**Abstract**

The use of short-story in English teaching should be aimed to encourage the students to use what they have previously learnt. The use of short story is potentially improving reading ability, because the use of short story as a media can possibly makes the students exchange the knowledge in learning process. The present classroom action investigation is basically find out by the fact that the students under study still faced problem in reading ability. A classroom research was conducted in this study in form of two cycles are Cycles I and Cycles II. The data were conducted through various sources: pre-test, using short story in treatment I, using short story treatment II, post-test, and interview. The data then were analyzed in qualitative descriptive analysis. The present classroom action study was started with administering pre-test to the subject under study. Based on the data analysis of pre-test and post-test, the average of pre-test is 30, 15 whereas for the average of post-test is 85,13. It can be seen from the results of the data analysis of post-test is higher than pre-test. These findings clearly showed that the use of short story as a teaching media in learning narrative text could improve the reading ability of the eighth grade students of SMPN 36 Bandung. The result of the present classroom action study were in line with the presented research findings, teaching reading comprehension by using short story as a media gave significant improvement. The result of observation implied that the employment of reading and the characteristics of short story gave influences to the improvement of students’ reading ability. In addition, the result from interview indicated that the students were aware of having progress in terms of comprehending the text generally. It is thus recommended for further study to minimize the challenge found in this study and to vary kinds of short story used.

**Key words: Teaching reading, short story.**