

**THE EFFECT OF USING DIRECT READING THINKING ACTIVITY
ON THE 8TH GRADE STUDENTS' READING COMPREHENSION
AT SMPN 1 GLENMORE BANYUWANGI**

UNDERGRADUATE THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
to fulfill of the requirement for the Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
Study Program of English Education



UNIVERSITAS ISLAM NEGERI
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JEMBER

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STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SHIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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UNDERGRADUATE THESIS

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Study Program of English Education

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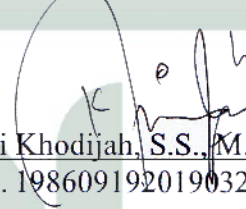
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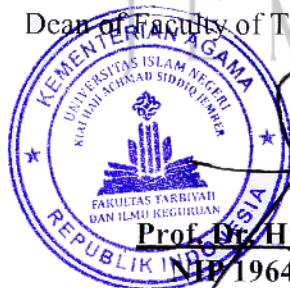
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MOTTO

أَتْلُ مَا أُوحِيَ إِلَيْكَ مِنَ الْكِتَابِ وَأَقِمِ الصَّلَاةَ إِنَّ الصَّلَاةَ تَنْهَى عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَلَذِكْرُ اللَّهِ أَكْبَرُ وَاللَّهُ يَعْلَمُ مَا
تَصْنَعُونَ

Meaning: “Read the Book (Al-Qur'an) which has been revealed to you (Muhammad) and perform prayers. Indeed, prayer prevents evil and evil (actions). And (know) remembering Allah (salat) is greater (its priority over other acts of worship). Allah knows what you do”. (Al-Ankabut 45)¹



1 Departemen Agama RI, *Al-Qur'an dan Terjemahnya*, (Jakarta: Yayasan Penerjemah AlQur'an, 2015), h. 597

DEDICATION

I proudly adjudicate this underrated thesis to some of the people who were extremely helpful in preparing it.

1. To my beloved parents Abd Rohim and Siti Nurul Asniyah who have never stopped providing support and give motivation, enthusiasm, and wisd me the best.
2. To my little brother Al Fito who always give love, support, motivation.



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Alhamdulillah robbil álamín, may praise and gratitude to Allah Subhanahu wa ta' ala for blessing, and mercy to complete this undergratuated thesis, entitled “The Effect of using Direct Reading Thingking Activity (DRTA) On students’ Reading Comprehension at the Eight Grade at SMPN 1 Glenmore” is submitted as the final requirement in accomplishing undergraduate degree at English Education Department, State Islamic University of Kiai Haji Achmad Siddiq Jember. The researcher realized that this thesis would no finish without help and guidance from the other people. Therefore, the writer would like to express her emphatic thanks and appreciation to:

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The writer fully realizes that this thesis is still far from perfect. Hence, the writer really welcomes to get any critics, opinions, and suggestions to make this paper quietly much better then. Hopefully, this research would give a positive contribution and will be beneficial not only for the writer but also for the readers and the next researchers who need this as a reference.

Jember, 15 September 2023

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ABSTRACT

Aula Izatul Lailiah, 2023: *The Effect of Using (Direct Reading Thinking Activity) on 8th Grade Students Reading Comprehension at SMPN 1 Glenmore Banyuwangi.*

Key Word: *The Direct Reading Thinking Activity, Reading Comprehension.*

Reading comprehension is a process that has its own characteristics and involves two main abilities, namely mastering the meaning of words and the ability to think about verbal concepts so that students gain new knowledge. The function of DRTA according to the Rahim is to stimulate students' memories before reading, the content of the text could be effect strategy on students' reading comprehension. DRTA focuses on student engagement with the text, as students must make predictions and prove them while reading the text.

This research was conducted in SMPN 1 Glenmore. There was one problem in this research: "Is there any significant Effect of Using Direct Reading Thinking Activity on 8th Grade Students Reading Comprehension at SMPN 1 Glenmore Banyuwangi?". This reseach aims to find out whether or not there is a significant Effect of Using Direct Reading Thinking Activity on 8th Grade Students Reading Comprehension at SMPN 1 Glenmore Banyuwangi.

This research is quantitative research. It was conducted by using Quasi Experimental research: Non-Equivalent comparison group desain. The population in this research were class VIII SMPN 1 Glenmore, which consists of 232 students. The researcher used cluster random sampling technique to select the sample and class VIII A chosen the Experimental class, which consists of 29 students, and the class VIIB chosen the control class, which consists of 29 students. The data were collected for this research were from scores of pre-test and post-test. The data analyzed using the formula of analysis of Covariance (ANCOVA) with IBM SPSS 26 version to calculate the data.

Based on the sample results and hypothesis testing, the calculated score shows Sig. $0.004 < 0.05$. It can be interpreted that H_a is accepted and H_o is rejected it was concluded that there was a significant Effect of Using Direct Reading Thinking Activity on 8th Grade Students Reading Comprehension at SMPN 1 Glenmore Banyuwangi. It means that Direct Reading Thingking Activity is effect to be applied on reading class, since it give good effect on students' reading comprehension.

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CHAPTER 1

INTRODUCTION

This chapter presents the introduction of this study. There are Research Background, Research Question, Research Objectives, Research Significance, Research Scope, Operational Definition, Research Assumption, Research Hypothesis, and Systematic Discussion.

A. Research Background

English is a compulsory subject for students from junior high school to college level. This is in accordance with the National Education System Law no. 20/2003. This condition requires English teachers to provide a good atmosphere for students to learn the language well. In learning English there are four language skills including four those of listening skills, speaking skills, reading skills, and writing skills.² Thus the four skills have a mutually supportive relationship between one another. The learning process must be carried out in a balanced and integrated manner.

Among the four language skills, reading skill require special attention at school. Reading is a basic skill that must be mastered by every student so that they can follow the whole learning process. Reading is a process carried out and used by the reader to get the message, which the writer wants to convey through the medium of words or written language.³ Through reading, explicit and implied messages be captured or understood by the

² Tarigan, H. 2008. Reading as a Language Skill. (Bandung:Ganesa.). hlm 7

³ Ibid. hlm 7

reader. As a result, it is not overstated to say that the teaching of reading needs to get a very important position because reading can access useful information, add insight, and new knowledge that further increase student intelligence so that they are better able to answer the challenges of life in the future.

Reading is the window of the world. By reading, people know many things. It is very important aspect in our life, much information and knowledge can be obtained from reading. It is supported with the Al-Qur'an surah al- Alaq verse 1-5.

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ عَلِيمًا بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿٣﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٤﴾ عَلَّمَ الْقَلَمَ ﴿٥﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمَ ﴿٦﴾

Meaning: *“Read with (mentioning) the name of your Lord who created, He created man from a clot of blood, read it, and your Lord is the most gracious, who has taught (humans) by pen, He teaches people what they do not know.”*⁴

Based on the verse of the al-Qur'an above, the command to read is so important that it is repeated twice in the first series of revelations sent down by Allah SWT, so that what we have gained after reading does not just disappear, then after someone reads it is better to write down important things related to the reading.

⁴ Departemen Agama RI, *Al-Qur'an dan Terjemahnya*, (Jakarta: Yayasan Penerjemah AlQur'an, 2015), h. 597

The verse contains the command to read. Reading is one of the intermediaries to gain knowledge. Reading comprehension and reading habits the brain will develops, also have a broad thinking attitude. This is where the importance of reading comprehension so that someone can think rationally and have broader insights and can become qualified.

To improve reading comprehension on students must have a reading strategy, namely by understanding reading comprehension which is an activity that aims to get indepth information and understanding of what is reading.⁵ In reading comprehension students can interact with written information to improve and add some information. Reading comprehension is the process of making meaning from text.⁶ To make easier for students to understand reading texts, the most important thing is the teacher's role in the teaching process, especially is choosing teaching strategies. For example, teachers provide appropriate teaching texts and do exercises as well.

To build students' critical reading, teachers can use various ways to improve students' reading comprehension. This can be done by monitoring students' reading comprehension by modeling several strategies in reading comprehension, one of the effective strategies to improve students' reading comprehension is the Direct reading thinking activity strategy.⁷ DRTA is a strategy that tries to equip readers with the ability to determine reading

⁵ Sulikhah, S., Utomo, S., & Santoso, S. (2020). The Influence of the Survey Question Read Reflect Recite Review (SQ4R) Technique and the Scheme Technique on Students' Reading Comprehension Ability in English Subjects Sd Negeri Kelas III di Kecamatan Karanganyar Demak. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 3(2), 365-385

⁶ Mulyati,yeti,dkk. *Skills in Teaching and Learning*.(Jakarta:Universitas Terbuka 2007)

⁷ Farida Rahim, *Teaching reading in elementary school* (Jakarta: Bumi Aksara, 2018) hlm. 36

goals, the ability to extract, understand, and assimilate information, the ability to make predictions for reviewing reading material based on reading objectives, the ability to pass assessments, and finally the ability to make decisions based on the information obtained from reading.⁸

The critical reading process that is more attractive to students is to use the DRTA. This strategy focuses on the involvement of students in predicting and proving their predictions when they read the text.⁹ In addition to increase reading, this strategy stimulates students to think before reading, stimulates class students' memory before reading and tests students' knowledge of an object, and trains courage in opinion with their predictions.

Rahim said that the DRTA strategy is learning where the teacher motivates students' effort and concentration by involving students intellectually and encouraging students to formulate questions and hypotheses, process information, and evaluate temporary solutions.¹⁰ Abidin Strategy DRTA is directed to achieve general goals so that students are able to involve thought processes and experiences when reading and reconstructing ideas author".¹¹

⁸ Al Odwan, T.A. The Effect of the Directed Reading Thinking Activity through Cooperative Learning on English Secondary Stage Students Reading Comprehension in Jordan.(International Journal of Humanities and Social Science. 2012). Hlm 139

⁹ Kurniawan, Otang. (2008). Increasing the Ability to Understand Fairy Tales Through the Directed Reading Thinking Activity (DRTA) Strategy in Class V of Elementary Schools. Tesis pada SPs UPI Bandung: tidak diterbitkan.

¹⁰ Farida Rahim. 2011. Teaching reading in elementary schools. Jakarta: Bumi Aksara

¹¹ Abidin, Yunus. 2012. Reading learning based on character education, Bandung: PT Refika Aditama.

DRTA can improve students' reading skills by focusing students' engagement with the text, students predicting and prove it when they read. Thus, students' understanding will increase so as to improve students' reading ability. Role teacher, namely observing children when reading, in order to diagnose and offer help when students interact with reading material.

It may be inferred that in order to increase students' reading comprehension, teachers must modify their teaching methods so that they can actively engage students in the learning process. Teaching reading comprehension at SMPN 1 Glenmore occupies a very important role compared to others, because reading can train students' cognitive abilities to master English subjects. Strategy DRTA creates activities that are used for reading comprehension skills. This program is developed based on the assumption that students can think, act patiently, investigate, use their experience and knowledge, judge facts and draw conclusions based on facts, and judge or make decisions. In addition, they are emotionally invested, have a range of interests, can learn, can generalize, and can comprehend things.

This can be seen from the problems that occurred at SMPN 1 Glenmore Banyuwangi. Based on the results of informal interviews with English teachers at SMPN 1 Glenmore Banyuwangi, it turns out that there are many factors behind the low reading comprehension ability of grade

VIII students at SMPN 1 Glenmore Banyuwangi, namely the students' low interest in reading.

In addition, reading comprehension learning is carried out by giving the task of reading texts and then working on questions that have been prepared by the teacher. The method used in learning is lecturing so that it causes students to get bored and pay less attention.

There were also several studies related to this research. The first was a research conducted by Iba Maulana, entitled “The Effect of using DRTA Strategy on Reading Comprehension of Nine grade student of MTS Ulum Kediri. Based on the results of his research, it shows that there is a significant positive relationship between reading comprehension and the DRTA Strategy for grade IX students of MTS Ulum Kediri 2021/2022 academic year. The results of the study concluded that students' reading comprehension was strongly correlated with students' DRTA strategy.¹²

To prove whether reading comprehension improves students' reading skills by using the DRTA strategy above, the authors are advised to raise the

title "The Effectf Using Direct Reading Thinking Activities on the 8th Grade Students' Reading Comprehension at SMPN 1 Glenmore Banyuwangi.

¹² Maulana, 2021. The Effect of using Directed Reading -Thinking Activity (DRTA) Strategy on Reading Comprehension of Nine grade student of MTS Ulum Kediri.

B. Research Problem

Is there any significant effect of using Direct Reading Thinking Activity on the 8th Grade students' reading comprehension at SMPN 1 Glenmore?

C. Research Objective

The objective in this study to measure whether or not there is significant effect of using Direct reading thinking activity on the 8th Grade student's reading comprehension at SMPN 1 Glenmore.

D. Research Significance

Therefore, the researcher hopes that the result of this research can provide benefits for the parties involved in the research, which are theoretically significance and practically significance.

1. Theoretical

This research is conducted to support existing theories regarding the application of DRTA and Reading Comprehension.

2. Practically

a. For Teacher

The implementation of this research can be used by teachers as a teaching guide. Teachers can use DRTA to teach reading comprehension in the classroom. In this way, the teacher does not always dominate the class during the teaching and learning process, but students can also actively participate in the on going learning.

b. For Further researcher

The researcher provides suggestions so that future researcher use this research as a reference of source of information for research processes similar to the use of DRTA for the reading comprehension process.

E. Research Scope

1. Variables

There are two variables in this research, which are the independent variable and the dependent variable, where the independent variable is The Use of DRTA and the dependent variable is Reading Comprehension.

2. Indicators

Each variable has several indicators, the indicators of the use of DRTA are the steps to implement it, namely: Predicting, Reading and Proving. Then the indicators for reading comprehension are Word Comprehension, Sentence Comprehension, Paragraph Comprehension, Text Comprehension.

F. Definition of Key Term

1. The Use of Direct Reading Thinking Activity (DRTA)

The use of DRTA students can focus on the text and predict the content of the story by proving it while reading. To find out how achievement of DRTA is several things must be considered as Predicting, Reading and Thingking, Proving.

2. Student Reading Comprehension

Reading comprehension in this research was a process of Comprehension the meaning to get information about Narrative text, including, Word Comprehension, Sentence Comprehension, Paragraph sentence, Text Comprehension.

G. Research Assumption

Through this research, the researcher assumes that:

1. The existence of the similar ability from the two classes studied (experimental class and control class) based on students' English score.
2. Based on the theory, it is the use of DRTA in understanding reading comprehension in junior high school students.to students of junior high school.

H. Research Hypothesis

Hypothesis is temporary answer of the research question. Hypothesis needs a data and evidence to prove it, so that it can be true or even false.

The hypothesis of this research is:

1. Ha: There is a significant effect of using DRTA on students reading comprehension at eight grade of junio high school.
2. Ho: There is no significant effect of using DRTA on student reading comprehension at eight grade of junio high school.

CHAPTER II

LITERATURE REVIEW

This chapter presents about literature review of this research study. It contains Previous Research and Theoretical Framework.

A. Previous Research

Iba Maulana a thesis in, entitled " The Effect of using Directed Reading -Thinking Activity Strategy on Reading Comprehension of Nine grade student of MTS Ulum Kediri "¹³. This study aims to determine the differences in reading skills understanding between grade IX students of Mts Ulum Kediri who took part in learning to read and understand an explanatory text using the DRTA strategy. This research is a quantitative research with experimental research methods. The design of this study was a pretest-posttest control group design. The population of this study were IX grade students of MTS Ulum Kediri. The researcher concluded that there was a significant difference in the ability to read and understand explanatory texts between the group who took lessons using the Directed Reading - Thinking Activity strategy and the group that followed the learning using conventional strategies in class IX students of MTS Ulum Kediri This means that the Directed Reading Thinking Activitystrategy is Reading Comprehension.

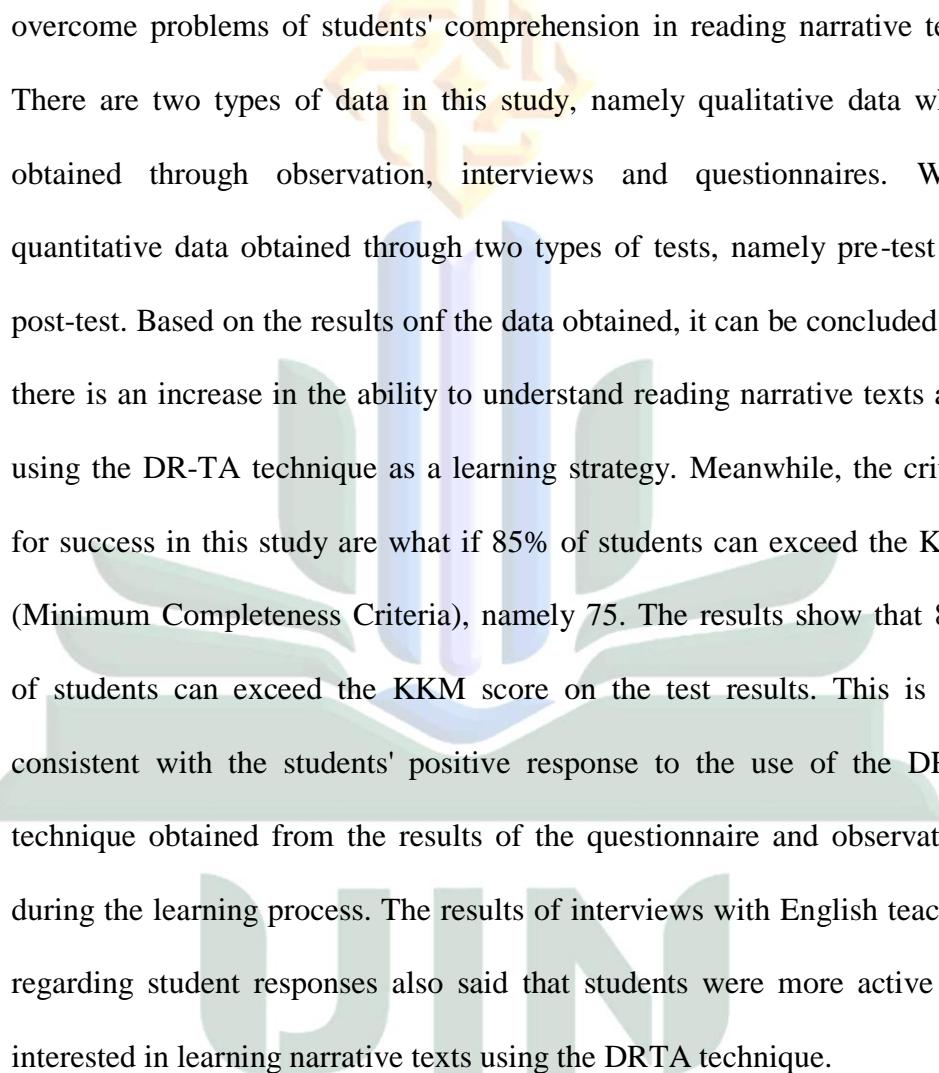
¹³ Maulana, 2021, The effect of using directed reading-thinking activity (DRTA) Strategy on reading comprehension of nine grade student of MTS Ulum Kediri.

Another study by Nurazijah, entitled “The effectiveness of Directed Reading Thinking Strategy on Students’ Reading Comprehension which was observed and analyzed from students of eleventh grade at SMA Cerdas Murni”.¹⁴ The method applied in this research was the quantitative method with the experimental research design. The population of this study was the students of SMA Cerdas Murni. This study was conducted with two groups namely experimental group (32 students) and control group (32 students). Then the researcher taught in the experimental class by using DRTA Method and in control class without using DRTA Method. After treatment, the researcher gave the post-test to both classes. The scores of pre-test and post-test were collected from written test, then, it was analyzed by using SPSS V20. In others words, the use of DRTA Method in teaching narrative text give effect in improving toward the students’ ability in writing narrative text.

The latest research is taken from the thesis Anisa Fitria, entitle “Fostering Students' Reading Comprehension of Narrative Text Through Directed Read-Thinking Activity Tecnique at The X Grade at MA Al-Awwabin" This research aims to improve students' reading comprehension skills in narrative texts by using the DR-TA technique. This study used Classroom Action Research (CAR).¹⁵ This method is to identify and

¹⁴ Nuraziyah, 2019, the effectiveness of directed reading thingking acivity (DRTA) strategy on student reading comprehension which was observed and analyzed from students of eleventh grade at SMA cerdas Murni.

¹⁵ Anisa Fitria, 2020, Fostering Students' Reading Comprehension of Narrative Text Through Directed Read-Thinking Activity (DR-TA) Tecnique at The X Grade at MA Al-Awwabin" This



overcome problems of students' comprehension in reading narrative texts. There are two types of data in this study, namely qualitative data which obtained through observation, interviews and questionnaires. While quantitative data obtained through two types of tests, namely pre-test and post-test. Based on the results on the data obtained, it can be concluded that there is an increase in the ability to understand reading narrative texts after using the DR-TA technique as a learning strategy. Meanwhile, the criteria for success in this study are what if 85% of students can exceed the KKM (Minimum Completeness Criteria), namely 75. The results show that 85% of students can exceed the KKM score on the test results. This is also consistent with the students' positive response to the use of the DRTA technique obtained from the results of the questionnaire and observations during the learning process. The results of interviews with English teachers regarding student responses also said that students were more active and interested in learning narrative texts using the DRTA technique.

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research aims to improve students' reading comprehension skills in narrative texts by using the DR-TA technique. This study used Classroom Action Research (CAR).¹⁵

Table 2.1
Similarities and Difference of Previous Research

| No | Research Tittle | Similarities | Differences |
|----|--|---|---|
| 1 | 2 | 3 | 4 |
| 1. | <i>Thesis by Iba Maulana (2021) entitled " The Effect of using Directed Reading - Thinking Activity (DRTA) Strategy on Reading Comprehension of Nine grade student of MTS Ulum Kediri"</i> | The Previous research and current research use cluster random sampling to select students | The previous study applied Recount text, while this current study applied narrative text. |
| 2. | <i>Thesis by Nurazijah (2019), entitled "The effectiveness of The Effect of Directed Reading Thinking Activity (DRTA) Strategy on Students' Reading Comprehension which was observed and analyzed from students of eleventh grade at SMA Cerdas Murni"</i> | The Previous research and current research use quantitative method with experimental research | The previous study focus to improving writing narrative text, While this current focus to improving reading comprehension |
| 3. | <i>Thesis by Aniisa Fitria (2020), entitled "Fostering Students' Reading Comprehension of Narrative Text Through Directed Reading-Thinking Activity (DR-TA) at The X Grade at MA</i> | The Previous research and current research use DRTA on Reading Comprehension. | Previous research used classroom action research (CAR) while this research used Quantitative Experiment. |

| No | Research Tittle | Similarities | Differences |
|----|--|---|--|
| 1 | 2 | 3 | 4 |
| | <i>Al-Awwabin"</i> | | |
| 4. | Thesis by Windy Ardini Utami Harahap (2023), entitled " <i>The Influence Of Directed Reading Thinking Activity Strategies (Drta) On The Reading Skills Of Class Iii Students Mis Aisyiyah Wil. Sumut</i> " | The Previous research and current research use DRTA to increase student interest. | The Previous research focused on class IV elementary school, while this research only focused on class eight junior high school. |
| 5. | Thesis by Fiorentina BR Ginting (2020), entitle " <i>The Influence Of Directed Reading Thinking Activity Strategies (Drta) Used By Image Media On Capability Reading Comprehension Class X At Smp Negeri 28 Bandar Lampung</i> " | The Previous research and current research use quantitative method with experimental research | The Previous research focused on reading skills, while this research only focuses on reading comprehension. |

The conclusion from previous studies related to the above is that many studies have examined the use of DRTA to improve reading comprehension. Previous studies have explained that DRTA has many advantages in reading comprehension. The similarity of this research with the previous research

above is DRTA on Reading Comprehension. However, previous research used classroom action research while this study used quantitative. Apart from that, the location of this research is different from the location of previous research, and previous research used Recount text material in applying reading comprehension. While in this study the researcher used narrative text material.

B. Theoretical Framework

1. Definition of Reading

Reading is something that is needed for humans who want to progress. A person can get a variety of useful information for life, one of which is reading is the Information window.¹⁶ Reading is an appreciative skill complicated, and complex. That being said, due to various interrelated factor relate and coordinate in support of understanding reading in this process involved aspects of thinking such as remembering, understand, compare, differentiate, analyze, and organize that work together to capture meaning contained in the discourse as a whole and comprehensive.

Reading is a process that is carried out and used by the reader to get the message, which is about to be conveyed by researchers through the medium of words or written language.¹⁷ A process that demands that the

¹⁶ Nurhadi. (2005). *Bagaimana Meningkatkan Kemampuan Membaca: Suatu Teknik Memahami Literature yang Efisien*. Bandung: Sinar Baru Algesindo

¹⁷ Grabe W., & Stroller, F.L. (2013). *Teaching and Researching Reading*. New York: McGraw Hill Limited.

group of words that constitute a unit will be involved at a glance, and so that the meaning of individual words will be known. Thus reading is actually a process of extracting information from a text.

2. Reading Comprehension

Reading comprehension is reading a text with full understanding draws on the reader's background experience, general knowledge, vocabulary, syntactical awareness and word identification skills.¹⁸ Reading comprehension refers to reading for meaning understanding and entertaining. While reading process, a reader will use some skill to comprehend the text. in this case, read a text is not only to concept the meaning and to get the information but also, to entertain the reader.

Reading is an activity using brain to receive and manage information sent by eyes. Reading is an exercise dominated by eyes to get some information or idea of the text. It means that people use their eyes to receive messages and the brain has to work out the significance of these messages.¹⁹ Reading is one of basic language skills which has a great roles in teaching learning process.²⁰ Reading is an active process.

reading is an active skill that involves some activities, like: guessing, predicting, checking and asking oneself question.

¹⁸ Westwood. Peter. 2008. What Teachers Need to Know about Reading and Writing Difficulties. Victoria. ACER Press

¹⁹ Harmer, J. 1983. How to Teach English. An Introduction to the Practice of English Language Teaching. Edinburg: Addison Wesley Longman LTD

²⁰ Grellet, F. 1996. Developing Reading Skill: A Practice Guide to Reading Comprehension Exercises. Cambridge : Cambridge University Press

Thus, reading needs comprehension that the reader does not only read what he or she is looking for but they must comprehend the text to understand the content of the text. It means that reading is an activity process which needs our comprehension to get the meaning of the text. Reading comprehension covers some indicators that the students should achieve in order to improve their reading comprehension skill. Henning, comprehension deals with word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.²¹

a. Word Comprehension

Word Comprehension is important while reading because the students cannot get the meaning and understand the whole text if they cannot recognize the words in the text.²² It is basically important in reading comprehension to understand word meaning, because it is impossible for the students to comprehend the text without understanding the meaning of words. It means that to understand a reading text successfully, the students should know the meaning of the words in the text

b. Sentence Comprehension

Sentence is a group of words that has three things namely a subject, a verb, and a complement.²³ Students should comprehend the meaning of the word in the sentence first before comprehend the

²¹ Henning, Increase reading, 2008, 67

²² Burns, P.C., B.D. Roe and P. Ross. 1984. Teaching Reading in Today's Elementary School. Boston: Houghton Mifflin Company.

²³ Wong, L. 1999. Essential Writing Skills. New York: Houghton Mifflin Company.

reading text. Comprehension a sentence means the readers did not only understand the individual words, but also the whole meaning of the sentence.

c. Paragraph Comprehension

Paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea.²⁴ It means that a paragraph contains related sentences in which refer to the general idea or main idea of the paragraph. Paragraph comprehension is an important thing in reading, it refers to understanding words and sentence in paragraph. There are three major structural parts they are: topic sentence, supporting sentence, and concluding sentence.

d. Text Comprehension

Reading is not just the process to reading words but also knowing about the content of the text is the purpose of reading comprehension.²⁵ One of the main reasons for reading is to find out something or to do something with the information we get. The reader must do to get the goal of reading is by recognizing or understanding the part of the text.²⁶ a whole text consist of words, sentences, and paragraphs. It can be said that the readers have to understand the whole parts of the text such as words, sentences, and paragraphs to comprehend a written text.

²⁴ oshima, a. and hogue, a. 1998. writing academic english (third edition). new york: addison wesley longman

²⁵ Grellet, F. 1996. Developing Reading Skill: A Practice Guide to Reading Comprehension Exercises. Cambridge: Cambridge University Press

²⁶ Mc Whorter. academic guidebook. 2005. 45

3. Genre of text narrative

a. Definition narrative

Narrative text as a story tells or describes an action in the past time clearly. In addition, narrative text is a type of text that is purposed to amuse and to deal with actual and various experience in different ways, narrative text also deals with problematic events which lead to a crisis or turning points of kind, which in turn find a resolution.²⁷

Based on the definition above narrative text is a description of a series of events, either real or imaginary, that is written or told in order to entertain people. This type of text structurally organizes the action, thought, and interactions of its characters into pattern of plot.

b. Narrative types

Narratives can be divided into suggestive narratives and expository narratives. reveals that, narrative based on its goals and objectives can be divided into 2 types, as bellow²⁸.

1) Expository narrative

Expository narrative aims to arouse the minds of the readers to know what is being told. The main target of expository narration is ratio, which is in the form of expanding the knowledge of the readers after reading the story. As a form of narrative composition, expository narrative questions the stages of events, the series of

²⁷ Hazel Paul. Narrative: An Introduction Swansea Institute of Higher Education (2007)

²⁸ Gorys Keraf. (2010). Argumentasi dan Narasi. Jakarta : Gramedia Putaka Utama

actions to the reader. The sequence of events or events presented intends to convey information to broaden the reader's knowledge.

Expository narrative can be specific or specific and can also be generalizations. Expository narratives that are generalizing in nature are narratives that convey a general process, which can be done by anyone, and can also be done repeatedly. A special narrative is a narrative that tries to tell a unique event that only happened once. A typical event is an event that cannot be repeated, because it is an experience or event at a certain time.

2) Suggestive Narrative

Suggestive narrative is a series of events presented in such a way as to stimulate the imagination of the readers. The reader draws a new meaning beyond what is expressed explicitly. Something explicit is something that is written about the subject or object that moves and acts, while the new meaning is the meaning implied. All objects are described as a series of movements, the lives of the characters are described in a dynamic movement, how life changes from time to time. The new meaning will be clearly understood after the narration is read, because it is implied in the whole narration.

4. Teaching Strategy Reading Comprehension

Strategy is the science of utilizing all the resources that are owned or that can be mobilized to achieve predetermined goals. In reading

theory, several reading strategies are known.²⁹ Reading strategies describe how readers process reading so that they gain reading comprehension. Directed Reading Activity Strategy according to Eanes the DRTA strategy is a thinking framework for planning reading learning in a subject that emphasizes reading as a teaching medium and literacy as a learning tool.³⁰ The Directed Reading Thinking Activity strategy focuses student engagement with the text, because students must make predictions and prove them as they read the text. states that the DRTA strategy is directed at achieving general goals so that students are able to engage in active thinking processes. From several reading comprehension learning strategies, the researcher chose the DRTA strategy to carry out this research. The DRTA strategy was chosen because this strategy can improve students' reading skills by focusing students' involvement with the text, students predict and prove it when they read.

5. DRTA Strategy

a. DRTA Strategy

The DRTA is to train students to concentrate and think hard in order to understand the contents of the reading seriously. DRTA which is used for critical thinking skills. This program is developed based on the assumption that children can: think, act consciously,

²⁹ Abidin, 2012. Reading learning based on character education. 45

³⁰ Eanes, 1997, increase reading power. 35

investigate, use experience and knowledge, assess facts and draw conclusions based on facts, and judge or make a decision.³¹

In addition, they are emotionally involved, have various interests, are able to learn, can make generalizations, and are able to understand things. The DRTA strategy, or Reading and Thinking Directly, focuses students' engagement with the text, because students predict and prove it when they reading.³²

b. Stages of DRTA

DRTA strategy emphasizes thinking activities while reading. Students are trained to examine, make hypotheses, find evidence, and make decisions based on experience and knowledge.

DRTA strategy according to emphasizes the importance of using predictions during pre-reading to increase students' control over their understanding during lesson time.³³

Stauffer explains the strategy DRTA has three stages of activities, namely: (Predicting), (Reading), and (Proving) which involves the interaction of students and teachers to the text as a whole.

The following is an explanation n of the steps for the DRTA.³⁴

1) Predicting

In the first step, the teacher prepares students to read and helps them think about what they will read before starting the

³¹ Rahim, Farida. (2008). *Studying reading in the elementary school*. Jakarta : PT.Bumi Angsara.hal 47

³² Rahim. 2008. Teaching reading in elementary schools. 51

³³ Stauffer. How to do media and cucutal studies.2006, 84

³⁴ Rahim. 2008. Teaching reading in elementary schools. 51

lesson. Students learn to predict what they will read based on clues provided in the text, such as pictures, bold text in sections of text by skimming. Students learn to ask questions about what they will read and to set predictions before reading begins.³⁵ During this step, the teacher's role is to activate both by asking students about their predictions. This is a time to guess, anticipate and hypothesize.

2) Reading

The next step is reading. The students were asked to read the text silently to verify the accuracy of their predictions. Some of their predictions will be rejected and some will be accepted upon further reading.³⁶ There are no right or wrong predictions, only some predictions are judged to be less accurate than others.

3) Proving

During this step, students reread the text so they can verify their predictions. Students verify the accuracy of their predictions by finding statements in the text and reading them orally in class.

The teacher functions as a guide, filter, and deepens the reading or thinking process.³⁷ This step has been built on the previous stages, where students make predictions and read to find evidence. In this step, students will confirm or revise their predictions.

³⁵ Farida. 2011, Teaching reading , 49

³⁶ Abdul majid. 2013, Learning Strategy.5

³⁷ Farida. 2011, pengajaran membaca, 49

6. Advantages and disadvantages of the DRTA strategy

a. Advantages of DRTA

- a. DRTA is a comprehension activity that predicts the story so that it helps students get an overall picture of the material they have read.
- b. DRTA can attract students' interest in learning, especially reading stories.
- c. DRTA shows students that learning is not just about studying but also preparing for the next life.
- d. DRTA can be used in several subjects, both in content and teaching procedures.

b. Weaknesses of DRTA

1. The DRTA strategy requires a lot of time if you are unable to manage the class efficiently.
2. This strategy requires teachers to have extensive knowledge.

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J E M B E R

CHAPTER III

RESEARCH METHODS

This chapter presents the methods applied in this study. It covers Research Approach and Type, Population and Sample, Data Collection, and Data Analysis.

A. Approach and Research Design

In this research, the researcher used experimental quantitative because the researcher wanted to know the cause-and-effect of an experiment that the researcher do. In simple terms, researchers want to know whether a treatment can use as a cause or a factor in individual change. The design of this research do a Quasi-Experimental type with a Non-equivalent Group design in which the researcher is to determine whether or not there is a significant the effect of using Direct Reading Thinking Activity on the 8th Grade students' Reading comprehension at SMPN 1 Glenmore Banyuwangi.

In this research, the researchers use two groups, namely the experimental group and the control group, where the experimental group was the group that is treated using a DRTA, while the control group was the group that is given reading comprehension. The research design can be presented as follow:

Table 3.1
The Research Design

| GROUP | Pre-Test Measure | Treatment | Post-Test Measure |
|--------------------|-------------------------|------------------|--------------------------|
| Experimental Group | O ₁ | X ₁ | O ₂ |
| Control Group | O ₁ | X ₂ | O ₂ |

O¹: Pre-Test

X²: Small Dissucion

X²: DRTA

O²: Post-test

B. Population and Sample

The population in this study was class VIII students at SMPN 1 Glenmore, totaling 232 students. Of the seven classes, the researcher asked three classes as part of the research, then the teacher gave classes VIIIA, B and C. The researcher used a system of shuffling the paper containing class A, B and C writing, those who came out first would be used as experimental classes, those who came out second would be used as control class for the last try out class. Researchers used cluster random sampling techniques to select samples and class VIII A as the Experiment class with 29 students, and class VIII B as the Control class with 29 students.

Table 3.2
Number of Students' VIII SMPN 1 Glenmore

| Class | Number of Students' |
|---------------|----------------------------|
| VIII A | 29 |
| VIII B | 29 |
| VIII C | 29 |
| VIII D | 29 |

| | |
|---------------|------------|
| VIII E | 29 |
| VIII F | 29 |
| VIII G | 29 |
| Amount | 232 |

C. Research Instrument and Data Collection Method

The English Reading Test was applied as research instrument. The test was implemented for pretest before treatment, and posttest after treatment. The test is was given to both the experimental group and the control rroup. The assessment of the reading test is based on several criteria including word comprehension, sentence comprehension, paragraph comprehension, text comprehension. The research used the following procedures:

1. Pre-Test

Pre-test is a test given to students before receiving treatment. The pre-test and post-test questions have the same grid but different questions. When conducting the pre-test the researcher gave instructions to students VIII C in taking the test. The type of pre-test questions is multiple choice questions and consists of 20 questions. Each student has 40 minutes to do the trial. implementation time is 27th February 2023 at 08.00.

2. Post Test

Pro-test is a test given to students after receiving treatment. When conducting the post-test the researcher gave instructions to VIII C students in taking the test.

The post-test question type is multiple choice questions and consists of 20 questions. Each student has 40 minutes to do the trial. The implementation time is 27th February at 11.00. The reason the researcher took class VIII C as a test class was because on 2th February 2023 at 08.30 the English teacher said that the way of thinking of students in class VIII C was the same as Class VIII A-B, so the researcher took class VIII C as a test class. , while class VIII A&B is the treatment class.

A good instrument must have a standard of validity and reliability. Therefore, researchers must ensure that the instrument is valid and reliable. To find out, the researchers tested the validity and reliability of the instrument.

a. Validity Test

The researcher uses a kind of content validity. The instrument should contain a representative sample of the course. To confirm the instrument valid, it will be given to an English lecturer who expert in reading as the validator to examine the relation between the instrument and syllabus including basic competence, indicator, and course objective. The instrument is valid if it fits the requirement of the curriculum. The instrument for validator is written in appendix 3.

The Result of Validity test is as follow:

| Dat/Date | Activity |
|-----------------------------|--|
| Monday, 20 February 2023 | The researcher met the expert to examine a set of test instrument, including blue print, test instrument, scoring rubric, and lesson plan. |

| | |
|-------------------------------|---|
| Tuesday, 21 February 2023 | The expert gave a note to be revised. It consist of: 1. There are two texts that should be revised/changed do the lefel difficulty 2. There are score incorrect grammar, just revise them |
| Wenesday, 22 February 2023 | The expert confirmed that the test instrument was valid. |

b. Reliability Test

In this research, to know the reliability of the test, the researcher conducted a try out on VIII C grade students of junior high school. This method used that the researcher conducted trials on VIII C grade students namely the researcher and the English teacher. A place to test the instrument in the class. The formula used is Cronbach's Alpha by spss 26 version to determine the reliabilty of the instrument. It can be done based on several criteria, namely.³⁸

Table 3.3
Category of Reliability

| Value | Category |
|----------|------------------------------|
| >0.90 | Very highly reliable |
| 0.80-090 | Highly reliable |
| 0.70-079 | Reliable |
| 0.60-069 | Minimally reliable |
| <0.60 | Unacceptably low reliability |

1. Pre-test Tryout

On Tuesday, 28 February 2023 the researchers conducted a pre-test at 9.30 am. The scores of Tryout can be seen in appendix 3.

the result of SPSS output was: Result

³⁸ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education* 8th Edition, (New York: Routledge, 2018), 774.

Table 3.4

| Reliability Statistics | |
|-------------------------------|------------|
| Cronbach's Alpha ^a | N of Items |
| .614 | 20 |

Based on the SPSS output above, Cronbach's Alpha value was 0.614. It can be concluded that the instrument was reliable.

2. Post-test

On Tuesday, 28 February 2023 the researchers conducted a post-test at 12.30 am. The scores of Tryout can be seen in Appendix 4 . the result of SPSS output was:

Table 3.5

| Reliability Statistics | |
|-------------------------------|------------|
| Cronbach's Alpha ^a | N of Items |
| .811 | 20 |

Based on the SPSS output above, Cronbach's Alpha value was 0.811. It can be concluded that the instrument was reliable.

3. Practicality test.

In this study, to decide whether the test is practical or not, the researcher will observe the students doing the try out. The researcher will use an observation sheet consisting of student responses to instructions, student responses to questions, estimates

of student time allocation, and student enthusiasm. Before the observation sheet is used, it is first given to expert judgment.

a) Pre-test

The pre-test can be said to be practical if students do it easily without difficulty. Instructions and questions do not confuse students and allocate the right time for students.

Observation results when students do try out no students ask about instructions. Of the 28 students, only four students submitted questions number 5,6,9 and 20. It can be concluded that the instructions and questions did not make students confused and easy to understand. For time allocation 40 minutes, all students completed the test on time and all students enthusiastically took the test. As a result, the score of each aspect is 3 points. This shows that the test is practical for students. Practical results can be seen in the attachment.

b) Post test

The pre-test can be said to be practical if students do it easily without difficulty. Instructions and questions do not confuse students and allocate the right time for students.

Observation results when students do try out no students ask about instructions. Of the 28 students, only four students submitted questions number 6,10,16 and 18. It can be concluded that the instructions and questions did not make

students confused and easy to understand. For time allocation 40 minutes, all students completed the test on time and all students enthusiastically took the test. as a result, the score of each aspect is 3 points. This shows that the test is practical for students. Practical results can be seen in the attachment.

D. Data Analysis

In this research, the researcher uses Analysis of Covariance (ANCOVA) to test the significant effect of using DRTA on Reading Comprehension. Before analyzing the data using Ancova, the researcher first analyzed the normality and homogeneity of the population.

a) Normality

The researcher analyzed the data of normality and homogeneity test by using Kolmogrov Smirnov technique with SPSS. For normality test, the data will be normally distributed if the probability sig. > 0.05, if the probability sig. < 0.05 data is abnormally distributed. Meanwhile, as the analysis for homogeneity test: sig. > 0.05 means the data is homogeneous, sig. < 0.05 means the data is not homogeneous.³⁹ The statistical hypothesis used:

b) Homogeneity

The researcher firstly conducts normality and homogeneity test to students of experimental and control class. The researcher adopts standardized English test. Homogeneity test aim to ensure that the

³⁹ Yulingga, Nanda hanif, and Wasis Himawanto, Strategy education, Sleman: DEEPUBLISH Group, 2017, 67

samples are equal and similar. It is also to know the description about students' condition in the class, whether they are homogeneous or heterogeneous.

c) ANCOVA (Analysis of Covariance)

To analyze the data in this research, the researcher uses the analysis of covariance (ANCOVA) because the researcher aimed to compare the scores of the pre-test and post-test⁴⁰ and to find out whether the use Using DRTA on students' reading comprehension. In this research, to test the (ANCOVA) researcher uses SPSS. The researcher uses .05 as the significance level and there will be two possibilities of the statistical decision, as follow:

1. If the probability value $\leq .05$, H_0 is rejected and H_a is accepted. It means there are any significant differences of the mean score between experimental and control class.⁴¹ The result of this research will show that there is a significant effect of using DRTA on students reading comprehension.
2. If the probability value $> .05$, H_a is rejected and H_0 is accepted. It means there are no significant difference of the mean score between experimental and control class.⁴² The result of this research will show that there is no significant effect of using DRTA on students reading comprehension.

⁴⁰ Oakes, J Michael, and Henry A. Feldman, "Statistical Power for Non-Equivalent PretestPosttest Designs", New England Research Institute,

⁴¹ Johnson and Christensen, 739.

⁴² Johnson and Christensen, 739.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

This chapter contains Conclusion and Suggestion of the research study. Conclusion summarizes all discussion of this research that has been discussed in the previous chapters, while suggestion is from the researcher which refers to research finding, discussion, and conclusion of this research study.

A. Data Description

The Researchers conducted this research at SMPN 1 GLENMORE, where researchers used two classes, namely the control class and experimental class. The Experimental Class consists of 28 students, while the the control class consisted of 28 students. In these two classes, the researcher gave reading test is in the form of a pre-test and post-test, in which the pre-test was conducted before both classes received treatment, while the post-test was carried out carried out after both classes received treatment. However, researchers give different treatment to the two classes.

In the experimental class, the researcher provided treatment through the use of DRTA, while the control class were treated with small group discussions.

Table 4.1
Activities Treatment

| Day, Date | Activities | Description | |
|--|---------------------|--|---|
| | | Experimental | Control |
| Wednesday, 29 th March 2023 | Pretest | <p>The experimental class is held at 07.30 – 08.30.</p> <ul style="list-style-type: none"> - The researcher asked students to work on multiple choice questions that had been distributed by the researcher - Each student has 40 minutes to work on multiple choice questions | <p>The control class is held at 09.30 – 10.30</p> <ul style="list-style-type: none"> - The researcher asked students to work on multiple choice questions that had been distributed by the researcher. - Each student has 40 minutes to work on multiple choice questions |
| Thursday, 30 th March 2023 | The first Treatment | <p>The Experimental class held at 07.30-08.30.</p> <ul style="list-style-type: none"> - The researcher explained the question instructions clearly to the students - The researcher distributed the text Animal (Lion) to all students - Students are asked to predict what they will read in the text - After predicting the text students are asked to read Animal (Lion) to see if their predictions are accurate - Students reread the text so they can verify their predictions. - Students are asked to thinking about whether predictions before reading are the same as after students | <p>The control class is held at 09.30-10.30.</p> <ul style="list-style-type: none"> - The researcher explains the question instructions clearly to students - Researchers divided into 5 small groups - Researchers distributed story text sheets to several groups. - The researcher asked all groups to read the text that had been distributed, then they were asked to indicate the main character, place, content. - Students are asked to answer what they have discussed. |

| Day, Date | Activities | Description | |
|--------------------------------------|----------------------|---|---|
| | | Experimental | Control |
| | | <p>read.</p> <ul style="list-style-type: none"> - students proving whether the accuracy of the text is the same as what they predicting <p>They can verify their predictions.</p> | |
| Saturday, 1 st April 2023 | The second Treatment | <p>The Experimental class held at 07.30-08.30.</p> <ul style="list-style-type: none"> - The researcher explained the question instructions clearly to the students - The researcher distributed the text Animal (Lion) to all students - Students are asked to predict what they will read in the text - After predicting the text students are asked to read Animal (Lion) to see if their predictions are accurate - Students reread the text so they can verify their predictions. - Students are asked to thinking about whether predictions before reading are the same as after students read. - students proving whether the accuracy of the text is the same as what they predicting <p>They can verify their predictions.</p> | <p>The control class is held at 10.30-11.30.</p> <ul style="list-style-type: none"> - The researcher explained the question instructions clearly to students. - Researchers divided into 5 small groups. - Researchers distributed The Donkey of Guizhou text sheets to several groups. - The researcher asked all groups to read the text that had been distributed, then asked to indicate the main character, place, content. - Students are asked to answer what has been discussed. |

| Day, Date | Activities | Description | |
|---|---------------------|---|--|
| | | Experimental | Control |
| Tuesday, 4 th April 2023 | The Third Treatment | <p>The Experimental class held at 07.30-08.30.</p> <ul style="list-style-type: none"> - The researcher explained the question instructions clearly to the students - The researcher distributed the text Animal (Lion) to all students - Students are asked to predict what they will read in the text - After predicting the text students are asked to read Animal (Lion) to see if their predictions are accurate - Students reread the text so they can verify their predictions. - Students are asked to thinking about whether predictions before reading are the same as after students read. - students proving whether the accuracy of the text is the same as what they predicting <p>They can verify their predictions.</p> | <p>The control class is held at 09.30 – 10.30.</p> <ul style="list-style-type: none"> - The researcher explained the question instructions clearly to students. - Researchers divided into 5 small groups. - Researchers distributed The Lion And Mouse text sheets to several groups. - The researcher asked all groups to read the text that had been distributed, then asked to indicate the main character, place, content. - Students are asked to answer what has been discussed. |
| Wenesday, 5 th April 2023 | Posttest | <p>The experimental class is held at 07.30 – 08.30.</p> <ul style="list-style-type: none"> - The researcher asked students to work on multiple choice questions that had been distributed by the researcher | <p>The control class is held at 09.30 – 10.30</p> <ul style="list-style-type: none"> - The researcher asked students to work on multiple choice questions that had been distributed by the researcher |

| Day, Date | Activities | Description | |
|-----------|------------|--|--|
| | | Experimental | Control |
| | | - Each student has 40 minutes to work on multiple choice questions | - Each student has 40 minutes to work on multiple choice questions |

B. Data Presentation

In this section the researcher will describe the data obtained Students' reading comprehension before and after teaching using of Using DRTA for the Experimental Group predicts narrative text for the small Control group. The data presented consists of the results of the pre-test and post-test scores between the Experimental Group and the Control Group.

1. The Data of Pre-Test and Post-test Score of Experimental Class and Pre-Test and Post-Test Score of Control Class.

In this section, the researcher presents pre-test and post-test data in Class VIIIA as the Experiment Class and Class VIII B as the control class. The class consists of 29 students per class, so the total of these 2 classes is 58 and the students' Reading Comprehension scores in the Experimental Class pre-test and post-test, control class pre-test and post-test are as follows:

Table 4.2
The Scoring of the Pre-Test and Post-Test in the Experimental Class and Control Class.

| Experimental Class | | | Control Class | |
|--------------------|----------|-----------|---------------|-----------|
| No | Pre-Test | Post-test | Pre-Test | Post-Test |

| | | | | |
|----------------------|-------|-------|-------|-------|
| 1. | 55 | 80 | 50 | 80 |
| 2. | 60 | 60 | 55 | 70 |
| 3. | 65 | 80 | 65 | 75 |
| 4. | 55 | 75 | 55 | 70 |
| 5. | 70 | 75 | 60 | 75 |
| 6. | 60 | 70 | 60 | 70 |
| 7. | 45 | 75 | 45 | 70 |
| 8. | 75 | 85 | 70 | 65 |
| 9. | 80 | 95 | 75 | 75 |
| 10. | 75 | 85 | 70 | 80 |
| 11. | 60 | 75 | 55 | 85 |
| 12. | 55 | 85 | 60 | 75 |
| 13. | 40 | 75 | 45 | 70 |
| 14. | 75 | 85 | 40 | 65 |
| 15. | 80 | 95 | 65 | 70 |
| 16. | 75 | 80 | 75 | 75 |
| 17. | 70 | 75 | 75 | 80 |
| 18. | 50 | 65 | 55 | 85 |
| 19. | 45 | 60 | 50 | 80 |
| 20. | 55 | 75 | 55 | 70 |
| 21. | 75 | 80 | 65 | 75 |
| 22. | 60 | 75 | 55 | 70 |
| 23. | 55 | 70 | 65 | 75 |
| 24. | 65 | 75 | 60 | 75 |
| 25. | 70 | 75 | 75 | 70 |
| 26. | 60 | 85 | 55 | 75 |
| 27. | 45 | 70 | 50 | 70 |
| 28. | 50 | 65 | 45 | 65 |
| 29. | 60 | 75 | 60 | 70 |
| Average Score | 61,55 | 76,55 | 58,96 | 73,44 |

It can be seen table above, the highest score for experimental pre-test class was 80, and the lowest score for experimental pre-tes was 40. The highest score experimental post-test class was 95, and the lowest score for experimental post-test class was 60. The highest score for control pre-test was 75, and the lowest for control pre-test was 40. The highest score for control post-test class was 80, and the lowest post-test was 65. The Everage score Experimental pre-test class was 61,55, and the everage

score experimental post-test was 76,55. The average score control pre-test class was 58,96, and the average score control post-test was 73,44. It can be seen that students in experimental class and control class still have a reliable achievement.

C. Analysis and Hypothesis Testing

1. Analysis

The researcher took data from two classes, namely the experimental class and the control class, before comparing the values of the Experimental Class and the Control Class the researcher conducted a normality test and homogeneity test. Researchers conducted a Normality Test to analyze whether the data from the two classes were normally distributed or not. Researchers conducted a normality test with SPSS 26 with the following results:

Table 4.3
The Normality Test⁴³

| Tests of Normality | | | | | | | |
|---------------------------------------|------------------------|---------------------------------|----|------|--------------|----|------|
| | Kelas | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Nilai Hasil Tes Reading Comprehension | Pre-test Experimental | .141 | 29 | .149 | .950 | 29 | .178 |
| | Post-Test Experimental | .175 | 29 | .023 | .946 | 29 | .144 |
| | Pre-Test Control | .139 | 29 | .159 | .950 | 29 | .185 |
| | Post-Test Control | .183 | 29 | .014 | .906 | 29 | .016 |
| | | | | | | | |

a. Lilliefors Significance Correction

The Data can be said to be normally distributed if Sig > 0.05, and not normally distributed if Sig < 0.05. Based on the data collected, it shows that the pre-test sig values in the Experimental and Control

⁴³ IBM SPSS 26 Version

Classes are 0.149 and 0.159, meaning that the pre-test data in both classes are normally distributed. Meanwhile, the post-test results in the Experimental and Control classes show sig values of 0.159 and 0, respectively. 14, meaning that the post-test data in both classes is normally distributed.

Next the Homogeneity Test. The researcher conducted the Homogeneity Test with IBM SPSS 26 with the following result:

Table 4.4
The Homogeneity of Variance⁴⁴

| Test of Homogeneity of Variances | | | | | |
|---------------------------------------|--------------------------------------|-----------|-----|--------|------|
| | | Levene | | | |
| | | Statistic | df1 | df2 | Sig. |
| Nilai Hasil Tes Reading Comprehension | Based on Mean | 2.855 | 3 | 105 | .040 |
| | Based on Median | 2.638 | 3 | 105 | .053 |
| | Based on Median and with adjusted df | 2.638 | 3 | 95.530 | .054 |
| | Based on trimmed mean | 2.873 | 3 | 105 | .040 |

The figure above showed the significant value on the post-test of the Experimental and Control class $0.40 > 0.05$. It can be interpreted that the data was homogenous.

2. Analyzing Testing

Analyzing the data collected was done to find out the comparison between the experimental and the control Class as the hypothesis testing. The comparison of the value was seen from the data obtained through the pre-test and post-test. The researcher used the formula of Analysis of Covariance (Ancova) to value compared between two classes was

⁴⁴ IBM SPSS 26 Version

Experimental and Control Class. ANCOVA testing used to find out whether or not there is a significant effect of using DRTA on Reading Comprehension. Hypothesis testing is formulated with the criteria for rejection or acceptance. The researcher conducted Ancova test with IBM SPSS 26.

- a. H_0 was rejected and H_a was accepted if $Sign < 0.05$ it means that there is significant effect of using DRTA on Reading Comprehension.
- b. H_0 was accepted and H_a was rejected if $Sign > 0.05$ it means that there is no significant effect of using DRTA on Reading Comprehension. The sample result of hypothesis testing was presented follow

Table 4.5
Analysis of Covariance (Ancova) Test
Test of Between-Subjects Effects.

| Tests of Between-Subjects Effects | | | | | | |
|-----------------------------------|-------------------------|----|-------------|--------|------|---------------------|
| Dependent Variable: pretest | | | | | | |
| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. | Partial Eta Squared |
| Corrected Model | 5073.346 ^a | 2 | 2536.673 | 10.664 | .000 | .259 |
| Intercept | 16823.723 | 1 | 16823.723 | 28.628 | .000 | .342 |
| Posttest | 2623.096 | 1 | 2623.096 | 11.027 | .002 | .153 |
| Kelas | 2112.144 | 1 | 2112.144 | 8.879 | .004 | .127 |
| Error | 14510.404 | 55 | 237.875 | | | |
| Total | 314976.000 | 58 | | | | |
| Corrected Total | 19583.750 | 57 | | | | |

a. R Squared = .259 (Adjusted R Squared = -.235)

The result above showed Sig. $0.004 < 0.5$. It can be interpreted that H_0 is rejected and H_a is accepted. It means that there is a significant effect of using DRTA on eight grade students' Reading Comprehension in SMPN 1 Glenmore. The partial eta squared showed 0.127 which means that the difference of the use of DRTA and Reading Comprehension class is among 12,7%.

D. Discussion

This research was conducted to know the effect of using DRTA students reading comprehension at the eight grade in SMPN 1 Glenmore. The data collection technique the researcher used was a Reading Comprehension test, which consists of the pre-test and post-test which was conducted in the experimental class and control class. The data collected was analyzed by using analysis of covariance (ANCOVA) with IBM SPSS 26

The results above show Sig. $0.004 < 0.5$. It can be interpreted that H_0 is rejected and H_a is accepted. Therefore, there is a significant effect of using DRTA on Reading Comprehension for class VIII at SMPN 1 Glenmore. In this research, this research uses narrative text, there are 20 multiple choice questions for the pre-test and post-test for the experimental class and control class. The researcher presents topics that interest students so that they enjoy working on the

In the first treatment, according to Rahim theory, using DRTA made the students feel happy, and vice versa, the students felt they enjoyed the learning process using DRTA⁴⁵. During the treatment, students felt they enjoyed the process, students did not find it difficult to understand DRTA, according to me and Fiorentina⁴⁶ stated that DRTA is an easy and fun activity for students who are less interested in reading comprehension, expressing the meaning of the text they read. Students are also eager and enthusiastic about following DRTA's steps. As stated by Deswita, DRTA guides students in increasing their interest in reading with easy to determine steps.⁴⁷ Apart from that, students feel brave to be active and participate during the process. Students are taught and trained to predict a reading and then prove whether what they predicted is correct or not. This is one of the advantages of DRTA which was also stated by DRTA, making students more active and interested in learning to read⁴⁸.

However, in the next treatment, students were more impatient to learn and participate in reading lessons. As stated by Maulana et al, the advantages of using the DRTA method can have a positive impact on reading and learning motivation so that students have high enthusiasm in the Reading Comprehension learning process.⁴⁹ Windi Arini, During the treatment the researchers involved them in developing thinking and reading

⁴⁵ Rahim, "teaching reading". 81

⁴⁶ Fiorentina, "The Influence". 8

⁴⁷ Deswita, "Teaching Reading". 238

⁴⁸ Deswita, 238

⁴⁹ Maulana, "The effect". 6

on a narrative test in the form of a fable because this can make it easier to improve their reading comprehension skills.⁵⁰

However, despite the positive theory about DRTA explained above and in the previous chapter, there are weaknesses in the use of DRTA found in the classroom. Students who experience difficulty in using DRTA using narrative text in the form of fables begin to study the narrative text. Therefore, after the researchers gave DRTA steps in predicting and reading a reading text, students felt enthusiastic and enjoyed this kind of treatment, because it made it easier for students to learn to read without feeling bored. Therefore it shows that this treatment is successful.



⁵⁰ Arini, "The Influence". 15



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contain conclusion and suggestion of this research. The conclusion summarized all discussion of this research that had been discussed in the previous research chapter, while suggestions were from the researcher which referred to research finding, discussion, and conclusion of this research.

A. Conclusion

Based on the result of this research that has been presented and discussed in the previous chapter, it can be concluded that there is a significant effect of using DRTA on students's reading Comprehension of Eight grade in SMPN 1 Glenmore.

B. Suggestion

Based on the results of the research that has been carried out, the researcher would like to provide several suggestions:

1. For the English Teacher

The researcher suggests that teachers can use DRTA to teach students in Reading Comprehension in the class. Thus, the teacher does not always dominate the class during teaching and learning process because DRTA engages students to be more active and participate, also they can enjoy the learning process.

2. For Future Researchers

The researcher provides suggestions so that future researchers can use this research as a reference or source of information for research processes similar to the use of DRTA for the reading comprehension process.



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UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 1
Matrix

| Title | Variables | Indicators | Data Resources | Research Method | Research Question | Hypothesis |
|--|---|---|--|---|--|--|
| The Effect of using Direct Reading Thinking Activity on the 8 th students' Reading comprehension at SMPN 1 Glenmore | 1. Effect of Using DRTA 2. Reading comprehension | <ul style="list-style-type: none"> - Predicting - Reading - Thinking - Proving - Word Comprehension - Sentence Comprehension - Paragraph Comprehension | The eighth grade students' score of reading comprehension test | 1. Research Approach: Quantitative research 2. Population and Sample: Students class VIII SMPN 1 Glenmore 3. Research design: A quasi experimental (Nonequivalent comparison-group design) 4. Data Collection Methods: Pre-Test and Post-test Scores of Reading Comprehension 5. Data Analysis ANCOVA | Is there any significant effect of using Method DRTA on students' reading comprehension at eight graders of junior high school ? | Ha: There is a significant The effect of using strategy DRTA on the eight grade students' reading comprehension at SMPN 1 Glenmore. Ho: There is no significant The effect of using strategy DRTA on the eight grade student's reading comprehension at SMPN 1 Glenmore |

Appendix 2

Blueprint

| Kompetensi Dasar | Materi | Indikator | Item Number |
|---|--------------------------------|--|---------------|
| 3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya | Word Comprehension | Disajikan sebuah teks narasi, siswa diharapkan untuk menentukan persamaan makna yang bercetak miring | 6,9,16 |
| | Sentence Comprehension | Disajikan sebuah teks narasi, Siswa diharapkan untuk menentukan makna dari sebuah kalimat | 18 |
| | Paragraoh Comprehension | Disajikan sebuah tes narasi dalam bentuk text, siswa diharapkan dapat menntukan ide pokok dalam paragraf | 3,17 |
| | Text Comprehension | Disajikan sebuah teks narasi, Siswa diharapkan untuk menentukan untuk menentukan judul teks tersebut | 4 |
| | | Disajikan sebuah teks narasi, siswa diharapkan untuk menentukan apakah teks tersebut termasuk teks narasi. | 1 |
| 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya | Word Comprehension | Disajikan sebuah teks narasi, siswa diharapkan untuk menentukan inti dari sebuah kalimat | 11,13 |
| | Sentence Comprehension | Disajikan sebuah teks narasi, Siswa diharapkan untuk menentukan sifat dan tokoh yang terdapat dalam teks tersebut. | 2,14 |

| | | | |
|--|--------------------------------|---|-----------------|
| | Paragraph Comprehension | Disajikan sebuah teks narasi, Siswa diharapkan untuk menentukan simpulan paragraph | 10,15,19 |
| | | Disajikan sebuah teks narasi, siswa diharapkan untuk menentukan tempat dari teks tersebut | 12 |
| | Text Comprehension | Disajikan sebuah teks narasi, siswa diharapkan menentukan noral dari sebuah teks tersebut. | 5 |
| | | Disajikan sebuah teks narasi, siswa diharapkan menentukan isi dari teks tersebut | 7,8 |
| | | Disajikan sebuah teks narasi, siswa diharapkan untuk menentukan sifat/karakter dari teks tersebut | 20 |

Appendix 3

Expert Judgement



Expert Judgement Pre-test and Post-test

| No | Criteria | 1 | 2 | 3 | 4 | 5 | Suggestion for Revision |
|---------------------|---|--------|----------|--------|-------------|-------------|--|
| | | (Poor) | (Enough) | (Good) | (Very Good) | (Excellent) | |
| A. Content | | | | | | | |
| 1. | The pre-test and post-test questions are adjusted to the level of students and considering the syllabus. | | | ✓ | | | |
| 2. | The pre-test and post-test questions are adjusted to the material for the VIII grade of Junior High School (SMP). | | | ✓ | | | there are two tests that should be revised / changed due to the level of difficulty. |
| 3. | In the pre-test and post-test, there are appropriate instructions to direct students in answering the test. | | | ✓ | | | |
| 4. | Pre-test and post-test questions lead students to think systematically in answering questions. | | | ✓ | | | |
| B. Construct | | | | | | | |
| 1. | Pre-test and post-test questions can determine the level of students' Reading Comprehension | | | ✓ | | | |
| 2. | The pre-test and post-test questions are prepared using | | | | | | |

| | | | | | | | |
|--------------------|--|--|--|---|--|--|---|
| | a "DRTA" to determine the students' "Reading Comprehension" | | | ✓ | | | |
| 3. | The pre-test and post-test questions for the speaking test are structured according to the Reading theory which requires students to reading | | | ✓ | | | |
| 4. | Student Reading Comprehension assessment is adapted from the book H. Douglas Brown | | | ✓ | | | |
| C. Language | | | | | | | |
| 1. | Instructions and questions use correct English grammatical rules. | | | ✓ | | | there are some incorrect grammar, just revise them. |
| 2. | Instructions and questions use correct words or sentences that are easily understood by students. | | | ✓ | | | |
| 3. | Instructions and questions do not use words or sentences that can cause misunderstandings. | | | ✓ | | | |

Instruction :

- Put a check mark (✓) in the column according to your opinion
- If there is a need to be revised, please write in the column.

Jember, 22 Februari 2023


 (Nina Hayuningtyas, M.Pd)

Appendix 4

Pre Test

| No | Nama | Score |
|----|--------------------------|-------|
| 1 | Ahdida | 70 |
| 2 | Ahmad Lutfi Aziz | 60 |
| 3 | Ahmad Subairi | 50 |
| 4 | Akmal Faelani Kurniawan | 55 |
| 5 | Alif Raihan Saputra | 75 |
| 6 | Andreas Oktaviano | 65 |
| 7 | Ariel Afandi Saputra | 45 |
| 8 | Aura Zahra Jasmine | 70 |
| s9 | Aurellia Ramadhani Putri | 60 |
| 10 | Bagas Seto Pamungkas | 75 |
| 11 | Bintang Juang Warokka | 60 |
| 12 | Dharma Oktaviano | 55 |
| 13 | Dio Akmal Novandrio | 40 |
| 14 | M. Raihan Kevin Abdillah | 55 |
| 15 | Meylani | 40 |
| 16 | Mohamad Dava Febrianto | 50 |
| 17 | Mufida Safira | 70 |
| 18 | Muhamad Agus Efendi | 50 |
| 19 | Muhammad Husein Fachriza | 45 |
| 20 | Muhammad Yusuf Alfiano | 55 |
| 21 | Naufal Febriansyah Putra | 75 |
| 22 | Nori Fairuza Rahman | 60 |
| 23 | Oktavia Purwaningsih | 55 |
| 24 | Prakas Jati Pangestu | 65 |
| 25 | Selvi Auli Ramadani | 70 |
| 26 | Silfia Ayu Febriani | 60 |
| 27 | Trisya Meivela Efendi | 45 |
| 28 | Wahyu Putra Gig | 55 |

Appendix 5

Post test

| No | Nama | Score |
|----|--------------------------|-------|
| 1 | Ahdida | 80 |
| 2 | Ahmad Lutfi Aziz | 75 |
| 3 | Ahmad Subairi | 75 |
| 4 | Akmal Faelani Kurniawan | 70 |
| 5 | Alif Raihan Saputra | 75 |
| 6 | Andreas Oktaviano | 70 |
| 7 | Ariel Afandi Saputra | 70 |
| 8 | Aura Zahra Jasmine | 70 |
| 9 | Aurellia Ramadhani Putri | 85 |
| 10 | Bagas Seto Pamungkas | 80 |
| 11 | Bintang Juang Warokka | 75 |
| 12 | Dharma Oktaviano | 70 |
| 13 | Dio Akmal Novandrio | 70 |
| 14 | M. Raihan Kevin Abdillah | 70 |
| 15 | Meylani | 85 |
| 16 | Mohamad Dava Febrianto | 85 |
| 17 | Mufida Safira | 80 |
| 18 | Muhamad Agus Efendi | 70 |
| 19 | Muhammad Husein Fachriza | 60 |
| 20 | Muhammad Yusuf Alfiano | 70 |
| 21 | Naufal Febriansyah Putra | 75 |
| 22 | Nori Fairuza Rahman | 70 |
| 23 | Oktavia Purwaningsih | 75 |
| 24 | Prakas Jati Pangestu | 80 |
| 25 | Selvi Auli Ramadani | 85 |
| 26 | Silfia Ayu Febriani | 80 |
| 27 | Trisya Meivela Efendi | 75 |
| 28 | Wahyu Putra Gig | 75 |

Appendix 6

Practicality of the instrument adapted by H. Douglas Brown (2001)

Practicality of the instrument adapted by H. Douglas Brown (2001)

Practicality of the test is used by the researcher to observe the students when they are doing try out.

Instructions:

1. Circle one of the indicators which are appropriate with the situation in the class when doing test.
2. Give a description in column "note" based on situation in the class when doing test.

| Aspect | Indicator | Note |
|--|---|---|
| Students' response toward the instructons | <ol style="list-style-type: none"> 1. More than of students ask about the instruction. 2. Half of students ask about the instruction. ③. Less than half of sudents ask about the instruction. | There are 4 students ask about the instruction |
| Students' response toward the questions | <ol style="list-style-type: none"> 1. More than of students as about the questions 2. Half of students ask about the questions ③. Less than half of sudents ask about the questions | No one ask about the Questions |
| Estimation of time allocation for students | <ol style="list-style-type: none"> 1. Less than half of students finish the test on time 2. Half of students finish the test on time ③. More than half of students finish the test on time. | There are 3 students who here not finish the test |
| Students' enthusiasm in doing test | <ol style="list-style-type: none"> 1. Less thsn half of students are enthusiastic doing the test 2. Half of students are enthusiastic doing the test ③. More than half of students are enthusiastic doing the test | <ul style="list-style-type: none"> - There are 4 students who felt confused when doing the test - there are 24 students are enthusiastic doing the test |

Description:

1= Poor

2= Fair/Enough

3= Good

$$\begin{aligned}
 \text{Practicality} &= \frac{\text{total score for each aspect} \times 100\%}{\text{Maximum total score}} \\
 &= \frac{12}{12} \times 100\% \\
 &= 100\%
 \end{aligned}$$

Appendix 7

Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://fik.uinkhas-jember.ac.id](http://fik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor :B-0792/In.20/3.a/PP.009/03/2023
 Sifat :Biasa
 Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 1 GLENMORE
 Jl. Merapi No.30, kulon desa, Sepanjang, Kec. Glenmore Banyuwangi

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu
 Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186022
 Nama : AULA IZATUL LAILIAH
 Semester : Semester sepuluh
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The ffectiveness of using drta (direct reading
 thinking activity) on students' reading comprehension of eight grade in SMPN 1 GLENMORE
 " selama 15 (lima belas) hari di lingkungan lembaga wewenang Bapak/Ibu H Ahmad Hasan

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 15 Maret 2023

an. Dekan,

Wakil Dekan Bidang Akademik,



Appendix 8

Research Completion Letters



**PEMERINTAH KABUPATEN BANYUWANGI
DINAS PENDIDIKAN
SMP NEGERI 1 GLENMORE**

Jalan Merapi 30 Telepon/Faximile (0333) 821130 Glenmore-Banyuwangi 68466
Email : smpn1glenmore@gmail.com

SURAT KETERANGAN PENELITIAN
NOMOR : 800/118/429.245.200480/2023

Yang bertanda tangan dibawah ini

Nama : H Ahmad Hasan, M.PdI
NIP : 197005201999031008
Jabatan : Kepala Sekolah SMPN 1 Glenmore

Dengan ini menerangkan bahwa:

Nama : Aula Izatul Lailiah
NIM : T20186022
Program Studi : TADRIS BAHASA INGGRIS

Bahwa Mahasiswa tersebut diatas benar-benar telah melakukan penelitian di SMPN 1 Glenmore dengan judul "The Effectiveness of Using DRTA (Direct Reading Thingking Activity) on Student's Reading Comprehension of Eight Grade in SMPN 1 Glenmore" yang dilaksanakan pada tanggal 27 Maret 2023 sampai 10 April 2023.

Demikian surat keterangan ini kami buat untuk digunakan sebagaimana mestinya.

Banyuwangi, 10 April 2023

Kepala Sekolah SMPN 1 Glenmore



H Ahmad Hasan, M.PdI
NIP. 197005201999031008

KI

Appendix 9

Research Journal Activities



RESEARCH JOURNAL ACTIVITIES

Nama : Aula Izatul lailiah

NIM : T20186022

Title : The Effectiveness of Using DRTA (Direct Reading Thinking Activity) on Student reading Comprehension of Eight Grade in SMPN 1 Glenmore

| No | Day, Date | Activity | Informant |
|----|---------------|--|------------------------|
| 1. | 27 March 2023 | The researcher submit a research permit and approved by principal od SMPN 1 Glenmore | Reno wibowo s.p.d. |
| 2. | 29 March 2023 | The researcher conducted a pre-test to both classes | (Hartadi s.p.d.) |
| 3. | 30 March 2023 | The researcher conducted the First treatment | (Hartadi s.p.d.) |
| 4. | 1 April 2023 | The researcher conducted the second treatment | (Hartadi s.p.d.) |
| 5. | 4 April 2023 | The researcher conducted the third treatment | (Hartadi s.p.d.) |
| 6. | 5 April 2023 | The researcher conducted post-test to both classes | (Hartadi s.p.d.) |
| 7. | 9 April 2023 | Submission of research completion letter | Reno wibowo s.p.d. |

Banyuwangi, 9 April 2023
Aula Izatul Lailiah, SMPN 1 Glenmore



Ahmad Hasan, M.Pd
NIP. 197005201999031008

Appendix 10

Question Pre –Test

Nama : Kelas / Semester : VIII / Genap
 Mata Pelajaran : Bahasa Inggris Waktu : 40 Menit
 Tahun Pelajaran : 2022-2023

SOAL PRE TEST

SMPN 1 Glenmore

I. Choose the correct answer by crossing (x) a,b,c or d!

This text is for questions number 1-5!

The Cowardly bat

In an African meadow, a lion was eating food. Suddenly an eagle flew low and grabbed the lion's food. The king of the jungle was so angry that he ordered all the animals to gather and declare war on the bird nation.

"From now on all kinds of birds are our enemies. Drive them all away, don't leave them!" said the king of the jungle. The animals agreed otherwise because they felt they had been treated the same by the bird nation.

1. What kind of text is it?
 - A. Recount text
 - B. Narrative Text
 - C. Recount text
 - D. Text Description
2. What is the main idea of the first paragraph?
 - A. Eagle flying high
 - B. The king of the jungle told the lion
 - C. All types of birds are the enemy of the eagle
 - D. A lion was eating food
3. What is the title of the text?
 - A. Eagle
 - B. An African lion
 - C. King of the Jungle
 - D. The Cowardly bat
4. The message from the text above is.....
 - A. Help people who really need it
 - B. Trying to hold anger at others

- C. Do good to others
 D. Get used to telling the truth to others
5. "Suddenly an eagle flew low and grabbed the lion's food"
 The underlined words in the text above have the same meaning as....
- A. Hurt
 B. Deprive
 C. Borrow
 D. Accept

This text is for questions number 6-10!

Owl and Grasshopper

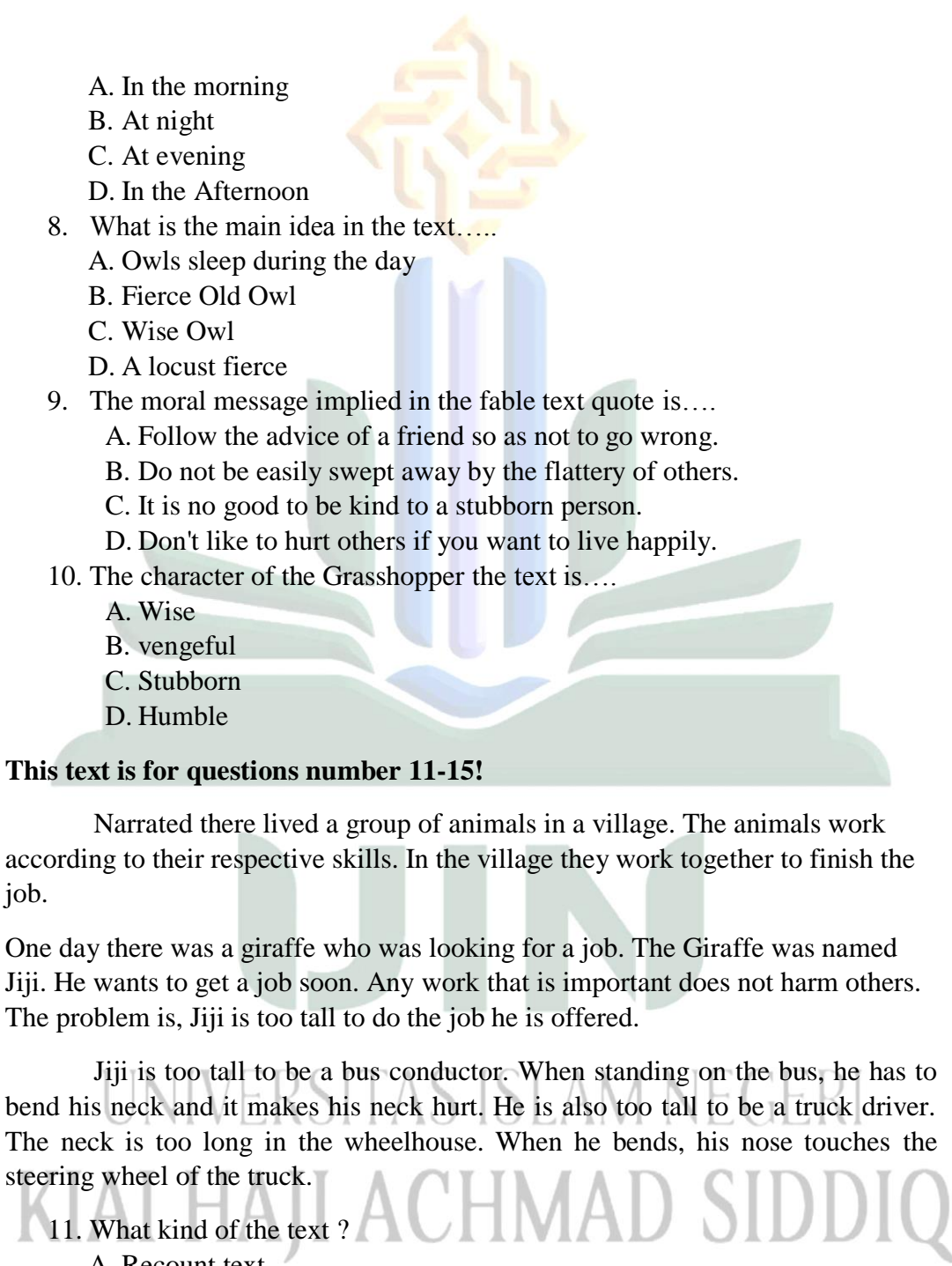
Owls always sleep during the day. He would wake up after sunset, when the red light faded from the sky. He stretched and blinked from the old tree hole. Now his call, "Hoo hoo hoo" echoes through the thick wood and he starts hunting for bugs.

He is a fierce Old Owl, especially if someone disturbs him while he sleeps. One warm summer afternoon, as he fell asleep deep in the hollow of an old tree. The grasshopper nearby started singing a happy but very deafening song. The Old Owl peered through the hollow tree that served as a door and window. "Get out of here, sir," he said to the Grasshopper. "Don't you have any manners?" he continued. "You should at least respect my age and let me sleep peacefully!" continued the Old Owl.

However, Grasshopper replied rudely that he also had the right to be in this place. Then he shouted a louder voice and a louder song. The wise Owl knew very well that it was useless to argue with this stubborn Grasshopper. In addition, his eyes grew more and more dim to allow himself to punish the Grasshopper. Finally, he forgot all the harsh words and returned to speaking very kindly to Grasshopper. "Good-natured Mr. Grasshopper, if I have to stay awake, I will come to enjoy your singing. However, right now I have some delicious wine here, a delivery from Olympus. Please come and taste this delicious drink with me," flattered Old Owl.

Grasshopper was swept away by Old Owl's flattering words. Finally, he jumped into the Old Owl's nest. When the Grasshopper got close enough within sight, the Old Owl pounced on it and ate it.

6. The background of the atmosphere in the text quote above is..
- A. Sad
 B. It's scary
 C. Happy
 D. Touched
7. The time setting of the events in the story text above is....

- 
- A. In the morning
 - B. At night
 - C. At evening
 - D. In the Afternoon
8. What is the main idea in the text.....
- A. Owls sleep during the day
 - B. Fierce Old Owl
 - C. Wise Owl
 - D. A locust fierce
9. The moral message implied in the fable text quote is....
- A. Follow the advice of a friend so as not to go wrong.
 - B. Do not be easily swept away by the flattery of others.
 - C. It is no good to be kind to a stubborn person.
 - D. Don't like to hurt others if you want to live happily.
10. The character of the Grasshopper the text is....
- A. Wise
 - B. vengeful
 - C. Stubborn
 - D. Humble

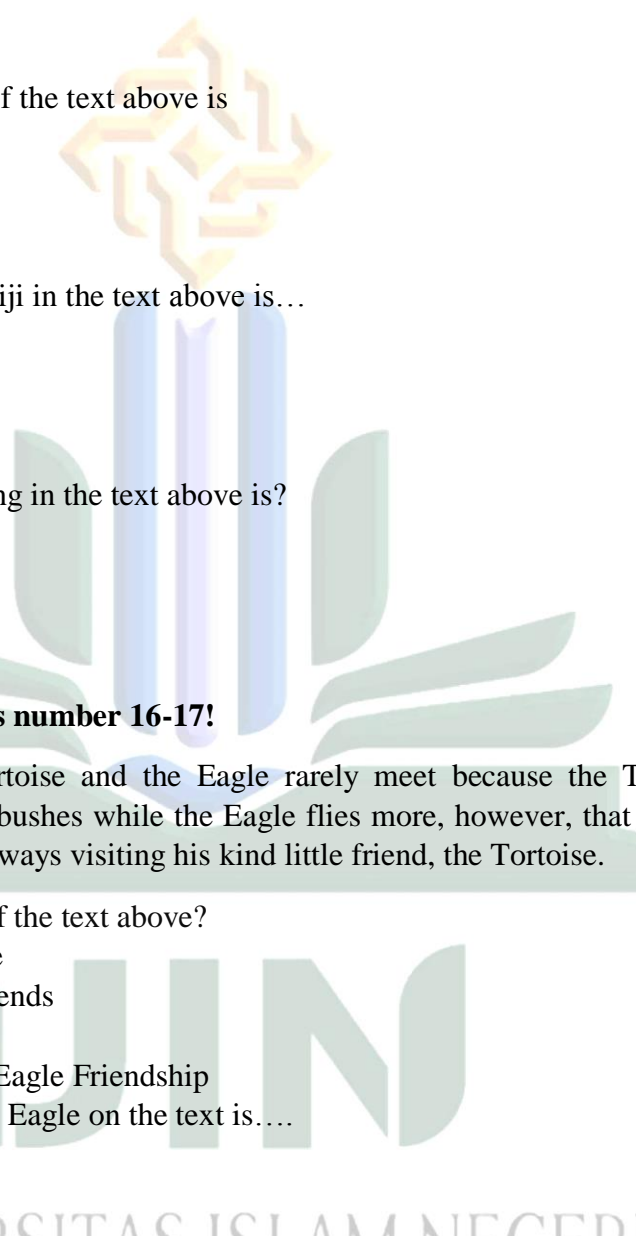
This text is for questions number 11-15!

Narrated there lived a group of animals in a village. The animals work according to their respective skills. In the village they work together to finish the job.

One day there was a giraffe who was looking for a job. The Giraffe was named Jiji. He wants to get a job soon. Any work that is important does not harm others. The problem is, Jiji is too tall to do the job he is offered.

Jiji is too tall to be a bus conductor. When standing on the bus, he has to bend his neck and it makes his neck hurt. He is also too tall to be a truck driver. The neck is too long in the wheelhouse. When he bends, his nose touches the steering wheel of the truck.

11. What kind of the text ?
- A. Recount text
 - B. Narrative Text
 - C. Recount text
 - D. Text Description
12. What is the title of the text ?
- A. Animals in a village
 - B. Village bus conductor
 - C. Jiji Giraffe
 - D. Country truck driver

- 
13. The background of the text above is
 A. Sad
 B. Happy
 C. It's scary
 D. Touche
14. The character of Jiji in the text above is...
 A. Haughty
 B. Arrogant
 C. Not Hopeless
 D. Generous
15. Where is the setting in the text above is?
 A. City
 B. Village
 C. Highway
 D. House

This text is for questions number 16-17!

Even though the Tortoise and the Eagle rarely meet because the Tortoise spends more time in the bushes while the Eagle flies more, however, that doesn't prevent the Eagle from always visiting his kind little friend, the Tortoise.

16. What is the title of the text above?
 A. Smart tortoise
 B. Three best friends
 C. Proud eagle
 D. Tortoise and Eagle Friendship
17. The character of a Eagle on the text is....
 A. Haughty
 B. Arrogant
 C. Not Hopeless
 D. Generous

This text is for questions number 18-20!

In the wilderness there lived a Hedgehog. Her name is Landa. Rarely did he play with other animals. The Hedgehog did not want to play with other animals because he was worried that the thorns on his body would stab his friends. Every day Landa plays alone. Even looking for food he only dares at night when other animals are fast asleep. Her heart is sad because she doesn't have friends to talk to and play with.

18. The character of a Hedgehog on the text is....
 A. Arrogant
 B. Angry person
 C. Stubborn

- D. Kind hearted
19. The background of the text above is ?
- A. Touched
 - B. Sad
 - C. Scary
 - D. Happy
20. The message contained in the text is...
- A. Can't give up
 - B. Don't be arrogant
 - C. Your friend will not stay away from you
 - D. Do not give up



KUNCI JAWABAN

1. B
2. D
3. A
4. C
5. B
6. B
7. D
8. A
9. B
10. C

11. B
12. C
13. A
14. C
15. B
16. D
17. A
18. D
19. D
20. C



Appendix 11

Results of student pre-test



65

SOAL PRE TEST

SMPN 1 Glenmore

Nama : Aida Aizahro P.h. Kelas / Semester : VIII / Genap
 Mata Pelajaran : Bahasa Inggris Waktu : 40 Menit
 Tahun Pelajaran : 2022-2023

I. Choose the correct answer by crossing (x) a,b,c or d!

This text is for questions number 1-5!

The Cowardly bat

In an African meadow, a lion was eating food. Suddenly an eagle flew low and grabbed the lion's food. The king of the jungle was so angry that he ordered all the animals to gather and declare war on the bird nation.

"From now on all kinds of birds are our enemies. Drive them all away, don't leave them!" said the king of the jungle. The animals agreed otherwise because they felt they had been treated the same by the bird nation.

1. What kind of text is it?
 - A. Recount text
 - B. Narrative Text
 - C. Recount text
 - D. Text Description
2. What is the main idea of the first paragraph?
 - A. Eagle flying high
 - B. The king of the jungle told the lion
 - C. All types of birds are the enemy of the eagle
 - D. A lion was eating food
3. What is the title of the text?
 - A. Eagle
 - B. An African lion
 - C. King of the Jungle
 - D. The Cowardly bat
4. The message from the text above is.....
 - A. Help people who really need it
 - B. Trying to hold anger at others
 - C. Do good to others
 - D. Get used to telling the truth to others

5. "Suddenly an eagle flew low and grabbed the lion's food"
The underlined words in the text above have the same meaning as...
- A. Hurt
 - B. Deprive
 - C. Borrow
 - D. Accept

This text is for questions number 6-10!

Owl and Grasshopper

Owls always sleep during the day. He would wake up after sunset, when the red light faded from the sky. He stretched and blinked from the old tree hole. Now his call, "Hoo hoo hoo" echoes through the thick wood and he starts hunting for bugs.

He is a fierce Old Owl, especially if someone disturbs him while he sleeps. One warm summer afternoon, as he fell asleep deep in the hollow of an old tree. The grasshopper nearby started singing a happy but very deafening song. The Old Owl peered through the hollow tree that served as a door and window. "Get out of here, sir," he said to the Grasshopper. "Don't you have any manners?" he continued. "You should at least respect my age and let me sleep peacefully!" continued the Old Owl.

However, Grasshopper replied rudely that he also had the right to be in this place. Then he shouted a louder voice and a louder song. The wise Owl knew very well that it was useless to argue with this stubborn Grasshopper. In addition, his eyes grew more and more dim to allow himself to punish the Grasshopper. Finally, he forgot all the harsh words and returned to speaking very kindly to Grasshopper. "Good-natured Mr. Grasshopper, if I have to stay awake, I will come to enjoy your singing. However, right now I have some delicious wine here, a delivery from Olympus. Please come and taste this delicious drink with me," flattered Old Owl.

Grasshopper was swept away by Old Owl's flattering words. Finally, he jumped into the Old Owl's nest. When the Grasshopper got close enough within sight, the Old Owl pounced on it and ate it.

6. The background of the atmosphere in the text quote above is..
- A. Sad
 - B. It's scary
 - C. Happy
 - D. Touched
7. The time setting of the events in the story text above is....
- A. In the morning
 - B. At night
 - C. At evening
 - D. In the Afternoon

8. What is the main idea in the text..... X
- A. Owls sleep during the day
 - B. Fierce Old Owl
 - C. Wise Owl
 - D. A locust fierce
9. The moral message implied in the fable text quote is....
- A. Follow the advice of a friend so as not to go wrong.
 - B. Do not be easily swept away by the flattery of others.
 - C. It is no good to be kind to a stubborn person.
 - D. Don't like to hurt others if you want to live happily.
10. The character of the Grasshopper the text is....
- A. Wise
 - B. vengeful
 - C. Stubborn
 - D. Humble

This text is for questions number 11-15!

Narrated there lived a group of animals in a village. The animals work according to their respective skills. In the village they work together to finish the job.

One day there was a giraffe who was looking for a job. The Giraffe was named Jiji. He wants to get a job soon. Any work that is important does not harm others. The problem is, Jiji is too tall to do the job he is offered.

Jiji is too tall to be a bus conductor. When standing on the bus, he has to bend his neck and it makes his neck hurt. He is also too tall to be a truck driver. The neck is too long in the wheelhouse. When he bends, his nose touches the steering wheel of the truck.

11. What kind of the text ?
- A. Recount text
 - B. Narrative Text
 - C. Recount text
 - D. Text Description
12. What is the title of the text ?
- A. Animals in a village
 - B. Village bus conductor
 - C. Jiji Giraffe
 - D. Country truck driver
13. The background of the text above is
- A. Sad
 - B. Happy
 - C. It's scary
 - D. Touche

14. The character of Jiji in the text above is...

- A. Haughty
- B. Arrogant
- C. Not Hopeless
- D. Generous

15. Where is the setting in the text above is?

- A. City
- B. Village
- C. Highway
- D. House

This text is for questions number 16-17!

Even though the Tortoise and the Eagle rarely meet because the Tortoise spends more time in the bushes while the Eagle flies more, however, that doesn't prevent the Eagle from always visiting his kind little friend, the Tortoise.

16. What is the title of the text above?

- A. Smart tortoise
- B. Three best friends
- C. Proud eagle
- D. Tortoise and Eagle Friendship

17. The character of a Eagle on the text is....

- A. Haughty
- B. Arrogant
- C. Not Hopeless
- D. Generous

This text is for questions number 18-20!

In the wilderness there lived a Hedgehog. Her name is Landa. Rarely did he play with other animals. The Hedgehog did not want to play with other animals because he was worried that the thorns on his body would stab his friends. Every day Landa plays alone. Even looking for food he only dares at night when other animals are fast asleep. Her heart is sad because she doesn't have friends to talk to and play with.

18. The character of a Hedgehog on the text is....

- A. Arrogant
- B. Angry person
- C. Stubborn
- D. Kind hearted

19. The background of the text above is ?

- A. Touched
- B. Sad
- C. Scary
- D. Happy

20. The message contained in the text is...
- A. Can't give up
 - B. Don't be arrogant
 - C. Your friend will not stay away from you
 - D. Do not give up

Appendix 12

Result Pre-Test Experimental

| No | Nama | The Scoring of the Pre-Test Experimental | | | | | | | | | | | | | | | | | | | | Correct of Score | Score |
|----|------------------------------------|--|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|------------------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | |
| 1 | Ade Ziyad Miqdad Ataya | √ | √ | √ | √ | √ | - | - | - | √ | √ | - | √ | - | √ | - | √ | √ | - | - | - | 11 | 55 |
| 2 | Ahmad Mujibus Syifa | √ | √ | √ | √ | - | - | √ | √ | √ | - | √ | - | - | - | √ | √ | - | √ | - | √ | 12 | 60 |
| 3 | Aida Aizahro Putri Hendikawati | - | √ | - | - | √ | √ | √ | - | √ | √ | √ | √ | √ | - | - | √ | - | √ | √ | 13 | 65 | |
| 4 | Aji Bima Tara | √ | - | √ | - | - | √ | - | √ | - | √ | - | - | √ | √ | √ | √ | - | √ | √ | 11 | 55 | |
| 5 | Al Ghani Yahya Tsaqif Wardoyo | √ | √ | - | √ | √ | - | √ | - | √ | - | √ | √ | √ | √ | - | √ | √ | √ | - | √ | 14 | 70 |
| 6 | Aldo Karunia Barito Putra | √ | √ | √ | √ | √ | - | - | - | √ | √ | - | √ | √ | √ | - | - | - | - | √ | √ | 12 | 60 |
| 7 | Andrian Maurice | - | √ | √ | - | - | √ | √ | - | - | √ | - | √ | √ | - | - | √ | - | - | √ | √ | 9 | 45 |
| 8 | Arjuna Putra | √ | - | √ | √ | √ | √ | - | √ | √ | - | √ | - | √ | √ | √ | - | √ | √ | √ | √ | 15 | 75 |
| 9 | Azalia Sabbrina Eryana Putri | √ | √ | - | √ | √ | √ | √ | √ | - | √ | √ | - | √ | √ | √ | √ | √ | √ | √ | - | 16 | 80 |
| 10 | Claudya Luna Dwi Harda Ningrum | √ | √ | √ | √ | √ | - | - | √ | √ | √ | √ | - | √ | - | √ | - | √ | √ | √ | √ | 15 | 75 |
| 11 | Deva Malik Pamungkas | √ | √ | √ | √ | - | √ | √ | - | - | √ | - | √ | - | √ | - | √ | - | - | √ | √ | 12 | 60 |
| 12 | Dewi Ratna Swari Hajjarulloh Yuana | √ | √ | √ | √ | √ | - | - | - | √ | √ | - | √ | √ | √ | - | - | - | - | √ | - | 11 | 55 |
| 13 | Dianisa Agustin Firyananda | √ | - | √ | - | - | - | - | √ | - | - | √ | - | - | √ | - | - | √ | √ | √ | √ | 8 | 40 |
| 14 | Dinar Ayu Wulandari | √ | √ | - | √ | √ | √ | √ | √ | - | √ | √ | √ | - | - | √ | √ | √ | √ | - | √ | 15 | 75 |
| 15 | Ewaldo Pratama Navea | √ | √ | √ | √ | - | √ | √ | - | √ | - | √ | √ | √ | √ | √ | √ | √ | - | √ | √ | 80 | 80 |
| 16 | Faizatus Sholehah | √ | √ | √ | - | √ | √ | √ | - | - | √ | √ | √ | √ | - | √ | √ | - | √ | √ | √ | 15 | 75 |
| 17 | Fakhry Evan Java Alfaedy | √ | √ | - | √ | √ | - | √ | √ | - | √ | √ | - | - | √ | √ | √ | √ | √ | √ | - | 14 | 70 |

| | | | | | | | | | | | | | | | | | | | | | | | |
|----|-----------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|----|
| 18 | Imanuel Natanael | √ | √ | √ | - | - | √ | √ | - | - | √ | - | √ | √ | - | - | √ | - | - | √ | √ | 10 | 50 |
| 19 | Jovita Dwi Adrea Putri | √ | - | √ | √ | √ | - | - | - | √ | - | - | - | - | √ | √ | - | √ | - | √ | - | 9 | 45 |
| 20 | Marvellio Radita Raka Suharto | √ | √ | - | √ | - | - | √ | - | - | - | √ | √ | √ | √ | - | - | √ | √ | - | √ | 11 | 55 |
| 21 | Mas Johandio Trimansyah Pitoyo | √ | √ | √ | √ | - | √ | √ | √ | √ | √ | √ | √ | √ | - | √ | √ | - | - | √ | √ | 15 | 75 |
| 22 | Mohammad Galih Afdal Haqiqi | √ | - | √ | √ | - | √ | - | √ | - | √ | √ | - | √ | - | √ | √ | - | - | √ | √ | 12 | 60 |
| 23 | Naila Putri Azzahra | - | √ | - | √ | √ | - | - | - | √ | √ | √ | - | - | √ | - | √ | √ | √ | √ | √ | 11 | 55 |
| 24 | Najwa Aulia Sheeva | √ | √ | √ | √ | - | √ | √ | √ | - | √ | - | √ | √ | √ | - | √ | - | - | √ | √ | 13 | 65 |
| 25 | Nayla Putri Althafun Nisa | √ | - | √ | √ | √ | √ | √ | - | √ | - | √ | - | √ | √ | √ | √ | √ | - | √ | - | 14 | 70 |
| 26 | Revalizha Nazzar Syahzidane Akbar | - | √ | √ | - | - | √ | √ | √ | - | √ | √ | √ | √ | - | √ | √ | - | - | √ | - | 12 | 60 |
| 27 | Shania Khanza Safira | - | √ | - | - | √ | - | - | - | √ | √ | - | - | - | - | √ | - | √ | √ | √ | √ | 9 | 45 |
| 28 | Tangguh Altruisy Akbar | - | √ | - | √ | √ | - | - | - | - | √ | √ | - | - | √ | - | √ | √ | √ | √ | - | 10 | 50 |
| 29 | Zulfiandra Aditya Wira Chresna | √ | - | √ | √ | - | √ | - | √ | - | √ | √ | - | √ | - | √ | √ | - | - | √ | √ | 12 | 60 |

Score = Correct x 5 = 100%

Appendix 13

Post Test

Nama : _____ **Kelas / Semester :** VIII / Genap
Mata Pelajaran : Bahasa Inggris Waktu : 40 Menit
Tahun Pelajaran : 2022-2023

SOAL POST TEST

SMPN 1 Glenmore

I. Choose the correct answer by crossing (x) a,b,c or d!

This text is for questions number 1-7

The Greedy Hippo

One day, there was a greedy hippo. He ate everything in sight. From cheese to peas, chips and cake and he always had a bite. The greedy hippo was selfish and very rude because he ate everybody's food. He ate the cat's, the dog's, the cow's.

One morning after breakfast, he jumped into the lake. "Byurrrrr" One big splash from the lake but after he jumped he was stuck on the lake. That was a big mistake. He sank deeper then he began to shout. "Help, please help, I'm sinking. Won't someone pull me out?" shouted The hippo. The all of animals came to help hippo, they pulled and pulled the hippo from the lake as hard as they could.

Finally, the hippo out from the lake. He felt popped and ran past them all to the table and eat everything on their table. The animals were angry, they would play a trick to make the hippo sick. After that, they made a pie from fish and soap to make old Hippo sick. "Here you are, we've made a pie, especially for you." Said the animals. "Thanks, I'll eat it now. I've nothing else to do." Said the hippo.

Then, he felt satisfied and he went back into the lake to wallow. Lake is the place he loved to wallow. But something wasn't right inside. "I

feel quite odd inside.” Thought hippo. He had a tummy ache and he tried to come out from the lake but he didn’t. Hippo disappeared in the lake slowly and from the water there was fish bubbles that came out from hippo’s mouth. It was the end of all the animals troubles.

1. What kind of text is it?
 - E. Recount text
 - F. Narrative Text
 - G. Recount text
 - H. Text Description
2. Who is greedy in the text above...
 - a. Hippo
 - b. Cat
 - c. Dog
 - d. Cow
3. What is the main idea of paragraph 3?
 - a. Hippo stuck into the pool.
 - b. Hippo ate the animals’ food.
 - c. Hippo was very greedy.
 - d. Hippo sank into the lake.
4. What the title of text is it ?
 - a. The Dog greedy
 - b. The Cat greedy
 - c. The Hippo greedy
 - d. The Cow Greedy
5. What does the moral value about the story of the greedy Hippo?
 - a. Don’t be tricky person
 - b. Make your friends proud of you
 - c. Don’t be greedy person
 - d. Be carefull when you want to do something
6. “first, a nibble then a bite, then a great bit **swallow**”. What does the word **swallow** have **antonym** meaning to?
 - a. Throw up
 - b. Lick
 - c. Eat
 - d. Bite
7. What was the story about?
 - A. The greedy Hippo got the lesson from his rude behaviour from his friends because his selfish
 - B. Hippo’s friends always make a fish pie after he wallow in lake everyday
 - C. The greedy Hippo back into the lake everyday becaus he loved to wallow

D. The greedy Hippo loved to eat some cake and fish pie

This is for questions number 8-11!

After that, the Monkey King jumped across the river, trying to swim with difficulty. He looked for a thread of root that dangles into a wooden tree. The root end is brought across the back.

The King meant he wanted to build a bridge for his people. Unfortunately, the root did not reach. A little less. Not thinking anymore, the King tied his other leg, then hung on to a log.

8. What is the text about?
 - a. The king wanted to build a bridge
 - b. The king wanted to not be able to cross
 - c. The king fell into the river
 - d. A brave young man
9. "Tying to swim with difficulty"
What does the underline word mean?
 - a. Convenience
 - b. Distress
 - c. Failure
 - d. Truth
10. The conclusion from the text above is
 - A. The king sank into the river
 - B. The king tied the nine sides so he could cross
 - C. The king could not save himself
 - D. The tree broke and the king died
11. "Unfortunately, the root did not reach"
What does the underlined word mean?
 - A. Moved
 - B. Emit
 - C. Happy
 - D. Hungry

This text is for questions number 11-16!

A Milkmaid had been in the meadow to milk her cows. Now she was returning

home with a pail of milk on her hand.

She thought, "I will make cream and butter out of this milk. Then after selling them,

I will buy eggs. And when they hatch, I shall have a good poultry farm".

She further thought, "I shall sell some of my chickens and buy a fine dress.

Seeing it

on my body at the party, all the boys will admire me. But I will turn them away".

She went on daydreaming; she forgot about the pail on her head. She moved her head suddenly and the pail of milk came tumbling down. It was broken and all the milk split.

"Dear, dear!" she cried, "I have lost mine all".

12. Where does the story take place?
 - A. Garden
 - B. Forest
 - C. Field Grass
 - D. Sea
13. What happened to the mother when she realized Pina had gone?
 - A. She searched for her
 - B. She cursed her
 - C. She fell a sleep
 - D. She got sick
14. Who is the milking character?
 - A. A grandfather
 - B. a small child
 - C. handsome guy
 - D. Milkmaid
15. What is the main idea of paragraph two?
 - A. Pine's mother was so angry that she curse her daughter
 - B. Pina was too lazy to cook her own food
 - C. Pine's mother was terribly ill
 - D. Pina was a really bad cook
16. "I will make cream and butter out of this milk"

The underlined word refers to....

 - A. Grandfather
 - B. A Small Child
 - C. Handsome Guy
 - D. Milkmaid

This text is for questions number 17-20!

It is said that a farmer had a duck. This duck gave birth to ten eggs and all of them hatched. However, out of ten ducks, there was one whose body was different from its mother. The hape is bigger and the color is gray.

Every day, this gray duck has to suffer because other ducks make fun of her. Unfortunately, this duck left the hut and ran to the river and met a very beautiful white swan. This duck tried to ignore the goose because it was too sad to be ridiculed by other ducks. While running by the river, he accidentally saw his own reflection in the river water.

17. What is the main idea of the two paragraph?

- a. A farmer who has ten ducks
 b. Gray duck must be prepared to suffer
 c. A farmer has a duck
 d. A very beautiful white swan
18. “This duck **gave birth to** ten eggs and all of them hatched”
 The underline word refers to....
 a. Carry out
 b. Make
 c. Spawn
 d. Refused
19. The conclusion from the text above is.....
 A. The gray duck is loved by the other ducks
 B. A gray duck that has a proud disposition
 C. The ever-living gray duck suffers
 D. The gray duck who is always angry with the other ducks
20. The Character of gray duck on the text is,,,
 a. Arrogant
 b. Angry person
 c. Stubborn
 d. Kind hearted

KUNCI JAWABAN

| | |
|-------|-------|
| 1. B | 11. A |
| 2. A | 12. C |
| 3. B | 13. A |
| 4. C | 14. D |
| 5. C | 15. A |
| 6. A | 16. B |
| 7. A | 17. C |
| 8. A | 18. B |
| 9. B | 19. A |
| 10. B | 20. D |

Appendix 14

Results of Students post test



SOAL POST TEST

SMPN 1 Glenmore

| | | | |
|----------------|------------------|------------------|----------------|
| Nama | : m. Zainal arum | Kelas / Semester | : VIII / Genap |
| Mata Pelajaran | : Bahasa Inggris | Waktu | : 40 Menit |
| | | Tahun Pelajaran | : 2022-2023 |

I. Choose the correct answer by crossing (x) a,b,c or d!

This text is for questions number 1-7

The Greedy Hippo

One day, there was a greedy hippo. He ate everything in sight. From cheese to peas, chips and cake and he always had a bite. The greedy hippo was selfish and very rude because he ate everybody's food. He ate the cat's, the dog's, the cow's.

One morning after breakfast, he jumped into the lake. "Byummm" One big splash from the lake but after he jumped he was stuck on the lake. That was a big mistake. He sank deeper then he began to shout. "Help, please help, I'm sinking. Won't someone pull me out?" shouted The hippo. The all of animals came to helphippo, they pulled and pulled the hippo from the lake as hard as they could.

Finally, the hippo out from the lake. He felt popped and ran past them allto the table and eat everything on their table. The animals were angry, they would play a trick to make the hippo sick. After that, they made a pie from fish and soap to make old Hippo sick. "Here you are, we've made a pie, especially for you." Said the animals. "Thanks, I'll eat it now. I've nothing else to do." Said the hippo.

Then, he felt satisfied and he went back into the lake to wallow. Lake is the place he loved to wallow. But something wasn't right inside. "I feel quite odd inside." Thought hippo. He had a tummy ache and he tried to come out from the lake but he didn't. Hippo disappered in the lake slowly and from the water there was fish bubbles that came out from hippo's mouth. It was the end of all the animals troubles.

1. What kind of text is it?
 - A. Recount text
 - B. Narrative Text
 - C. Recount text
 - D. Text Description

- D. A brave young man
9. "Trying to swim with difficulty"
What does the underline word mean?
- A. Convenience
 B. Distress
 C. Failure
 D. Truth
10. The conclusion from the text above is
- A. The king sank into the river
 B. The king tied the nine sides so he could cross
 C. The king could not save himself
 D. The tree broke and the king died
11. "Unfortunately, the root did not reach"
What does the underlined word mean?
- A. Moved
 B. Emit
 C. Happy
 D. Hungry

This text is for questions number 11-16!

A Milkmaid had been in the meadow to milk her cows. Now she was returning home with a pail of milk on her hand.

She thought, "I will make cream and butter out of this milk. Then after selling them, I will buy eggs. And when they hatch, I shall have a good poultry farm".

She further thought, "I shall sell some of my chickens and buy a fine dress. Seeing it on my body at the party, all the boys will admire me. But I will turn them away".

She went on daydreaming; she forgot about the pail on her head. She moved her head suddenly and the pail of milk came tumbling down. It was broken and all the milk split.

"Dear, dear!" she cried, "I have lost mine all".

12. Where does the story take place?
- A. Garden
 B. Forest
 C. Field Grass
 D. Sea
13. What happened to the mother when she realized Pina had gone?
- A. She searched for her
 B. She cursed her
 C. She fell a sleep
 D. She got sick
14. Who is the milking character?
 A. A grandfather
 B. a small child

C. handsome guy

D. Milkmaid

15. What is the main idea of paragraph two?

A. Pine's mother was so angry that she curse her daughter

B. Pina was too lazy to cook her own food

C. Pine's mother was terribly ill

D. Pina was a really bad cook

16. "I will make cream and butter out of this milk"

The underlined word refers to....

A. Grandfather

B. A Small Child

C. Handsome Guy

D. Milkmaid

This text is for questions number 17-20!

It is said that a farmer had a duck. This duck gave birth to ten eggs and all of them hatched. However, out of ten ducks, there was one whose body was different from its mother. The hape is bigger and the color is gray.

Every day, this gray duck has to suffer because other ducks make fun of her. Unfortunately, this duck left the hut and ran to the river and met a very beautiful white swan. This duck tried to ignore the goose because it was too sad to be ridiculed by other ducks. While running by the river, he accidentally saw his own reflection in the river water.

17. What is the main idea of the two paragraph?

A. A farmer who has ten ducks

B. Gray duck must be prepared to suffer

C. A farmer has a duck

D. A very beautiful white swan

18. "This duck gave birth to ten eggs and all of them hatched"

The underline word refers to....

A. Carry out

B. Make

C. Spawn

D. Refused

19. The conclusion from the text above is.....

A. The gray duck is loved by the other ducks

B. A gray duck that has a proud disposition

C. The ever-living gray duck suffers

D. The gray duck who is always angry with the other ducks

20. The Character of gray duck on the text is,,,

A. Arrogant

B. Angry person

C. Stubborn

D. Kind hearted

Appendix 15

Result Post-Test Experimental Class

| No | Nama | The Scoring of the post-test Experimental Class | | | | | | | | | | | | | | | | | | | | Correct of Score | Score |
|----|------------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|------------------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | |
| 1 | Ade Ziyad Miqdad Ataya | √ | √ | √ | √ | √ | √ | - | √ | √ | √ | √ | √ | √ | - | √ | √ | - | - | √ | 16 | 80 | |
| 2 | Ahmad Mujibus Syifa | √ | √ | √ | √ | - | √ | √ | √ | - | √ | - | - | √ | √ | √ | - | √ | - | √ | 14 | 60 | |
| 3 | Aida Aizahro Putri Hendikawati | √ | √ | - | √ | √ | √ | √ | - | √ | √ | √ | √ | √ | - | - | √ | √ | √ | √ | 16 | 80 | |
| 4 | Aji Bima Tara | √ | √ | √ | - | √ | √ | - | √ | √ | √ | - | √ | √ | √ | √ | - | √ | √ | - | 15 | 75 | |
| 5 | Al Ghani Yahya Tsaqif Wardoyo | √ | √ | - | √ | √ | - | √ | - | √ | - | √ | √ | √ | √ | √ | √ | √ | - | √ | 15 | 75 | |
| 6 | Aldo Karunia Barito Putra | √ | √ | √ | √ | √ | - | - | - | √ | √ | - | √ | √ | √ | - | √ | - | √ | √ | 14 | 70 | |
| 7 | Andrian Maurice | √ | √ | √ | √ | - | √ | √ | √ | - | √ | √ | √ | - | √ | √ | - | - | √ | √ | 15 | 75 | |
| 8 | Arjuna Putra | √ | √ | √ | √ | √ | √ | - | √ | √ | - | √ | √ | √ | √ | √ | - | √ | √ | √ | 17 | 85 | |
| 9 | Azalia Sabbrina Eryana Putri | √ | √ | - | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | 19 | 95 | |
| 10 | Claudya Luna Dwi Harda Ningrum | √ | √ | √ | √ | √ | - | √ | √ | √ | √ | - | √ | - | √ | √ | √ | √ | √ | √ | 17 | 85 | |
| 11 | Deva Malik Pamungkas | √ | √ | √ | √ | - | √ | √ | √ | - | √ | - | √ | - | √ | - | √ | √ | √ | √ | 15 | 75 | |
| 12 | Dewi Ratna Swari Hajjarulloh Yuana | √ | √ | √ | √ | √ | - | √ | √ | √ | √ | - | √ | - | √ | √ | √ | √ | √ | √ | 17 | 85 | |
| 13 | Dianisa Agustin Firyananda | √ | √ | √ | - | √ | √ | - | √ | √ | √ | - | √ | √ | √ | √ | - | √ | √ | - | 15 | 75 | |
| 14 | Dinar Ayu Wulandari | √ | √ | √ | √ | √ | √ | √ | - | √ | √ | √ | √ | - | √ | √ | √ | √ | - | √ | 17 | 85 | |
| 15 | Ewaldo Pratama Navea | √ | √ | √ | √ | - | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | 19 | 95 | |
| 16 | Faizatus Sholehah | √ | √ | √ | - | √ | √ | √ | - | - | √ | √ | √ | √ | - | √ | √ | √ | √ | √ | 16 | 80 | |
| 17 | Fakhry Evan Java Alfaedy | √ | √ | - | √ | √ | - | √ | √ | - | √ | √ | - | √ | √ | √ | √ | √ | √ | - | 15 | 75 | |

| | | | | | | | | | | | | | | | | | | | | | | | |
|----|-----------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|----|
| 18 | Immanuel Natanael | √ | √ | √ | √ | √ | √ | √ | - | - | √ | - | √ | √ | - | - | √ | - | - | √ | √ | 13 | 65 |
| 19 | Jovita Dwi Adrea Putri | √ | - | √ | √ | √ | √ | - | - | √ | - | √ | - | - | √ | √ | - | √ | - | √ | - | 12 | 60 |
| 20 | Marvellio Radita Raka Suharto | √ | √ | √ | √ | - | √ | √ | - | √ | - | √ | √ | √ | √ | - | - | √ | √ | √ | √ | 15 | 75 |
| 21 | Mas Johandio Trimansyah Pitoyo | √ | √ | √ | √ | - | √ | √ | √ | √ | √ | √ | √ | √ | - | √ | √ | - | - | √ | √ | 16 | 80 |
| 22 | Mohammad Galih Afdal Haqiqi | √ | - | √ | √ | - | √ | - | √ | - | √ | √ | - | √ | √ | √ | √ | √ | √ | √ | √ | 15 | 75 |
| 23 | Naila Putri Azzahra | √ | √ | - | √ | √ | - | √ | - | √ | √ | √ | - | - | - | √ | √ | √ | √ | √ | √ | 14 | 70 |
| 24 | Najwa Aulia Sheeva | √ | √ | √ | √ | √ | √ | √ | √ | - | √ | - | √ | √ | √ | - | √ | - | - | √ | √ | 15 | 75 |
| 25 | Nayla Putri Althafun Nisa | √ | - | √ | √ | √ | √ | √ | - | √ | - | √ | - | √ | √ | √ | √ | √ | √ | √ | √ | 17 | 85 |
| 26 | Revalizha Nazzar Syahzidane Akbar | √ | √ | √ | √ | - | √ | √ | √ | - | √ | √ | √ | √ | - | √ | √ | - | - | √ | - | 14 | 70 |
| 27 | Shania Khanza Safira | √ | √ | - | - | √ | √ | - | - | √ | √ | - | - | √ | √ | √ | - | √ | √ | √ | √ | 13 | 65 |
| 28 | Tangguh Altruisy Akbar | √ | √ | - | √ | √ | - | √ | - | - | √ | √ | - | √ | √ | - | √ | √ | √ | √ | √ | 13 | 65 |
| 29 | Zulfiandra Aditya Wira Chresna | √ | √ | √ | √ | - | √ | - | √ | - | √ | √ | √ | √ | - | √ | √ | - | √ | √ | √ | 15 | 75 |

Score= Correct X 5 = 100%



 UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

Appendix 16

RPP 1
Rencana Pelaksanaan Pembelajaran
Experimental Class

Nama Sekolah : SMPN 1 Glenmore
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/2
Materi Pokok : Narrative Text
Alokasi Waktu : 35 menit
Skill : Reading Comprehension

A. Kompetensi Inti

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

| Kompetensi Dasar | Indikator |
|--|--|
| 3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya | 3.1.1 Mengidentifikasi struktur teks, dan untuk kebahasaan yang terkandung dalam teks naratif tulis pendek dan sederhana. |
| 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya | 4.18.1 Menganalisis teks naratif lisan dan tulis pendek dan sederhana berbentuk fable pendek dengan sesuai konteks. |

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran peserta didik diharapkan:

1. Mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks lisan maupun tulis mengenai niat melakukan sesuatu tindakan atau kegiatan
2. Mampu membedakan makna dari berbagai ungkapan mengenai niat melakukan sesuatu tindakan atau kegiatan.

D. Materi Ajar

1. Pengertian teks narasi

A type of text that is purposed to amuse and to deal with actual and various experience in different ways, narrative text also deals with problematic events which lead to a crisis or turning points of kind, which in turn find a resolution.

2. Struktur teks narasi

- a) An orientation tells about who is in the story, when the story is taking place, and where the action is happening.
- b) A complication tells about sets off a chain of events that influences what will happen in the story.
- c) A sequence of events tells about the characters react to the complication.
- d) A resolution tells about how the characters solve the problem created in the complication.
- e) A coda tells about a comment or moral based on what has been learned from the story (an optional step).

3. Jenis-Jenis Narasi

- a) Expository Narrative : Aims to arouse the minds of the readers to know what is being told
- b) Suggestive Narrative : s a series of events presented in such a way as to stimulate the imagination of the readers.

4. Contoh Teks Narasi

One day, a Lion lay asleep in the jungle. A tiny Mouse, running about in the grass and not noticing where he was going, ran over Lion's head and down his nose.

The Lion awoke with a loud roar and down came his paw over the little Mouse. The great beast was about to open his huge jaws to swallow the tiny creature when "Pardon me, O King, I beg of you," cried the frightened Mouse. "If you will only forgive me this time, I shall never forget your kindness. I meant no harm and I certainly didn't want to disturb Your Majesty. If you will spare my life, perhaps I may be able to do you a good turn, too." The Lion began to laugh, and he laughed and laughed. "How could a tiny creature like you ever do anything to help me? And he shook with laughter. "Oh well" he shrugged, looking down at the frightened Mouse, "you're not so much of a meal anyway." He took his paw off the poor little prisoner and the Mouse quickly scampered away. Some time after this, some hunters, trying to capture the Lion alive so they could carry him to their king set up rope nets in the jungle. The Lion, who was hunting for some food, fell into the trap. He roared and thrashed about trying to free himself but with every move he made, the ropes bound him tighter

The unhappy Lion feared he could never escape, and he roared pitifully. His thunderous bellows echoed through the jungle. The tiny Mouse, scurrying about far away, heard Lion's roars "That may be there very Lion who once freed me," he said, remembering his promise. And he ran to whether he could help.

Discovering the sad state the Lion was in, the Mouse said to him, "Stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I'll get you out of this trap." With his sharp little teeth, the Mouse gnawed at the ropes until they broke. When the Lion had stepped out of the net and was free once "Thank you, good Mouse," said the Lion gently. "You did help me even though I am big and you are so little. I see now that kindness is always worthwhile."

E. Sumber Pembelajaran

Buku referensi : Buku penunjang siswa kurikulum 2013 mata pelajaran bahasa

inggris. Kelas VIII kemendikbud revisi 2017.

F. Media Pembelajaran

Papan Tulis, Spidol

G. Teknik Pembelajaran

Teknik : DRTA

H. Kegiatan Pembelajaran

1. Pembukaan 5 menit

- a. Guru membuka pelajaran dengan mengucapkan salam dan doa
- b. Guru menanyakan kabar dan memeriksa daftar hadir
- c. Guru memberikan petunjuk tentang tema dan tekni pembelajaran
- d. Guru menjelaskan tentang tujuan pembelajaran.

2. Kegiatan Inti 25 menit

A. Memprediksi

- a) Guru menyiapkan siswa untuk membaca dan membantu mereka memikirkan tentang apa yang akan mereka baca sebelum memulai pelajaran
- b) Siswa belajar memprediksi apa yang akan mereka baca berdasarkan petunjuk yang diberikan didalam teks seperti (gambar, teks tebal pada bagian-bagian tes dengan cara skimming.
- c) Siswa belajar mengajukan pertanyaan tentang apa yang akan mereka baca dan membuat prediksi sebelum membaca dimulai.

B. Membaca

- a) Siswa diminta untuk membaca teks dalam hati untuk memverifikasi keakuratan prediksi mereka.

C. Membuktikan

- a) siswa membaca ulang teks sehingga mereka dapat memverifikasi prediksi mereka.
- b) Siswa memverifikasi keakuratan prediksi mereka dengan menemukan pernyataan dalam teks dan membacanya secara lisan di kelas.
- c) Guru berfungsi sebagai pembimbing, penyaring, dan memperdalam proses membaca atau berpikir.

D. Penutup 5 menit

- a) Guru memberikan kesimpulan terait materi

b) Guru menutup pembelajaran

I. Text

Banyuwangi, 1 April 2023

Mengetahui

Guru Mata Pelajaran

Peniti



(Hariyadi S.Pd.)



(Aula Izatul Lailiah)



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

RPP II
Rencana Pelaksanaan Pembelajaran
Experimental Class

Nama Sekolah : SMPN 1 Glenmore
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : VIII/2
 Materi Pokok : Narrative Text
 Alokasi Waktu : 35 menit
 Skill : Reading Comprehension

A. Kompetensi Inti

- KI 3** :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4** :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

| Kompetensi Dasar | Indikator |
|---|---|
| 3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya | 3.2.1 Mengidentifikasi struktur teks, dan untuk kebahasaan yang terkandung dalam teks naratif tulis pendek dan sederhana. 4.18.1 Menganalisis teks naratif lisan dan tulis pendek dan sederhana berbentuk fable pendek dengan sesuai konteks. |

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran peserta didik diharapkan:

1. Mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks lisan maupun tulis mengenai niat melakukan sesuatu tindakan atau kegiatan
2. Mampu membedakan makna dari berbagai ungkapan mengenai niat melakukan sesuatu tindakan atau kegiatan.

D. Materi Ajar

1. Pengertian teks narasi

A type of text that is purposed to amuse and to deal with actual and various experience in different ways, narrative text also deals with problematic events which lead to a crisis or turning points of kind, which in turn find a resolution.

2. Struktur teks narasi

- a) An orientation tells about who is in the story, when the story is taking place, and where the action is happening.
- b) A complication tells about sets off a chain of events that influences what will happen in the story.
- c) A sequence of events tells about the characters react to the complication.
- d) A resolution tells about how the characters solve the problem created in the complication.
- e) A coda tells about a comment or moral based on what has been learned from the story (an optional step).

3. Jenis-Jenis Narasi

- a). Expository Narrative : Aims to arouse the minds of the readers to know what is being told

- a) Suggestive Narrative : s a seres of events presented in such a way as to stimulate the magination of the readers.

E. Sumber Pembelajaran

Buku referensi : Buku penunjang siswa kurikulum 2013 mata pelajaran bahasa inggris. Kelas VIII kemendikbud revisi 2017.

F. Media Pembelajaran

Papan Tulis, Spidol

G. Teknik Pembelajaran

Teknik : DRTA

H. Kegiatan Pembelajaran

1. Pembukaan 5 menit

- a) Guru membuka pelajaran dengan mengucapkan salam dan doa
- b) Guru menanyakan kabar dan memeriksa daftar hadir
- c) Guru memberian petunjuk tentang tema dan tekni pembelajaran
- d) Guru menjelaskan tentang tujuan pembelajaran.

2. Kegiatan Inti 25 menit

A. Memprediksi

- a) Guru menyiapkan siswa untuk membaca dan membantu mereka memikiran tentang apa yang akan mere abaca sebelum memulai pelajaran
- b) Siswa belajar memprediksi apa yang akan mereka baca berdasarannya petunjuk yang diberikan didalam teks seperti (gambar, teks tebal pada bagian-bagian tes dengan cara skimming.
- c) Siswa belajar mengajukan pertanyaan tentang apa yang akan mereka baca dan membuat prediksi sebelum membaca dimulai.

3. Membaca

- a) Siswa diminta untuk membaca teks dalam hati untuk memverifikasi keakuratan prediksi mereka.

4. Membuktikan

- a) siswa membaca ulang teks sehingga mereka dapat memverifikasi prediksi mereka.
- b) Siswa memverifikasi keakuratan prediksi mereka dengan menemukan pernyataan dalam teks dan membacanya secara lisan di kelas.
- c) Guru berfungsi sebagai pembimbing, penyaring, dan memperdalam proses membaca atau berpikir.

4. Penutup 5 menit

- a) Guru memberikan kesimpulan terait materi
- b) Guru menutup pembelajaran

I. Teks Cerita

The Donkey of Guizhou

Once upon a time, there was a donkey in Guizhou. Someone officious shipped one there, but finding no use for it, he set it loose at the foot of the mountain.

A tiger ran out from the mountains. When he saw this big tall thing, he thought it must be divine. He quickly hid himself in the forest and surveyed it from under cover, sometimes the tiger ventured a little nearer but still kept a respectful distance.

One day the tiger came out again. Just then the donkey gave a loud bray, I thinking the donkey was going to eat him, the tiger hurriedly ran away. After a while, he sneaked back and watched the donkey carefully. He found that though it had a huge body it seemed to have no special ability.

After a few days, the tiger gradually became accustomed to its braying and was no longer so afraid. Sometimes, he even came near and circled around the donkey. Later the tiger became bolder. Once, he walked in front of the donkey and purposely bumped it. This made the donkey so angry that it struck out his hind legs and kicked wildly. Seeing this the tiger was very gleeful, Such a big thing as you can do so little!' With a roar, he pounced on the donkey and ate it up.

Banyuwangi, 4 April .2023

Mengetahui

Guru Mata Pelajaran



(Hariyadi S.Pd)

Peniti



(Aula Izatul Lailiah)



UIN

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

RPP III
Rencana Pelaksanaan Pembelajaran
Experimental Class

Nama Sekolah : SMPN 1 Glenmore
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : VIII/2
 Materi Pokok : Narrative Text
 Alokasi Waktu : 35 menit
 Skill : Reading Comprehension

A. Kompetensi Inti

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

| Kompetensi Dasar | Indikator |
|--|--|
| <p>3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya</p> <p>4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya</p> | <p>3.3.1 Mengidentifikasi struktur teks, dan untuk kebahasaan yang terkandung dalam teks naratif tulis pendek dan sederhana.</p> <p>4.18.1 Menganalisis teks naratif lisan dan tulis pendek dan sederhana berbentuk fable pendek dengan sesuai konteks.</p> |

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran peserta didik diharapkan:

1. Mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks lisan maupun tulis mengenai niat melakukan sesuatu tindakan atau kegiatan
2. Mampu membedakan makna dari berbagai ungkapan mengenai niat melakukan sesuatu tindakan atau kegiatan.

D. Materi Ajar

1. Pengertian teks narasi

A type of text that is purposed to amuse and to deal with actual and various experience in different ways, narrative text also deals with problematic events which lead to a crisis or turning points of kind, which in turn find a resolution.

2. Struktur teks narasi

1. An orientation tells about who is in the story, when the story is taking place, and where the action is happening.
2. A complication tells about sets off a chain of events that influences what will happen in the story.
3. A sequence of events tells about the characters react to the complication.
4. A resolution tells about how the characters solve the problem created in the complication.
5. A coda tells about a comment or moral based on what has been learned from the story (an optional step).

1. Jenis-Jenis Narasi

- a). Expository Narrative : Aims to arouse the minds of the readers to know what is being told
- b) Suggestive Narrative : s a series of events presented in such a way as to stimulate the imagination of the readers.

E. Sumber Pembelajaran

Buku referensi : Buku penunjang siswa kurikulum 2013 mata pelajaran bahasa inggris. Kelas VIII kemendikbud revisi 2017.

F. Media Pembelajaran

Papan Tulis, Spidol

G. Teknik Pembelajaran

Teknik : DRTA

H. Kegiatan Pembelajaran

1. Pembukaan 5 menit

- a) Guru membuka pelajaran dengan mengucapkan salam dan doa
- b) Guru menanyakan kabar dan memeriksa daftar hadir
- c) Guru memberikan petunjuk tentang tema dan tekni pembelajaran
- d) Guru menjelaskan tentang tujuan pembelajaran.

2. Kegiatan Inti 25 menit

1. Memprediksi

- a) Guru menyiapkan siswa untuk membaca dan membantu mereka memikirkan tentang apa yang akan mereka baca sebelum memulai pelajaran
- b) Siswa belajar memprediksi apa yang akan mereka baca berdasarkan petunjuk yang diberikan didalam teks seperti (gambar, teks tebal pada bagian-bagian tes dengan cara skimming.
- c) Siswa belajar mengajukan pertanyaan tentang apa yang akan mereka baca dan membuat prediksi sebelum membaca dimulai.

2. Membaca

- a). Siswa diminta untuk membaca teks dalam hati untuk memperifikasi keakuratan prediksi mereka.

3. Membuktikan

- a) siswa membaca ulang teks sehingga mereka dapat memverifikasi prediksi mereka.

- b) Siswa memverifikasi keakuratan prediksi mereka dengan menemukan pernyataan dalam teks dan membacanya secara lisan di kelas.
- c) Guru berfungsi sebagai pembimbing, penyaring, dan memperdalam proses membaca atau berpikir.

4. Penutup 5 menit

- a) Guru memberikan kesimpulan terait materi
- b) Guru menutup pembelajaran

I. Teks Cerita

Goldilocks and the Three Bears

Once upon a time, there were three bears, a Papa Bear, a Mama Bear and a Baby Bear. One day, the three bears sat down to breakfast. "This porridge is too hot!" said Papa Bear. "This porridge is too hot!" said Mama Bear. "This porridge is too hot!" said Baby Bear. "Let's go for a walk!" said Mama Bear. "When we come back, our porridge will be just right." Along came Goldilocks. She walked into the houses. She saw three bowls of porridge. "This is too hot," said Goldilocks. "This is too cold," said Goldilocks. "This is just right!" said Goldilocks. And she ate all up. She ate the Baby Bear's porridge. Then Goldilocks went into the living room. She saw three chairs. "This is too hard," said Goldilocks. "This is too soft," said Goldilocks. "This is just right!" said Goldilocks. Then CRASH, the chair broke. Goldilocks felt tired. She went into the bedroom. She saw three beds. "This bed is too hard," said Goldilocks. "This bed is too soft," said Goldilocks. "This bed is just right!" said Goldilocks. And she fell fast asleep. The three bears came home. They went into the kitchen. "Someone's been eating my porridge," said Papa Bear. "Someone's been eating my porridge," said Mama Bear. "Someone's been eating my porridge," said Baby Bear. "And they ate it all up!" The three bears went into the living room. "Someone's been sitting in my chair!" said Papa Bear. "Someone's been sitting in my chair!" said Mama Bear. "Someone's

been sitting in my chair!” said Baby Bear. “And now it’s broken! “The three bears went into the bedroom. “Someone’s been sleeping in my bed!” said Papa Bear. “Someone’s been sleeping in my bed!” said Mama Bear. “Someone’s been sleeping in my bed!” said Baby Bear. And here she is!” Goldilocks woke up. She saw three angry bears looking at her. Goldilocks jumped out of bed. She ran out of the house. And she never came back again.

Banyuwangi, 5 April 2023

Mengetahui

Guru Mata Pelajaran

Peniti



(Hariyadi S.Pd.)



(Aula Izatul Lailiah)

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

RPP I
Rencana Pelaksanaan Pembelajaran
Controll Class

Nama Sekolah : SMPN 1 Glenmore
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/2
Materi Pokok : Narrative Text
Alokasi Waktu : 35 menit
Skill : Reading Comprehension

A. Komepetensi Inti

- KI 3** :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4** :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

| Kompetensi Dasar | Indikator |
|--|--|
| <p>3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya</p> <p>4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya</p> | <p>3.4.1 Mengidentifikasi struktur teks, dan untuk kebahasaan yang terkandung dalam teks naratif tulis pendek dan sederhana.</p> <p>4.18.1 Menganalisis teks naratif lisan dan tulis pendek dan sederhana berbentuk fable pendek dengan sesuai konteks.</p> |

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran peserta didik diharapkan:

1. Mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks lisan maupun tulis mengenai niat melakukan sesuatu tindakan atau kegiatan
2. Mampu membedakan makna dari berbagai ungkapan mengenai niat melakukan sesuatu tindakan atau kegiatan.

D. Materi Ajar

1. Pengertian teks narasi

A type of text that is purposed to amuse and to deal with actual and various experience in different ways, narrative text also deals with problematic events which lead to a crisis or turning points of kind, which in turn find a resolution.

2. Struktur teks narasi

- a) An orientation tells about who is in the story, when the story is taking place, and where the action is happening.
- b) A complication tells about sets off a chain of events that influences what will happen in the story.
- c) A sequence of events tells about the characters react to the complication.
- d) A resolution tells about how the characters solve the problem created in the complication.
- e) A coda tells about a comment or moral based on what has been learned from the story (an optional step)

3. Jenis-Jenis Narasi

- a). Expository Narrative : Aims to arouse the minds of the readers to know what is being told
- c) Suggestive Narrative : s a series of events presented in such a way as to stimulate the imagination of the readers.

E. Sumber Pembelajaran

Buku referensi : Buku penunjang siswa kurikulum 2013 mata pelajaran bahasa inggris. Kelas VIII kemendikbud revisi 2017.

F. Media Pembelajaran

Papan Tulis, Spidol

G. Teknik Pembelajaran

Teknik : Small Discussion

H. Kegiatan Pembelajaran

A. Pembukaan 5 menit

- a) Guru membuka pelajaran dengan mengucapkan salam dan doa
- b) Guru menanyakan kabar dan memeriksa daftar hadir
- c) Guru memberikan petunjuk tentang tema dan tekni pembelajaran
- d) Guru menjelaskan tentang tujuan pembelajaran.

B. Kegiatan Inti 25 menit

- a) Guru membagi kelas menjadi beberapa kelompok kecil
- b) Guru membagikan lembaran teks cerita kepada beberapa kelompok
- c) Guru meminta siswa membaca teks cerita, lalu mereka diminta untuk diskusi menentukan pemeran utama, tempat, dan isi cerita.
- d) Siswa diminta menulis jawaban yang telah mereka diskusikan
- e) Siswa diminta mengumpulkan tugas kelompok.

I. Penutup 5 menit

- a) Guru memberikan kesimpulan terait materi
- b) Guru menutup pembelajaran

J. Teks cerita**THE LION AND MOUSE**

One day, a Lion lay asleep in the jungle. A tiny Mouse, running about in the grass and not noticing where he was going, ran over Lion's head and down his nose.

The Lion awoke with a loud roar and down came his paw over the little Mouse. The great beast was about to open his huge jaws to swallow the tiny creature when "Pardon me, O King, I beg of you," cried the frightened Mouse. "If you will only forgive me this time, I shall never forget your kindness. I meant no harm and I certainly didn't want to disturb Your Majesty. If you will spare my life, perhaps I may be able to do you a good turn, too." The Lion began to laugh, and he laughed and laughed. "How could a tiny creature like you ever do anything to help me? And he shook with laughter. "Oh well" he shrugged, looking down at the frightened Mouse, "you're not so much of a meal anyway." He took his paw off the poor little prisoner and the Mouse quickly scampered away. Some time after this, some hunters, trying to capture the Lion alive so they could carry him to their king set up rope nets in the jungle. The Lion, who was hunting for some food, fell into the trap. He roared and thrashed about trying to free himself but with every move he made, the ropes bound him tighter

The unhappy Lion feared he could never escape, and he roared pitifully. His thunderous bellows echoed through the jungle. The tiny Mouse, scurrying about far away, heard Lion's roars "That may be the very Lion who once freed me," he said, remembering his promise. And he ran to whether he could help.

Discovering the sad state the Lion was in, the Mouse said to him, "Stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I'll get you out of this trap." With his sharp little teeth, the Mouse gnawed at the ropes until they broke. When the Lion had stepped out of the net and was free once "Thank you, good Mouse," said the Lion gently. "You did help me even though I am big and you are so little. I see now that kindness is always worthwhile."

KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Mengetahui

Banyuwangi, 1 April 2023

Guru Mata Pelajaran

Peniti



(Hariyadi S.Pd)



(Aula Izatul Lailiah)



UIN

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

RPP II
Rencana Pelaksanaan Pembelajaran
Controll Class

Nama Sekolah : SMPN 1 Glenmore
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : VIII/2
 Materi Pokok : Narrative Text
 Alokasi Waktu : 35 menit
 Skill : Reading Comprehension

A. Komepetensi Inti

- KI 3** :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4** :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

| Kompetensi Dasar | Indikator |
|--|--|
| 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya | 3.5.1 Mengidentifikasi struktur teks, dan untuk kebahasaan yang terkandung dalam teks naratif tulis pendek dan sederhana. |
| 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya | 4.18.1 Menganalisis teks naratif lisan dan tulis pendek dan sederhana berbentuk fable pendek dengan sesuai konteks. |

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran peserta didik diharapkan:

1. Mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks lisan maupun tulis mengenai niat melakukan sesuatu tindakan atau kegiatan
2. Mampu membedakan makna dari berbagai ungkapan mengenai niat melakukan sesuatu tindakan atau kegiatan.

D. Materi Ajar

1. Pengertian teks narasi

A type of text that is purposed to amuse and to deal with actual and various experience in different ways, narrative text also deals with problematic events which lead to a crisis or turning points of kind, which in turn find a resolution.

2. Struktur teks narasi

- a) An orientation tells about who is in the story, when the story is taking place, and where the action is happening.
- b) A complication tells about sets off a chain of events that influences what will happen in the story.
- c) A sequence of events tells about the characters react to the complication.
- d) A resolution tells about how the characters solve the problem created in the complication.
- e) A coda tells about a comment or moral based on what has been learned from the story (an optional step)

3. Jenis-Jenis Narasi

- a). Expository Narrative : Aims to arouse the minds of the readers to know what is being told
- d) Suggestive Narrative : s a seres of events presented in such a way as to stimulate the magination of the readers.

E. Sumber Pembelajaran

Buku referensi : Buku penunjang siswa kurikulum 2013 mata pelajaran bahasa

inggris. Kelas VIII kemendikbud revisi 2017.

F. Media Pembelajaran

Papan Tulis, Spidol

G. Teknik Pembelajaran

Teknik : Small Discussion

H. Kegiatan Pembelajaran

1. Pembukaan 5 menit

- a) Guru membuka pelajaran dengan mengucapkan salam dan doa
- b) Guru menanyakan kabar dan memeriksa daftar hadir
- c) Guru memberian petunjuk tentang tema dan tekni pembelajaran
- d) Guru menjelaskan tentang tujuan pembelajaran.

2. Kegiatan Inti 25 menit

- a) Guru membagi kelas menjadi beberapa kelompok kecil
- b) Guru membagikan lembaran teks cerita kepada beberapa kelompok
- c) Guru meminta siswa membaca teks cerita, lalu merea diminta untuk diskusi menentukan pemeran utama, tempat, da isi cerita.
- d) Siswa diminta menulis jawaban yang telah mereka diskusikan
- e) Siswa diminta mengumpulkan tugas kelompok.

3. Penutup 5 menit

- a) Guru memberikan kesimpulan terait materi
- b) Guru menutup pembelajaran

I. Teks Cerita



The Donkey of Guizhou

Once upon a time, there was a donkey in Guizhou. Someone officious shipped one there, but finding no use for it, he set it loose at the foot of the mountain.

A tiger ran out from the mountains. When he saw this big tall thing, he thought it must be divine. He quickly hid himself in the forest and surveyed it from under cover, sometimes the tiger ventured a little nearer but still kept a respectful distance.

One day the tiger came out again. Just then the donkey gave a loud bray, I thinking the donkey was going to eat him, the tiger hurriedly ran away. After a while, he sneaked back and watched the donkey carefully. He found that though it had a huge body it seemed to have no special ability.

After a few days, the tiger gradually became accustomed to its braying and was no longer so afraid. Sometimes, he even came near and circled around the donkey. Later the tiger became bolder. Once, he walked in front of the donkey and purposely bumped it. This made the donkey so angry that it struck out his hind legs and kicked wildly. Seeing this the tiger was very gleeful, Such a big thing as you can do so little!' With a roar, he pounced on the donkey and ate it up.

Banyuwangi, 4 April 2023

Mengetahui

Guru Mata Pelajaran

Peniti

(Hariyadi S.P.d)

(Aula Izatul Lailiah)

RPP III
Rencana Pelaksanaan Pembelajaran
Controll Class

Nama Sekolah : SMPN 1 Glenmore
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/2
Materi Pokok : Narrative Text
Alokasi Waktu : 35 menit
Skill : Reading Comprehension

A. Kompetensi Inti

- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

| Kompetensi Dasar | Indikator |
|--|--|
| 3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya | 3.6.1 Mengidentifikasi struktur teks, dan untuk kebahasaan yang terkandung dalam teks naratif tulis pendek dan sederhana. |
| 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya | 4.18.1 Menganalisis teks naratif lisan dan tulis pendek dan sederhana berbentuk fable pendek dengan sesuai konteks. |

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran peserta didik diharapkan:

1. Mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks lisan maupun tulis mengenai niat melakukan sesuatu tindakan atau kegiatan
2. Mampu membedakan makna dari berbagai ungkapan mengenai niat melakukan sesuatu tindakan atau kegiatan.

D. Materi Ajar

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A type of text that is purposed to amuse and to deal with actual and various experience in different ways, narrative text also deals with problematic events which lead to a crisis or turning points of kind, which in turn find a resolution.

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- a). Expository Narrative : Aims to arouse the minds of the readers to know what is being told
- e) Suggestive Narrative : s a seres of events presented in such a way as to stimulate the magination of the readers.

E. Sumber Pembelajaran

Buku referensi : Buku penunjang siswa kurikulum 2013 mata pelajaran bahasa inggris. Kelas VIII kemendikbud revisi 2017.

F. Media Pembelajaran

Papan Tulis, Spidol

G. Teknik Pembelajaran

Teknik : Small Discussion

H. Kegiatan Pembelajaran**1. Pembukaan**

- a) Guru membuka pelajaran dengan mengucapkan salam dan doa
- b) Guru menanyakan kabar dan memeriksa daftar hadir
- c) Guru memberikan petunjuk tentang tema dan tekni pembelajaran
- d) Guru menjelaskan tentang tujuan pembelajaran.

2. Kegiatan Inti 25 menit

- a) Guru membagi kelas menjadi beberapa kelompok kecil
- b) Guru membagikan lembaran teks cerita kepada beberapa kelompok
- c) Guru meminta siswa membaca teks cerita, lalu mereka diminta untuk diskusi menentukan pemeran utama, tempat, dan isi cerita.
- d) Siswa diminta menulis jawaban yang telah mereka diskusikan
- e) Siswa diminta mengumpulkan tugas kelompok.

3. Penutup 5 menit

- a) Guru memberikan kesimpulan terait materi
- b) Guru menutup pembelajaran

I. Teks cerita**THE LION AND MOUSE**

One day, a Lion lay asleep in the jungle. A tiny Mouse, running about in the grass and not noticing where he was going, ran over Lion's head and down his nose.

The Lion awoke with a loud roar and down came his paw over the little Meuse. The great beast I was about to open his huge jaws to swallow

the tiny creature when “Pardon me, O King, I beg of you,” cried the frightened Mouse. “If you will only forgive me this time, I shall never forget your kindness. I meant no harm and I certainly didn’t want to disturb Your Majesty. If you will spare my life, perhaps I may be able to do you a good turn, too.” The Lion began to laugh, and he laughed and laughed. “How could a tiny creature like you ever do anything to help me? And he shook with laughter. “Oh well” he shrugged, looking down at the frightened Mouse, “you’re not so much of a meal anyway.” He took his paw off the poor little prisoner and the Mouse quickly scampered away. Some time after this, some hunters, trying to capture the Lion alive so they could carry him to their king set up rope nets in the jungle. The Lion, who was hunting for some food, fell into the trap. Her roared and thrashed about trying to free himself but with every move he made, the ropes bound him tighter

The unhappy Lion feared he could never escape, and he roared pitifully. His thunderous bellows echoed through the jungle. The tiny Mouse, scurrying about far away, heard Lion’s roars “That may be there very Lion who once freed me,” he said, remembering his promise. And he ran to whether he could help.

Discovering the sad state the Lion was in, the Mouse said to him, “Stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I’ll get you out of this trap.” With his sharp little teeth, the Mouse gnawed at the ropes until they broke. When the Lion had stepped out of the net and was free once “Thank you, good Mouse,” said the Lion gently. “You did help me even though I am big and you are so little. I see now that kindness is always worthwhile.”

Banyuwangi, 5 April 2023

Mengetahui

Guru Mata Pelajaran

Peniti

(Hariyadi S.Pd)

(Aula Izatul Lailiah)

Appendix 17

DECLARATION OF AUTHORSHIP

The undersigned below

Name : Aula Izatul Lailiah
 Plate, date of birth : Banyuwangi, 01 December 1999
 Address : Jln Sersan sigit, Kec Glenmore, Kab, Banyuwangi
 Faculty : Education and Teacher Training
 Program : English Education.

State that thesis entitled “**The Effect of Using Direct Reading Thingking Activity On the 8th Grade Student’s Reading Comprehension At SMPN 1 Glenmore Banyuwangi**” is truly my own work from the result of conducting research at Eight Grade In SMPN 1 Glenmore. Except some resources which are accepted from references mentioned.

Jember, 19 September 2023



Aula Izatul Lailiah

SRN: T20186022

Appendix 18

AUTOBIOGRAPHY



Personal Information

Name : Aula Izatul Lailiah
 SRN : T20186022
 Gender : Female
 Plate, date of birth : Banyuwangi, 01 December 1999
 Address : Jln Sersan sigit, Kec Glenmore, Kab, Banyuwangi
 Religion : Islam
 Department/Major Courses : English Education
 Email : Aulaizatulailiah01@gmail.com

Education Background

2005-2007 : TK Al-Hikmah
 2007-2012 : MI Islamiyah Glenmore
 2012-2015 : SMPN 1 Glenmore
 2015-2018 : MA ASHRI Jember