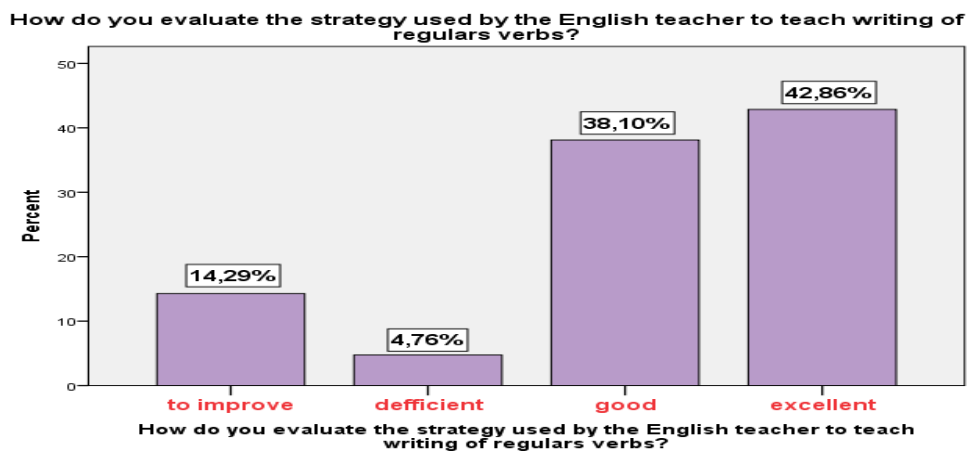
This graph show that a (61.90%) of the students responded that is excellent the importance of to learn verbs through of reding comprehension the (28, 57%) responded that is good the importance of learn verbs, while that a (9, 52%) said that to improve.

Table N°13 How do you evaluate the strategy used by the English teacher to teach writing of regulars verbs?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid to improve	3	13,6	14,3	14,3
defficient	1	4,5	4,8	19,0
good	8	36,4	38,1	57,1
excellent	9	40,9	42,9	100,0
Total	21	95,5	100,0	
Missing System	1	4,5		
Total	22	100,0		

Source: Survey applied to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school.

Graph N°13



Source: table N°13

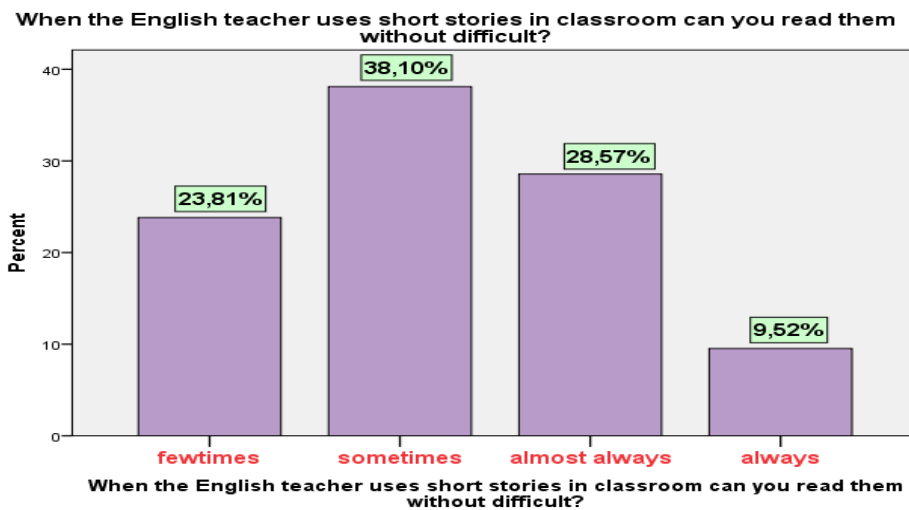
The graph N°13 show that a (42, 86%) of the students responded that is excellent the strategy used by English teacher the (38, 10%) they said that is good the strategy used by English teacher, while that the (4, 76%) evaluate as defficient the strategy used for to teach writing regular verbs, and the another (14, 29%) that is to improve.

Table N°14 When the English teacher uses short stories in classroom can you read them without difficult?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
fewtimes	5	22,7	23,8	23,8
sometimes	8	36,4	38,1	61,9
almost always	6	27,3	28,6	90,5
always	2	9,1	9,5	100,0
Total	21	95,5	100,0	
Missing				
System	1	4,5		
Total	22	100,0		

Source: Survey applied to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school.

Graph N°14



Source: table N°14

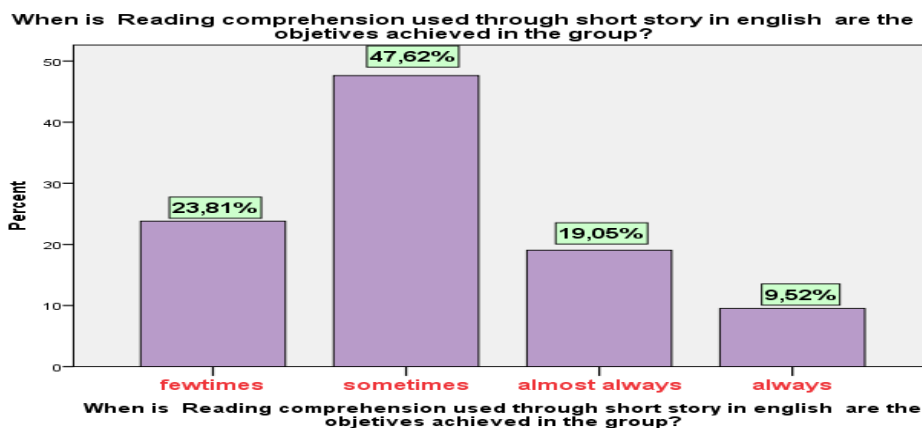
This graph show the importance of the short story in the classroom the (38, 10%) of the students said that sometimes can read the story without difficult, a (28, 57%) responded that almost always they can to read the short story without difficult, a (23, 81%) said that few times they can read the story in the classroom without difficult.

Table N°15 When is Reading comprehension used through short story in English are the objectives achieved in the group?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	fewtimes	5	22,7	23,8	23,8
	sometimes	10	45,5	47,6	71,4
	almost always	4	18,2	19,0	90,5
	always	2	9,1	9,5	100,0
	Total	21	95,5	100,0	
	Missin g	System	1	4,5	
Total		22	100,0		

Source: Survey applied to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school.

Graph N°15



Source: table N°15

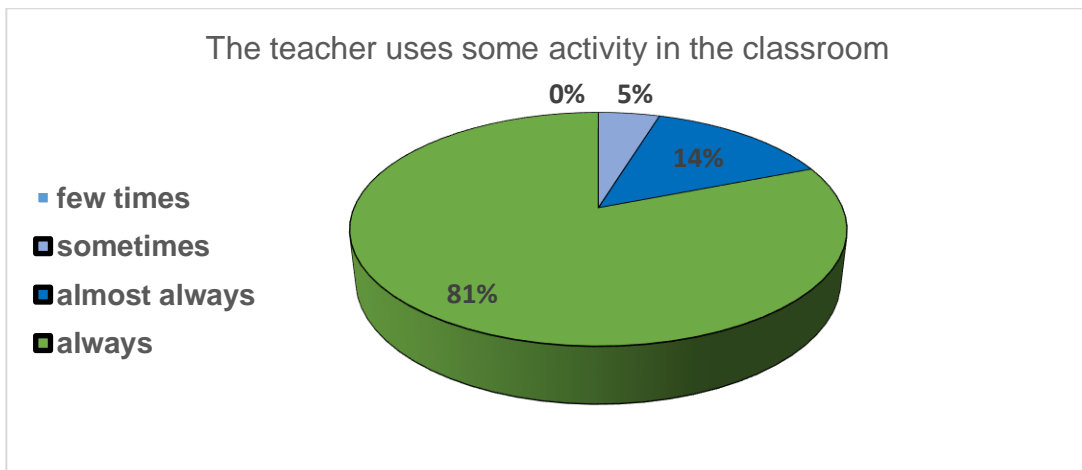
This graph show that the (47, 62%) of the students said that sometimes be achieved the objective in the group, a (23, 81%) responded that few times be achieved the objective, while that a (19, 05%) answered that almost always the teacher to achieved the objective in the group and a (9, 52%) said that always the teacher achieved the objective in the group.

Table N°16 the teacher uses some activity in the classroom

	Frequency	Percent
Few times	0	0%
sometimes	1	5%
Almost always	3	14%
Always	17	81%
Total	21	100%

Source: Observation realized to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school.

Graph N°16



Source: table N°16

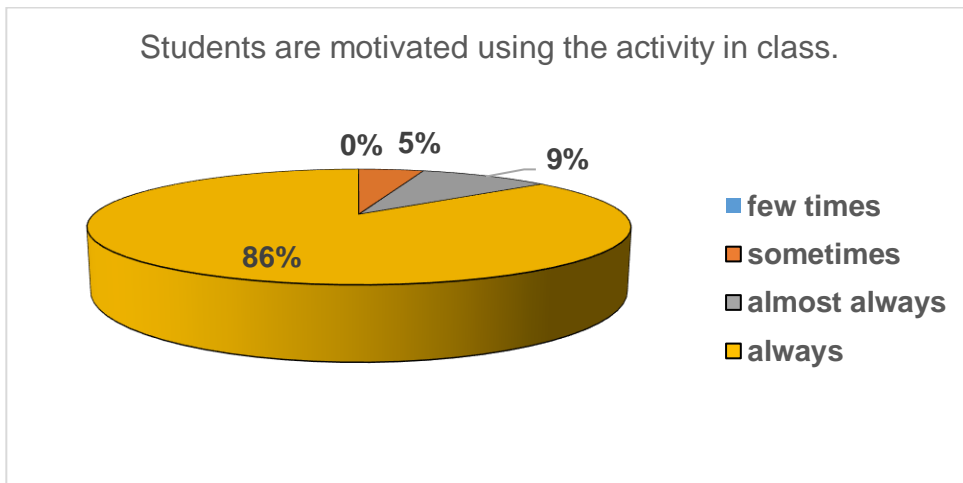
According to the observation made with the students sixth grade A. Jose Agustin Ruiz elementary school the 81% of the group showed that always the English teacher uses some activity to get the student to acquire better knowledge about the given subject, note that in 14% almost always used some activity, , while 5% to show that sometimes he used some activity in the classroom.

Table N°17 Students are motivated using the activity in class

	Frequency	Percent
Few times	0	0%
sometimes	1	5%
Almost always	2	9%
always	18	86%
total	21	100%

Source: Observation realized to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school.

Graph N°17



Source: table N°17

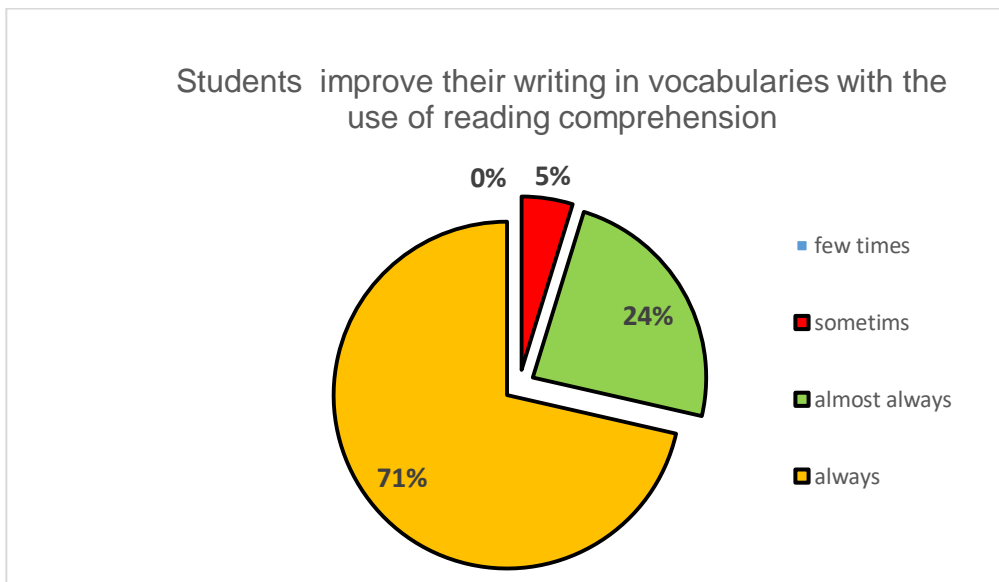
This graph shows the result of the observation in the sixth grade group A. Giving as a result that it is very helpful for both the teacher and the student to use some activity so that they feel more motivated. 86% always showed motivation with the use of the activity in class, 9% usually reflected feeling motivated, while 5% were sometimes motivated.

Table N°18 Students improve their writing in vocabularies with the use of Reading comprehension

	Frequency	Percent
Few times	0	0%
sometimes	1	5%
Almost always	5	24%
always	15	71%
total	21	100%

Source: Observation realized to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school

Graph N°18



Source: table N°18

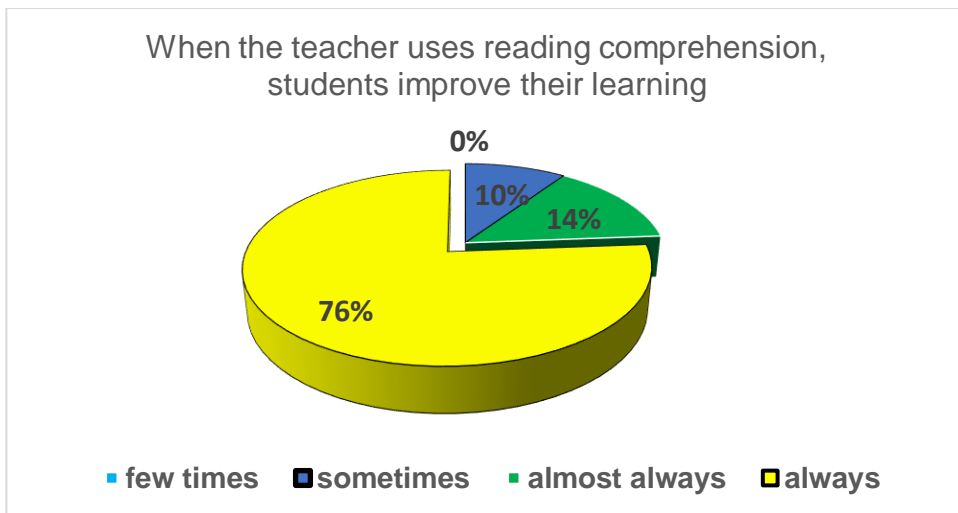
The graph shows the result of the observation made in the Jose.A.Ruiz elementary school with the sixth grade group A, it was observed that 71% of the students always improve their writing in English with the use of reading comprehension. 24% of the students usually managed to improve their writing, while the other 5% sometimes managed to improve the writing with the use of reading comprehension.

Table N°19 when the teacher uses Reading comprehension, students improve their learning

	Frequency	Percent
Few times	0	0%
Sometimes	2	10%
Almost always	3	14%
Always	16	76%
Total	21	100%

Source: Observation realized to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school

Graph N°19



Source: table N°19

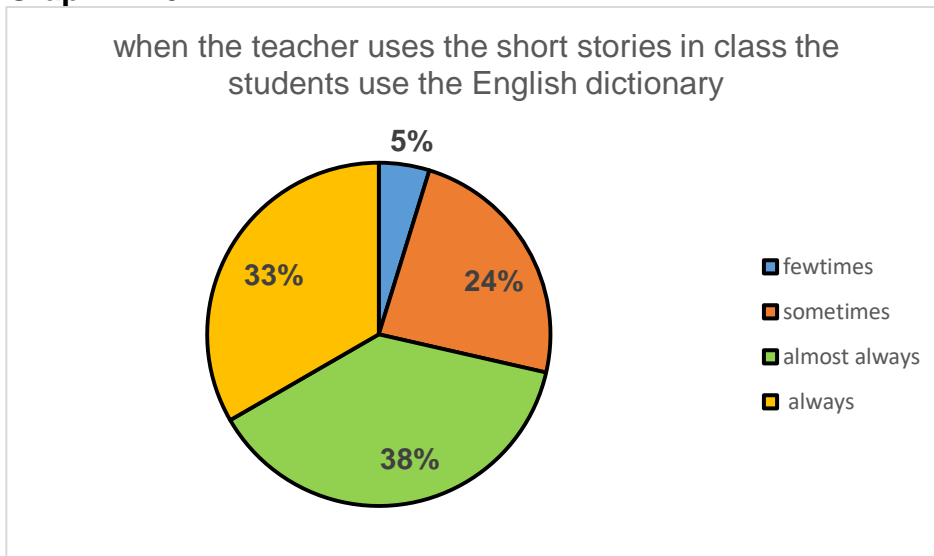
According to this author, reading comprehension is the principal component for improving their learning. The following graph shows the result of the observation: 76% of the students always improved their learning through reading comprehension, 14% almost always improved it, while 10% sometimes improved their learning through reading comprehension.

Table N°20 when the teacher uses the short stories in class the students use the English dictionary

	Frequency	Percent
Few times	1	5%
sometimes	5	24%
Almost always	8	38%
always	7	33%
total	21	100%

Source: Observation realized to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school

Graph N°20



Source: table N°20

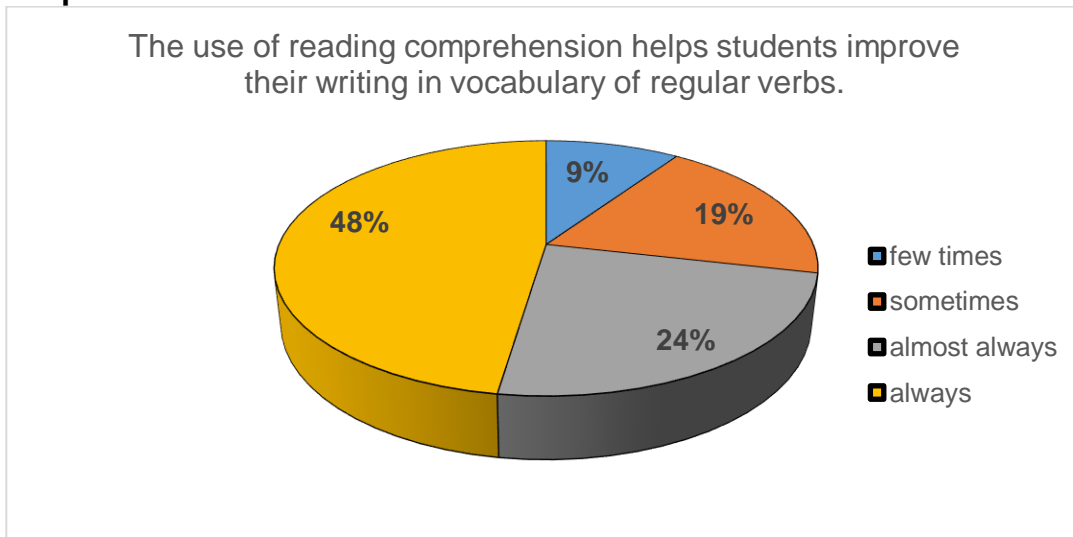
In this graph it was observed that 38% of the students always use the dictionary in the classroom 33% of them almost always use it , while 24% of the students sometimes use it either because they read frequently and They know a lot about the meaning of many words and 15% rarely use it for the reasons already mentioned.

Table N°21 the use of Reading comprehension helps students improve their writing in vocabulary of regular verbs

	Frequency	Percent
Few times	2	9%
Sometimes	4	19%
Almost always	5	24%
Always	10	48%
Total	21	100%

Source: Observation realized to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school

Graph N°21



Source: table N°21

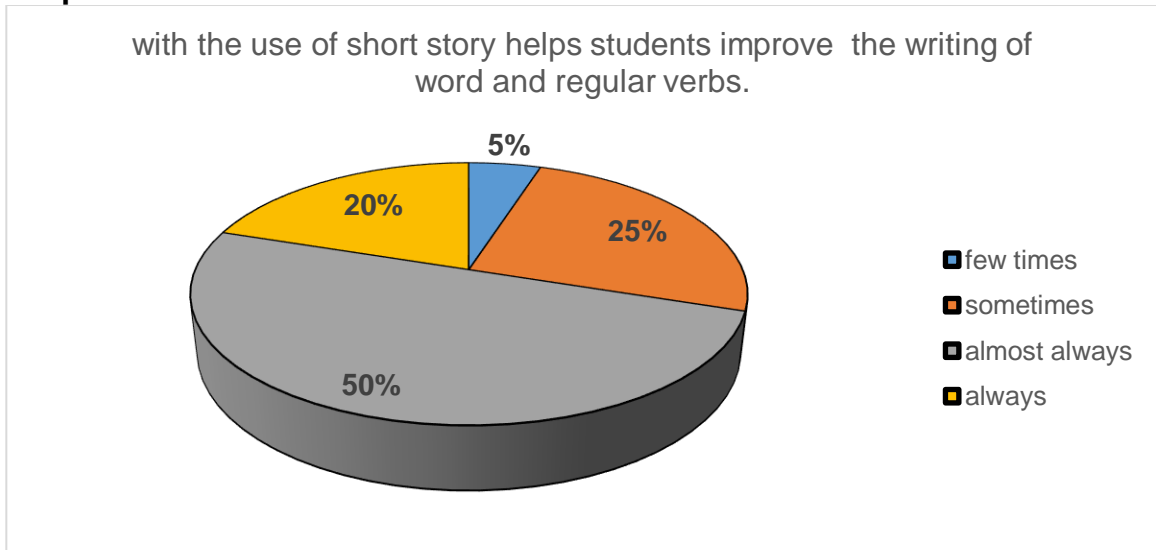
This graph shows the result of the observation made in the group of sixth grade A. Jose Agustin Ruiz elementary school the 48% of the students always improved their vocabulary writing, especially in regular verbs, 24% of them almost always improved their writing in verbs , while that a 19% of the students could sometimes improve their writing in vocabularies through of the Reading comprehension the other 9% few times improved their writing maybe, because they were not motivated by the stories given.

Table N°22 with the use of short story helps students improve the writing of Word and regular verbs

	Frequency	Percent
Few times	1	5%
Sometimes	5	25%
Almost always	10	50%
Always	4	20%
Total	21	100%

Source: Observation realized to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school

Graph N°22



Source: table N°22

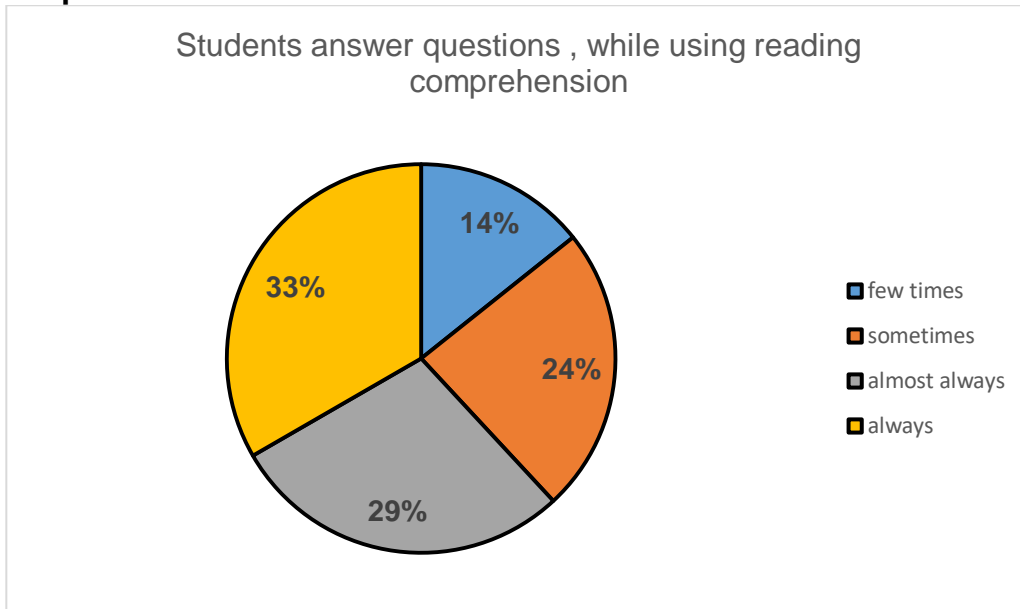
This graph shows, 50% of sixth grade students at Jose.A.Ruiz Elementary School always improved their writing, especially for regular verbs, 25% of them almost always improved, while 20% of students sometimes they showed that they had improved the writing of English verbs and the other 5% few times improved, perhaps because they don't like to read.

Table N°23 Students answer questions, while using Reading comprehension

	Frequency	Percent
Few times	3	14%
Sometimes	5	24%
Almost always	6	29%
Always	7	33%
Total	21	100%

Source: Observation realized to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school

Graph N°23



Source: table N°23

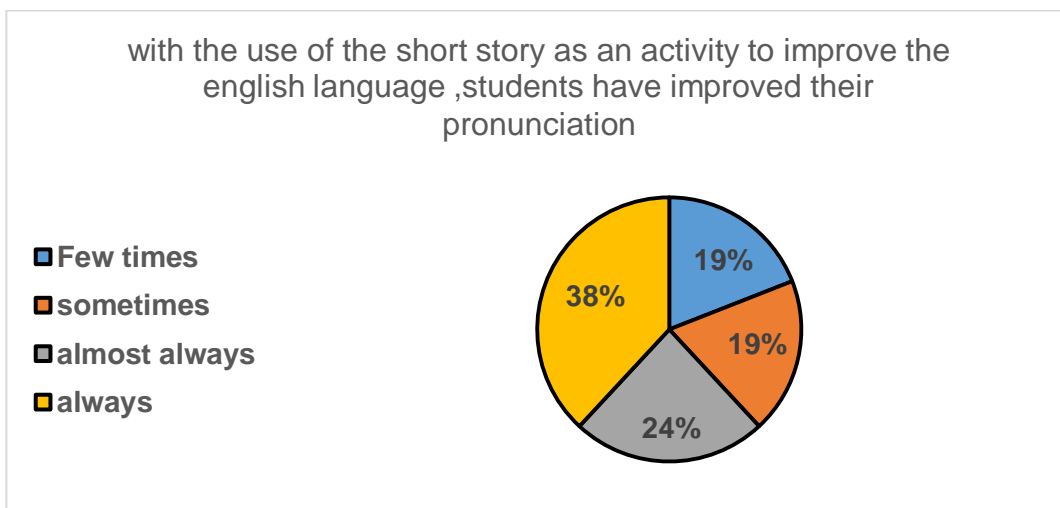
The following graph shows that 33% of the students interact, while reading and always answering the questions asked about the story, 29% of them usually answer questions. While 24% of the students sometimes interact with the teacher to answering the questions the other 14% of the students rarely answered questions asked in class because they may not like talking in the classroom or another reason.

Table N°24 with the use of short story as an activity to improve the English language, students have improved their pronunciation

	Frequency	Percent
Few times	4	19%
Sometimes	4	19%
Almost always	5	24%
Always	8	38%
Total	21	100%

Source: Observation realized to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school

Graph N°24



Source: TableN°24

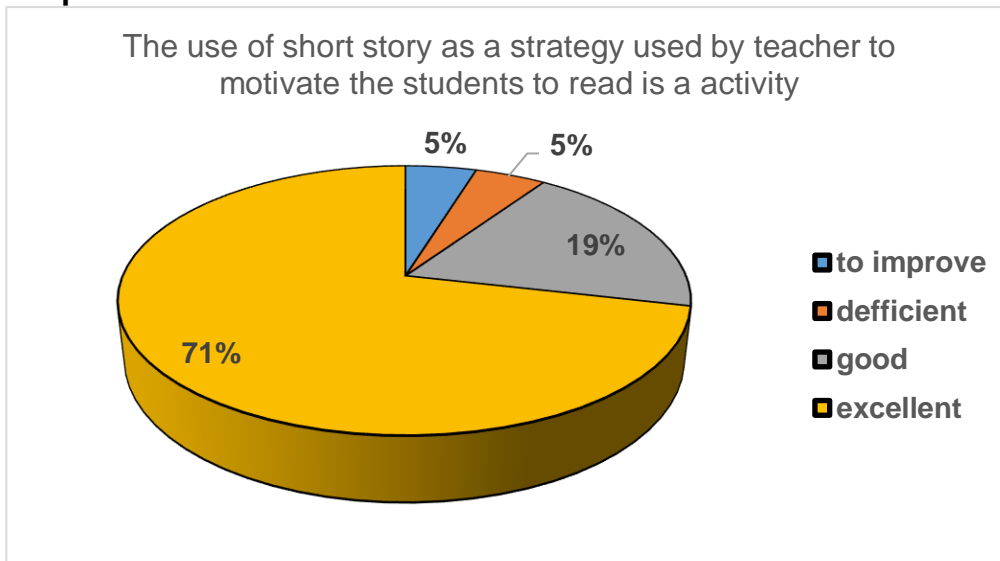
As the graph shows it, 38% of the students could always observe that they improved their pronunciation and writing in English, 24% of them almost always tried to improve, while 19% sometimes improved writing and pronunciation of English the other 19 % few times improved writing and pronunciation, but the important thing is that they tried to do it little by little they will achieve it.

Table N°25 the use of short story as a strategy used by teacher to motivate the students to read is an activity

	Frequency	Percent
To improve(1	5%
Defficient	1	5%
Good	4	19%
Excellent	15	71%
Total	21	100%

Source: Observation realized to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school

Graph N°25



Source: table N°25

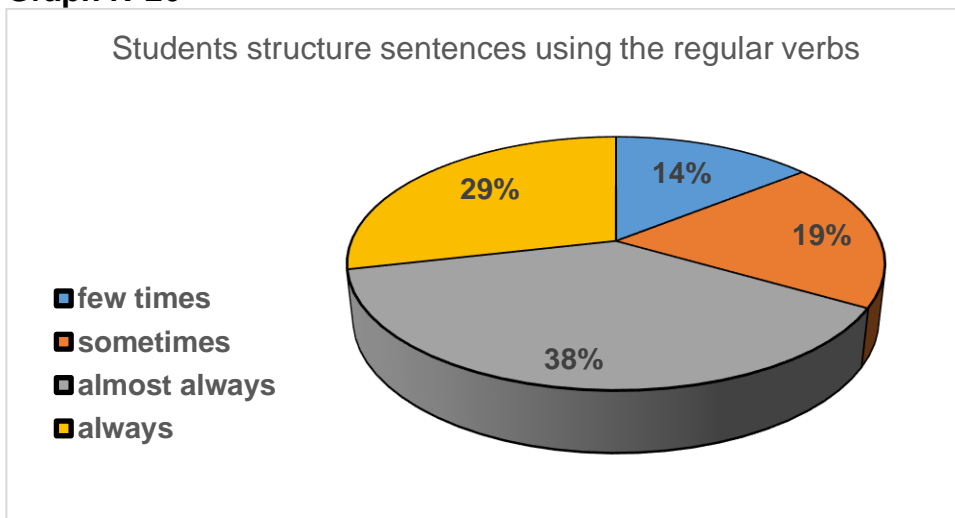
The following graph shows the result of the observation made in the sixth grade group A. a 71% of the students it was noted that the use of short stories is an excellent activity used by the teacher to improve writing and motivate the student more in class, in 19% of them it is noted as a good activity, while in 5% of students note that the use of short stories is deficient either because they don't like to read or show no interest in the English language, the other 5% show that they have to improve with respect to the activity.

Table N°26 Students structure sentences using the regulars verbs

	Frequency	Percent
Few times	3	14%
Sometimes	4	19%
Almost always	8	38%
Always	6	29%
Total	21	100%

Source: Observation realized to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school

Graph N°26



Source: table N°26

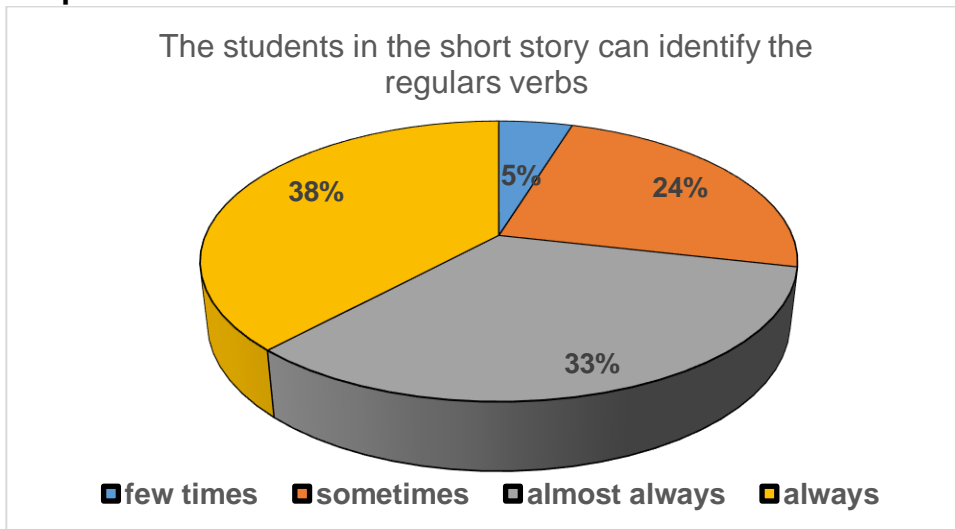
As it was observed and this graph shows, 38% of the students are always able to structure sentences using regular verbs, 29% of them almost always able to structure sentences using new verbs, 19% of the students sometimes structured them not maybe, but tried , while 14% of children few times structured sentences using regular verbs.

Table N°27 the students in the short story can identify the regulars verbs

	Frequency	Percent
Few times	1	5%
Sometimes	5	24%
Almost always	7	33%
Always	8	38%
Total	21	100%

Source: Observation realized to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school.

Graph N°27



Source: table N°27

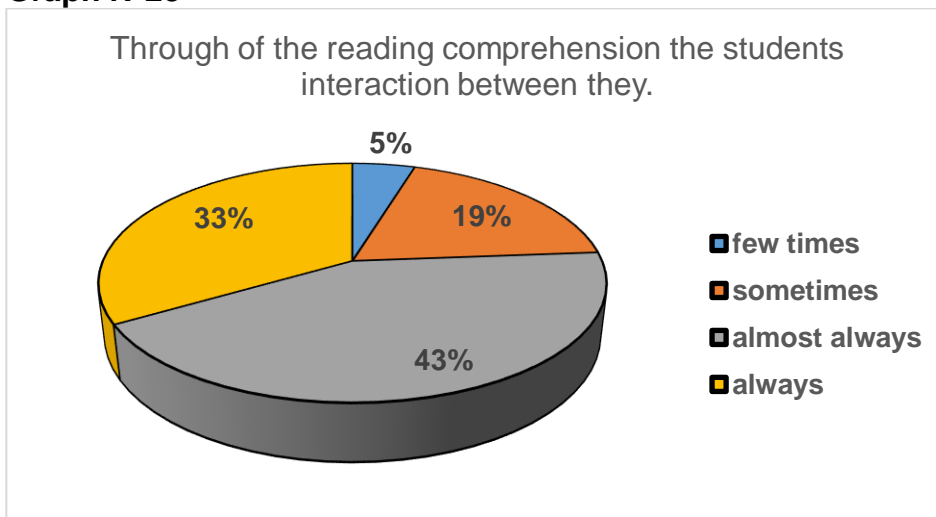
Everytime the students reads, they learns new words and is able to identify the verbs already learned as this graph shows, 38% of sixth grade A students always identified regular verbs in the stories given, 33% of them almost always they identified the verbs in the readings given, while 24% of the other students were sometimes able to identify some verbs and 5% of them few times identified words and verbs in the readings.

Table N°28 though of the Reading comprehension the student’s interaction between they

	Frequency	Percent
Few times	1	5%
Sometimes	4	24%
Almost always	9	33%
Always	7	38%
Total	21	100%

Source: Observation realized to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school

Graph N°28



Source: table N°28

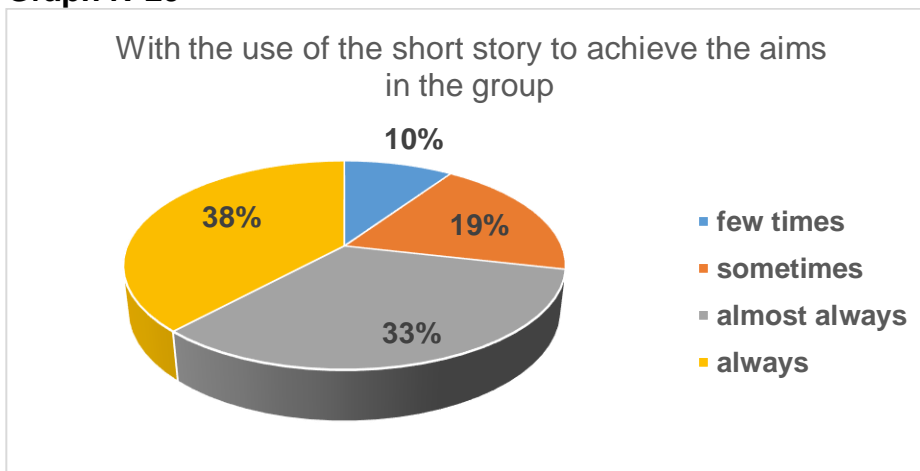
Short stories are an excellent component for learning a language, improving vocabularies and interacting with each other is a great instrument especially for those students who find it difficult to interact with their classmates according to the observation made at Las Palmas Jose Agustin Ruiz Elementary School 43% of students always manage to interact with their classmates about reading, 33% of them almost always interact with others, while 19% of students sometimes talk with their classmates about the subject and 5% of students Children few times do.

Table N°29 with the use of short story to achieve the aims in the group

	Frequency	Percent
Few times	1	5%
Sometimes	5	24%
Almost always	7	33%
Always	8	38%
Total	21	100%

Source: Observation realized to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school

Graph N°29



Source: table N°29

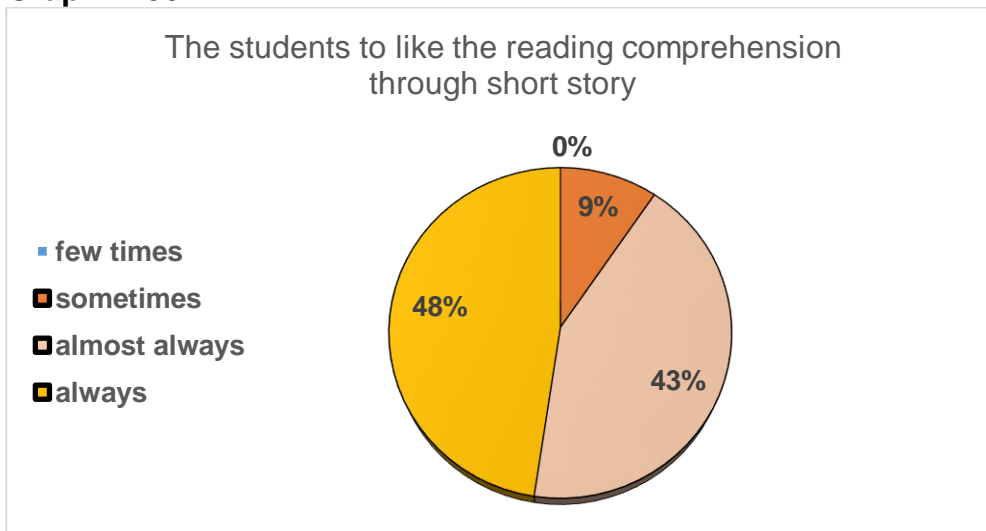
This graph shows the result of the observation made to the sixth grade group A. in which 38% of the students always showed themselves to have achieved the aim of teaching regular verb writing, in 33% the aim was almost always achieved, while in 19% of the students, sometimes the aim of learning verbs was achieved and the other 10% few times achieved the aim proposed by the teacher with the use of readings.

Table N°30 the students to like the Reading comprehension through short story

	Frequency	Percent
Few times	0	0%
Sometimes	2	9%
Almost always	9	43%
Always	10	48%
Total	21	100%

Source: Observation realized to Students sixth grade A. from Las Palmas Jose.A.Ruiz elementary school

Graph N°30



Source: table N°30

This graph shows the result of the observation made At Jose Agustin Ruiz Elementary School with the sixth grade group A. 48% of students were noticed that 43% of them always like to read short stories almost always like reading , while 9% of students Students sometimes like reading comprehension in English class.

CONCLUSIONS

The main aim of this study was to investigate the role of reading comprehension through short story. To achieve the desired goal of the study, which is descriptive approach. It was used along of the survey and observation as tool for data collection. The research has been divided into five chapters. The first chapter is an introduction to the research, objectives and hypothesis framework. In the second chapter, the researcher reviews the topic framework literature. The third chapter is the methodology of the research, while the fourth chapter is data analysis where the researcher discussed the obtained results.

- This investigation has verified that the sixth grade at Las Palmas Jose Agustin Ruiz Elementary school, have a quite high level of English vocabulary. This has improved with the uses of motivational strategies for teaching the English language by the English teacher. Reading comprehension technique favorably affects the increase of basic skills in the students of the sixth grade Las Palmas Jose Agustin Ruiz elementary school like writing, reading and concentration. These important aspects have contributed to students achieving a best understanding of word and therefore their English vocabulary allows them to communicate and interact more effectively during the teaching learning process.
- These results allow us to affirm the hypothesis raised in the research work, since the increase in English vocabulary is determined by the use of reading comprehension. It is fundamental to mention that aspects are presented during the teaching and learning process that should be improved with the aims that in the future these weaknesses do not affect the quality of the students' educational process.
- With this research, it was concluded that the sixth grade A children of the Jose Agustin Ruiz elementary school, present a great problem with the

English language; especially with their writing and vocabulary acquisition. This is due to the lack of methodology to improve the learning process, but it was observed that the teacher used the strategy of the use of reading comprehension through the short stories so that it was possible to improve the writing of the English language in students especially with regular verbs as shown (Graph N ° 18 p69).

- According to the study, variables, through the intervention, can be observed that the majority of the students 86% consider that they have feel motivate with the use of the activity in the classroom so that they learn English in a more exciting and creative way 76% of they consider that with the use of reading comprehension improve their learning, they also evaluated the activity carried out by the English teacher as excellent, with a percentage of respondents 71% (Graph N° 17, 18, 19.p68,69,70)
- It should be noted the importance for students, who believe that learning English seems important 42.86% of they like learn a new language as is the English of fun way. The majority of the students 52.38% of the respondents affirm that through of the reading comprehension they has improved their English writing vocabulary level, they consider that is excellent to learn through this techniques process. Students consider that their granting has improved a lot with the use of the short story (Table N°1,5.p66)
- This results is represented by a porsentage of 38% participating in reading comprehension has helped them improve their writing, pronunciation and meaning of new words and regulars verbs. These answers affirm this and maintain that the benefits have been favorable when using this motivational strategy or techniques (Graph N°24 p75.)

- Today students are losing the habit of reading or rather read, but do not have a reading comprehension to understand what they are reading; that is why MEDUCA is working by providing seminars to teachers so that in the subject of Spanish they implement reading comprehension from first grade by the time they are at a higher level. They can analyze the reading or simply have the habit of reading and so acquire vocabularies. Sixth grade students have a problem with English writing because from the first grade English teachers worked with traditional method in their classes. If another strategy or technique for student learning had been used they would not be going through these experiences since they in the applied survey they replied that they like to learn in a fun way (Graph No. 1)
- This work is contributing to improve the English writing vocabulary especially with regular verbs, not only for future research, but also to improve the teaching and learning process in students, especially from the first grade of Las Palmas Jose Agustin Ruiz Elementary school for when they are in higher grades and can understand a reading. We as English teachers if we are using any technique, but no results are achieved, we must look for another strategy that will help us, apart from motivating children, to call attention to the subject and improve their academic performance as their motivation for material.
- This deficit is a chain that is taking place in a lot the elementary schools. In some secondary schools, some teachers think that it is the subject that the student might not like, However, not realizing that it is the methodology used. The objective is not achieved, a good methodology leads the student to be better every day and put more interest within the classroom.

LIMITATIONS AND RECOMMENDATIONS OF RESEARCH.

In this investigation, the deficit that some students of sixth grade A of the Jose Agustin Ruiz elementary school has, with the English language but, the English teacher with the use of reading comprehension through short stories applied as technique or strategies in the classroom improved the learning process in students. Some limitations for this research were

- ❖ The lack of time also compromised the first development of the research especially that required for the application of instruments should be well structured and reviewed by the adviser professors.
- ❖ According to the instruments applied, the lack of hours in the English language for the sixth grade students was noted.
- ❖ The lack of cooperation on the part of the school staff where the instruments are applied was another factor that limits our research, since it gives us little information about the data that we request to collect for our research.

The recommendations after having done this research are the following:

- The teacher should give the students confidence so they are not afraid to ask questions, when they have any questions about the topic and thus acquire the appropriate knowledge to improve their English.
- Motivate parents to help the students at home can be another benefit for them, since they can guide them in the performance of their homework and in the teaching process learning English as a new language.
- The implementation of seminars where the teacher will be taught to create fun class through techniques or strategies that motivate the students to the class, in this case the reading comprehension through short stories would be beneficial for students' performance in class.

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APPENDIX

APPENDIX N°1

SURVEY



UNIVERSIDAD ESPECIALIZADA DE LAS AMERICA
Facultad especial de Educación y Pedagogía
Departamento de Ingles

Trabajo de grado para optar por el título de Licenciada en
Docencia en Ingles

NAME: Ojo C Yaquelin J

ADVISER: Richard Cisneros

Dear students, I am a student of UNIVERSIDAD ESPECIALIZADA DE LAS AMERICAS, of the academic program of Las Palmas, I conduct a research study entitled: **Short story reading comprehension improves English writing regular verbs vocabulary by student's sixth grade (A) Las Palmas Jose Agustin Ruiz Elementary school.**

For this reason I have prepared this instrument that with your support will allow the realization of this important research. The data you provide will be handled with serenity and professionalism.

SURVEY

Indications:

Mark with an (X) the alternative you consider correct.

1-How much do you really like to learn English of fun way?

Always

Almost always

sometimes

Few times

2-How often does the English teacher use any activity to improve the writing of regular verbs?

Always Almost always sometimes Few times

3-How often does the English teacher use Reading comprehension as an activity to improve read ability?

Always Almost always sometimes Few times

4-How often does the English teacher use short stories in the classroom to learn the writing of regular verbs?

Always Almost always sometimes Few times

5-When you to learn regular verbs vocabulary through Reading comprehension in the classroom do you improve your English writing

Always Almost always sometimes Few times

6- When you read short stories can you recognize the meanings of words and regulars verbs?

Always Almost always sometimes Few times

7-How often do you to use the English dictionary in class to know the meanings of Word and verbs?

Always Almost always sometimes Few times

8-How do you evaluate the short stories used by the English teacher as strategies to know the meanings of words and verbs?

Excellent Good Defficient to improve

9-How often do you like to read short stories to know meanings of regular's verbs?

Always Almost always sometimes Few times

10-When you use short stories, do you enjoy learning the meanings of new regular verbs?

Always Almost always sometimes Few times

11-How often do you like to read short stories to improve your reading ability?

Always Almost always sometimes Few times

12-How do you evaluate the importance of learning the English regulars verbs?

Excellent Good Defficient to improve

13-How do you evaluate the strategy used by the English teacher to teach writing of regulars verbs?

Excellent Good Defficient to improve

14-when the English teacher uses short stories in classroom can you read them without difficult?

Always Almost always sometimes Few times

15-When is Reading comprehension used through short story in English are the objectives achieved in the group?

Always Almost always sometimes Few times

APPENDIX N°2
OBSERVATION MADE TO SIXTH
GRADE (A) STUDENTS FROM LAS
PALMAS JOSE AGUSTIN RUIZ
ELEMETARY SCHOOL.



UNIVERSIDAD ESPECIALIZADA DE LAS AMERICA

Facultad de Educación

Extensión Las Palmas de Veraguas

Trabajo de grado para optar por el título de Licenciada en Docencia en Inglés.

Research: Short story reading comprehension improves English regular verbs writing vocabulary by student's sixth grade Las Palmas Jose Agustin Ruiz Elementary school.

Observation at sixth grade A.from Las Palmas Jose Agustin Ruiz elementary school.

Instrument: Checklist.

Checklist

Date: _____ **Group:** _____ **Time:**

Indication: write the number of students who develop each element in the classroom.

Indicators	Always	Almost always	Some times	Few times	never
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1- The teacher uses some activity in the classroom					
2- . Students are motived using the activity in class.					
3- Students improve their writing in vocabularies with the use of Reading comprehension.					
4- When the teacher uses Reading comprehension, students improve their learning.					
5- When the teacher uses the short stories in class the students use the english dictionary.					
6- The use of Reading comprehension helps students improve their writing in vocabulary of regular verbs.					
7- With the use of short story helps students improve the writing of work and verbs.					
8- Students answer questions, while using Reading comprehension.					
9- With the use of short story as an activity to improve the English language, students have improved their pronunciation.					
10-Use of short story as a strategy used by teacher to motivate the students to read is an activity.					

<p>11-Students structure sentences using the regulars verbs</p>					
<p>12-The students in the short story can identify the regulars verbs.</p>					
<p>13-Though of the Reading comprehension the students interaction between they.</p>					
<p>14-With the use of short story to achieve the aims in the group.</p>					
<p>15-The students to like the Reading comprehension through short story.</p>					

Adviser: _____

INDEX OF TABLES

TABLE N°	Description	Pages
TABLE N°1	How much do you really like to learn English of fun way	50
Table N°2	How often does the English teacher use any activity to improve the writing of regular verbs?	51
Table N°3	How often does the English teacher use Reading comprehension as an activity to improve read ability?	52
Table N°4	How often does the English teacher use short stories in the classroom to learn the writing of regular verbs?	53
Table N°5	When you to learn regular verbs vocabulary through Reading comprehension in the classroom do you improve your English writing.	54
Table N°6	When you read short stories can you recognize the meanings of words and regulars verbs?	55
Table N°7	How often do you to use the English dictionary in class to know the meanings of Word and verbs?	56
Table N°8	How do you evaluate the short stories used by the English teacher as strategies to know the meanings of words and verbs?	57
Table N°9	How often do you like to read short stories to know meanings of regular's verbs?	58
Table N°10	When you use short stories, do you enjoy learning the meanings of new regular verbs?	59
Table N°11	How often do you like to read short stories to improve your reading ability?	60

Table N°12	How do you evaluate the importance of learning the English regulars verbs?	61
Table N°13	How do you evaluate the strategy used by the English teacher to teach writing of regulars verbs?	62
Table N°14	When the English teacher uses short stories in classroom can you read them without difficult?	63
Table N°15	When is Reading comprehension used through short story in English are the objectives achieved in the group?	64
Table N°16	The teacher uses some activity in the classroom.	65
Table N°17	Students are motivated using the activity in class.	66
Table N°18	Students improve their writing in vocabularies with the use of Reading comprehension.	67
Table N°19	When the teacher uses Reading comprehension, students improve their learning.	68
Table N°20	When the teacher uses the short stories in class the students use the English dictionary.	69
Table N°21	The use of Reading comprehension helps students improve their writing in vocabulary of regular verbs.	70
Table N°22	With the use of short story helps students improve the writing of work and verbs.	71
Graph N°23	Students answer questions , while using Reading comprehension.	72
Graph N°24	With the use of short story as an activity to improve the English language, students have improved their pronunciation.	73
Graph N°25	Use of short story as a strategy used by teacher to motivate the students to read is an activity.	74
Graph N°26	Students structure sentences using the regulars verbs	75
Graph N°27	The students in the short story can identify the regulars verbs.	76

Graph N°28	Though of the Reading comprehension the students interaction between they.	77
Graph N°29	With the use of short story to achieve the aims in the group.	78
Graph N°30	The students to like the Reading comprehension through short story.	79

INDEX OF GRAPH

Graphs N°	Description	Pages
Graph N°1	How much do you really like to learn English of fun way	50
Graph N°2	How often does the English teacher use any activity to improve the writing of regular verbs?	51
Graph N°3	How often does the English teacher use Reading comprehension as an activity to improve read ability?	52
Graph N°4	How often does the English teacher use short stories in the classroom to learn the writing of regular verbs?	53
Graph N°5	When you to learn regular verbs vocabulary through Reading comprehension in the classroom do you improve your English writing?	54
Graph N°6	When you read short stories can you recognize the meanings of words and regulars verbs?	55
Graph N°7	How often do you to use the English dictionary in class to know the meanings of Word and verbs?	56
Graph N°8	How do you evaluate the short stories used by the English teacher as strategies to know the meanings of words and verbs?	57
Graph N°9	How often do you like to read short stories to know meanings of regular's verbs?	58

Graph N°10	When you use short stories, do you enjoy learning the meanings of new regular verbs?	59
Graph N°11	How often do you like to read short stories to improve your reading ability?	60
Graph N°12	How do you evaluate the importance of learning the English regulars verbs?	61
Graph N°13	How do you evaluate the strategy used by the English teacher to teach writing of regulars verbs?	62
Graph N°14	When the English teacher uses short stories in classroom can you read them without difficult?	63
Graph N°15	When is Reading comprehension used through short story in English are the objectives achieved in the group?	64
Graph N°16	The teacher uses some activity in the classroom.	65
Graph N°17	Students are motivated using the activity in class.	66
Graph N°18	Students improve their writing in vocabularies with the use of Reading comprehension.	67
Graph N°19	When the teacher uses Reading comprehension, students improve their learning.	68
Graph N°20	When the teacher uses the short stories in class, the students use the English dictionary.	69
Graph N°21	The use of Reading comprehension helps students improve their writing in vocabulary of regular verbs.	70
Graph N°22	With the use of short story helps students improve the writing of work and verbs.	71
Graph N°23	Students answer questions , while using Reading comprehension.	72

Graph N°24	With the use of short story as a activity to improve the English language, students have improved their pronunciation.	73
Graph N°25	Use of short story as a strategy used by teacher to motivate the students to read is an activity.	74
Graph N°26	Students structure sentences using the regulars verbs	75
Graph N°27	The students in the short story can identify the regulars verbs.	76
Graph N°28	Though of the Reading comprehension the students interaction between they.	77
Graph N°29	With the use of short story to achieve the aims in the group.	78
Graph N°30	The students to like the Reading comprehension through short story.	79