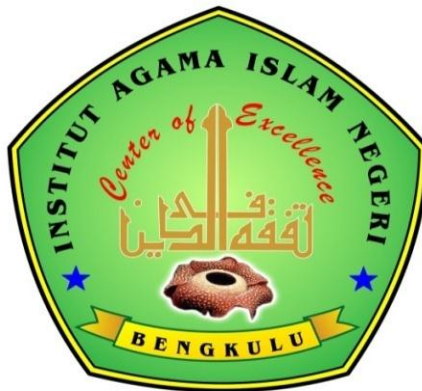


**THE USE OF *ABOUT-POINT TEACHING STRATEGY*
TO IMPROVE STUDENTS' READING ABILITY OF
NARRATIVE TEXTS**

(Classroom Action Research at Eighth Grade of SMPN 14 Seluma in Academic Year
2018/2019)

THESIS

**Presented as Partial Requirement for Sarjana Degree (S.Pd)
in English Language Education**



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MOTTO



ALHAMDULILLAHIRABBILALAMIN

إِنَّ مَعَ الْعُسْرِ يُسْرًا

Indeed, along with hardship, there is ease

(Q.s. Alam Nasyra: 6)

Hard work brings rewards

DEDICATION

With gratitude and all my love, this thesis is dedicated to:

- ❖ My beloved father, Nasran, and my beloved mother, Sulaina, Thank you very much for your struggle, support, great prayer to make my dream come true.
- ❖ For my beloved brothers, Nopriadi, Metra. S, and Junaidi R; and my sister Indah Maya Sari. Thanks for your prayer, support, and attention. I'll be proud and happy of having you all as part of my life.
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- ❖ All lecturers who teach in Tarbiyah and Tadris Faculty, Especially in English Program. Thanks for everything you gave me.
- ❖ My beloved almamater IAIN Bengkulu.

SURAT PERNYATAAN

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Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul “THE USE OF ABOUT-POINT TEACHING STRATEGY TO IMPROVE STUDENTS’ READING ABILITY OF NARRATIVE TEXTS (Classroom Action Research at Eighth Grade of SMPN 14 Seluma in Academic Year 2018/2019) “ adalah hasil karya atau penelitian saya sendiri dan bukan plagiasi dari karya orang lain. Apabila di kemudian hari diketahui bahwa skripsi ini adalah plagiasi atau terdapat penyimpangan maka saya siap dikenakan sanksi akademik.

Bengkulu, 2019

Yang Menyatakan



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ABSTRACT

Fera Dela Sandi. (2018). *The Use of About-Point Teaching Strategy to Improve Students' Reading Ability of Narrative Texts (Classroom Action Research at Eighth grade Students of SMPN 14 Seluma Academic Year 2018/2019)*. Faculty of Tarbiyah and Tadris. Supervisor 1: Risnawati, M.Pd; and Supervisor 2: Feny Martina, M.Pd.

Key Words: *About-Point Teaching Strategy, Narrative Text.*

This research aimed at investigating the implementation of *About-Point Teaching Strategy* to improve students' reading ability in narrative texts at the eighth grade student of SMPN 14 Seluma academic year 2018/2019. This research applied Classroom Action Research (CAR) method. The respondents of this research were at the eighth grade students of SMPN 14 Seluma academic year 2018/2019 that consisted of 30 students. The result showed that *About-Point Teaching Strategy* could improve the students' ability in reading comprehension of narrative texts at the eighth grade students of SMPN 14 Seluma in academic year 2018/2019. The improvement was showed by the students' average score in pre-assessment test (62.68) that included into "Moderate" category; and average score in cycle III test was (76.47) that included into "Good" category. It means that the students got (14.04) point of improvement after getting actions for three cycles. The most important progress for students were learning atmosphere in the classroom got better, especially in behavior, learning motivation, and classroom interaction. During the classroom, most of the students have avoided doing indiscipline activities like chatting with friends and doing other activities. The students looked so curious to learn this new strategies and paid serious attention to the teacher's explanation. In group activities, the students involved actively giving their contribution in overcoming problems in their group.

ABSTRACT

Fera Dela Sandi. (2018). *Penggunaan Strategy Mengajar About-Point untuk Meningkatkan Kemampuan Siswa dalam Membaca Teks Naratif (Penelitian Tindakan Kelas pada Siswa kelas Delapan SMPN 14 Seluma Tahun Ajaran 2018/2019*. Fakultas Tarbiyah dan Tadris. Pembimbing 1: Risnawati, M.Pd; and Supervisor 2: Feny Martina, M.Pd.

Key Words: Strategi Pengajaran *About-Point*, *Teks Naratif*.

Penelitian ini bertujuan untuk menyelidiki penerapan strategi Pengajaran *About-Point* untuk meningkatkan kemampuan siswa dalam membaca teks naratif pada kelas delapan SMPN 14 Seluma tahun ajaran 2018/2019. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK). Respondents penelitian ini adalah siswa kelas delapan SMPN 14 Seluma tahun ajaran 2018/2019 yang terdiri dari 30 siswa. Hasil penelitian ini menunjukkan bahwa strategi pengajaran *About-Point* dapat meningkatkan kemampuan siswa dalam membaca pemahaman teks naratif pada kelas delapan SMPN 14 Seluma tahun ajaran 2018/2019. Peningkatan itu dapat ditunjukkan dari perbandingan nilai rata-rata siswa pada tes awal (62.80) yang termasuk kategori “Sedang”; dan nilai rata-rata pada tes siklus III (76.47) yang termasuk dalam kategori “Baik”. Berarti ada peningkatan nilai rata-rata sebanyak (14,04) poin setelah diberi tindakan sebanyak tiga siklus. Perkembangan penting bagi siswa adalah suasana belajar di kelas menjadi lebih baik, terutama sikap, motivasi belajar, dan interaksi di kelas. Selama pembelajaran di kelas, sebagian besar siswa tidak lagi melakukan tindakan yang tidak disiplin seperti ngobrol dan melakukan aktivitas diluar diskusi. Siswa terlihat penasaran untuk belajar strategi pembelajaran baru dan memperhatikan penjelasan guru dengan serius. Dalam kegiatan kelompok, siswa berpartisipasi aktif dalam memecahkan persoalan yang terjadi pada kelompok mereka.

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
Firstly, the researcher would like to express her gratitude to Allah SWT, the almighty that has given him great *hidayah* during she wrote this thesis entitled “*The Use of About-Point Teaching Strategy to Improve Students’ Reading Ability of Narrative Texts (Classroom Action Research at Eight Grade Students of SMPN 14 Seluma Academic Year 2018/2019)*”. This thesis is as one of the requirements to get bachelor degree (sarjana) in Tarbiyah Department of English Education Program of IAIN Bengkulu.

Shalawat and *salam* is also sent to Prophet Muhammad SAW, who had changed everything from the darkness to modern life with great education like this age. In the process of writing this thesis, there were many people encourage, motivation, advice, and support the researcher to complete this thesis. In this valuable chance, the researcher aims to express her deeply gratitude and appreciation to all of them. The researcher presents his sincere appreciation to:

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4. Supervisor, Risnawati, M.Pd. and Co-supervisor, Feny Martina, M.Pd.
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It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

Bengkulu, November 2018



Fera Dela Sandi
The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading comprehension is one of English skills that must be mastered by students in junior high school level. Based on the current curriculum, K-13, students should master four skills of English so that they can implement their English skills in a real life for having interaction with their own environment¹. The four skills which are taught at schools are: speaking, listening, reading, and writing. Then, English is also as one of lesson that is tested in the national final exam where most items are in form of reading comprehension test. Therefore, the teacher gives more attention for English lesson, especially in reading comprehension skill. It is clear that reading comprehension becomes one of skill that is learned by the students at schools because of its function in education.

The implementation of K-13 curriculum for English in the classroom at the eighth grade of junior high school in Indonesia is the teachers focus on discussing about various kinds of texts. It is because the approach to language teaching and learning is genre based. The English teachers seemed to do more activities in reading comprehension than other English skills. Most of the students' activities are reading various kinds of English texts. In junior high school level, students discuss about various kinds of genre texts, namely: descriptive, report, recount,

¹Badan Standard Nasional Pendidikan (BSNP) and Direktorat Pembinaan SMP Ditjen Mandikdasmen Depdiknas. *Model Silabus Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama*. Jakarta, BSNP, 2006, P. 5.

and narrative texts. The students learn about complete aspects of genre text, such as: the definition, purposes, generic structure, language features, and detail information of the genre texts. In other words, in K-13 curriculum, the students learn in detail about genre texts that include the structure of the texts and the information stated in the texts.

Although the students have spent most of their time doing reading comprehension, they still have problems related to reading comprehension. *The first*, the students still have problem with de-coding and word recognition². The students will stop reading when they find unfamiliar words in the text they are reading. Most of the students will lose their reading concentration in this situation. Most of the students will call their English teacher to translate the difficult words they find. Although the teacher has told them about word meaning, they still have problem in comprehending the text.

The second, the students have problems in vocabulary mastery³. In reading a text, the students will find many English vocabularies. Most of junior high school students do not understand the meaning of words they find in the texts. As the result, they really do not understand what the information stated in the text they are reading. This problem often happens in English classroom because the English

²Lorraine Graham & Anne Bellert. *Australian Journal of Learning Disabilities*, Reading comprehension difficulties experienced by students with learning disabilities, Volume 10, 2015, issued 2, P.1.

³Vaughn and Linan Thompson. *Five Components of Reading Comprehension*. 2016, P. 1. Retrieved from internet on April 04, 2017 from site <http://teacher.lingo.com/resources/articles/five-component-reading-comprehension/2016.aspx>

teacher seldom discusses vocabularies intensively in English class, especially reading class.

The third, it is related to comprehension ability⁴. Most of the students missunderstanding about the goals of reading comprehension. They think that reading is only an activity of reading a text loudly, then answer questions. Therefore, most of the students do not try to build meaning of the text to reach comprehension when they are reading. As the result, they can read a text but they fail in comprehending the text. They can not get the information stated in the text accurately.

The fourth, the students have problems in reading fluency⁵. In an ideal concept, reading has its speed. The students may not spend too much time in reading a short text. in a real condition, students spend too long time to get information of a short text. They spend too much time for unnecessary activities. Not only spend much time, they also read text in low accuracy. This flency problem happens because the complex difficulties that the students find, such as: decoding and recognition word problems, vocabulary mastery, and comprehension ability that have explained above.

From the explanation above, it can be concluded that the most problems happen to the students in reading comprehension activities are decoding and recognition word problems, vocabulary mastery, comprehension ability, and

⁴Vaughns and Linan Thomson. *Ibid*. P.1

⁵Lorina Graham & Anne Bellert. *Op Cit*. P. 1

fluency. The problems above are related one to each other. They effects one each other. Therefore, to overcome the students' reading comprehension problems, the English teacher must try to encourage students to learn reading more seriously by focusing on overcoming this kinds of students' difficulties.

In SMPN 14 Seluma, especially at eighth students in ccademic year 2018/2019, the researcher conducted small observation by visiting the schools and interviewing both the English teacher and students on October 27, 2017. The researcher observed most activities did by both the students and English teacher during their English lesson. Teaching and learning process in this classroom run well. The teacher explained the materials clearly and the students paid full attention. To get detail information about students, teaching strategy and media, and learning atmospher, it is important for researcher to interview the English teacher. She said that in learning English, the students should master the four skills of English, namely: speaking, listening, reading, and writing. Among the four skills, reading comprehension got more activities because by reading the students got more information and improve their vocabulary number. In learning English, the teacher used various kinds of genre texts and different activities based on materials. Then, the students' ability in reading comprehension were diffrent. It depanded on the students. However, in average, the students especially in ten grade still need more improvement in English skills, especially the mastering of four skills.

The next step was the researcher interviewed the students to get information about the students' description especially about their ability and perception about their teacher's teaching strategy in English class. Most of them said that English is difficult lesson to understand because they did not understand many aspects in English. In addition, the students explained that the teacher did not use specific strategy in teaching English. It was proved by the use of the same activities in English class. They dominantly learn about reading comprehension. They usually read texts and answer questions that relate to the texts. This monotonous activities made them boring in learning English and did not pay serious attention for English lesson.

The result of the interview and observation above gives some important information for researcher as backgroun or problems to do research: first, the students in this school especially eighth grade still need more improvement in learning English, especially in reading comprehension; second, the students need interesting strategy in learning English.

To respond this problem, the researcher found that *Point-About Teaching Strategy* is good strategy to use to overcome the students' problems in this school. Because the main material of reading comprehension in tenth grade is narrative, the researcher uses narrative text exploration as genre text to analyse in this reseach. *Point-About Teaching Strategy* is an effective and fun teaching strategy to teach reading comprehension to students. This strategy was firstly developed by Martin, Lorton, Blanc, and Evan (1977). *Point-About Teaching Strategy* is a tool

to enhance comprehension for silent reading where it teaches students to identify what content information is “about” and the “point” of the subject matter⁶. In addition, About-Point Teaching Strategy is a useful strategy for students because it uses small, manageable amounts of text and teaches students to identify both the content matter and the point of the information, while at the same time simulating recall⁷. Therefore, this strategy is regarded as the best solution for the problems of the tenth grade students of SMPN 14 Seluma.

From the background and problem above, it is important to the researcher to do research in reading comprehension by using specific strategy in this school. That’s why the researcher is very interested in doing a research entitled “*The Use of About-Point Teaching Strategy to Improve Students’ Reading Ability of Narrative Texts (Classroom Action Research at Eight Grade Students of SMPN 14 Seluma Academic Year 2018/2019)*”.

B. Identification of the Problem

Based on the detailed explanation in the background above, the problems in this research can be identified that the students in this school especially tenth grade students still need more improvement in learning English, especially in reading comprehension skill and the students need interesting strategy in learning English to encourage them to be interested in learning English.

⁶Margaret Boucher. *Comprehension Strategies for English Language Learners*. New York: Scholastic. 2005. P.31.

⁷Bouchard Margaret. *Loc Cit*. P. 31.

C. Limitation of the Problem

Among the wide problem above, the researcher limited the problem of this research only to find out whether or not the use of *About-Point Teaching Strategy* can improve students' reading ability in narrative texts at the eighth grade students of SMPN 14 Seluma academic year 2018/2019.

D. Formulation of the Problem

Based on the background above, the problem of this research can be: can *About-Point Teaching Strategy* improve students' reading ability in narrative texts at the *Eight Students of SMPN 14 Seluma Academic Year 2018/2019*)?

E. Research Objective

The objective of this research is to find out does *About-Point Teaching Strategy* improve students' reading ability in narrative texts at the eighth grade students of SMPN 14 Seluma academic year 2018/2019.

F. Significance of the Study

The result of this research is expected to give important information for students, English teachers, and the next researchers. The significances are:

1. For students

- a. To introduce the students about a fun concept of learning reading comprehension and apply it in learning English.

- b. To give the students motivation in improving their English reading skill by implementing fun and innovative strategy.
- c. To approach young learners of English in order they feel that English is not difficult and scared lesson; but, it is a fun lesson for studying.

2. *For Teachers*

- a. To introduce teachers about *About – Point Teaching Strategy* as one of alternative technique in mastering reading comprehension skill, especially comprehending narrative texts for high school students.
- b. To inform English teachers about one kind of teaching strategy that can be used to improve students' ability in reading comprehension skill.

3. *For the Next Researchers*

- a. to encourage other researchers to explore various kinds of effective teaching strategies to improve students' ability in English skills as long as creat a joyfull English class.

G. Operational Definition of Key Terms

- 1. *Reading Comprehension* is understanding the nature or meaning of; grasp with the mind; perceive something of reading text.
- 2. *About – Point Teaching Strategy* is an effective and innovative teaching strategy in English reading comprehension which uses as a tool to enhance

comprehension for silent reading where it teaches students to identify what content information is “about” and the “point” of the subject matter.

3. *Narrative Texts* are kinds of texts which consist of orderly account of events in the past and highlight to problematic experience and resolution in order to amuse and give moral value to the readers.
4. *Classroom Action Research* is a rather simple set of ideas and techniques that can introduce the power of systematic reflection of the practice.

CHAPTER II

REVIEW OF LITERATURE

A. The Concept of Reading Comprehension

1. The Definition of Reading Comprehension

Reading has important roles in the process of human progress of knowledge. Therefore, people activities in reading effect their background knowledge. Reading does not mean read the text aloud, but comprehension process is the most important aspect. To reach comprehension level, people need some skills during the process of reading. They call upon so many important abilities and effects people's lives in so many ways. Much of knowledge comes to people through reading activities. That's why, before come to ather discussion, it is important to explain some definitions of reading in order to give clear concept of reading.

There are many opinions about the meaning or definition of reading, so it is useful to make sure that readers are thinking about the same way when they use the term of reading. Dzama and Gilstrap defined reading is an integral part of communication, which is complex process that begins during infancy⁸. It means that reading is a long and complex process that inculded into communication skill. In other words, people's reading activities effect their background knowledge and communication skill. In addition, Ahmad

⁸Mary Ann Dzama and Robert Gilstrap. *Ready to Read: A Parents' Guide*, John Wiley & Sons, INC, New York, 1983, P. 57.

defined reading as an activity to find information through written symbols; a process that is used by the readers to get message that is delivered by the writer through written words; from linguistics viewpoint, reading is a recording and decoding process; and reading is also called as complicated process because it depends on students' language skills and their imagination level⁹. Furthermore, Anthony, Pearson, and Raphael defined reading as a process of constructing meaning through the dynamic interaction among the readers' existing meaning through the, the information suggested by the written language, and the context of the reading situation¹⁰.

From some definitions above, it can be concluded that reading comprehension is an activity to understand implicit or explicit idea of a text which involves some components of language skills. It implies that reading involves the recognition and interpretation of what is reading in light of personal experiences. If the readers do not get the meaning from the printed materials, they do nothing. In short, reading comprehension is a complex activity in getting information of printed texts which need specific skills to master it. That is why in making every student to be a competent reader is the ultimate goal of teaching students learns to read. To become a competent reader, the students should be able to construct meaning from print using

⁹Listiyanto Ahmad. *Speed Reading – Teknik dan Metode Membaca Cepat*, A Plus Books, Jogjakarta, 2010. P.14.

¹⁰Anthony, Pearson, and Raphael in Setiyadi, Bambang. *TEFL 2*, Universitas Terbuka, Jakarta, 2008, P. 5.3.

appropriate active strategies to relate what they read with their background knowledge and experience. Through continuous practice, fluency and skill are enhanced and the students' motivation to read increased.

2. Types of Reading

Reading comprehension activities are not merely reading the text, but the most important thing is the comprehension process. It means that, it is important to discuss about some kinds of reading activities that can be used by the readers. According to Ahmad, there are five kinds of reading activities; they are¹¹:

(1) Intensive Reading

Intensive reading is a key to get knowledge. Intensive reading is conducted carefully, analytically, and slowly in order to understand perfectly about the materials. This kind of reading activities usually do by the students in understanding their literature of study.

(2) Critical Reading

Critical reading is conducted to find facts in the text, and give assessment toward the fact. In critical reading, it is important to remember the main idea. So, speed is not important to figure out in this technique. In this kind of activity, the readers not only read the text but

¹¹Ahmad Listiyanto. *Speed Reading: Teknik dan Metode Membaca Cepat*. Jogjakarta: A Plus Books, 2010, P. 29.

also analyze the sentences they read critically to give constructive argument or critics about the text.

(3) *Reading Fast*

Reading fast emphasizes to speed of understanding the information in the text in short time. Reading fast is usually used when the reader only wants to get main idea and general idea of the texts. In reading fast, time must be used efficiently. This kind of activities is only for reading newspapers and others that only find main idea without looking at details of texts accurately.

(4) *Pleasure Reading*

Pleasure reading is concerned to reading skill in literature. This kind of reading technique emphasizes on expressing of the pleasure that exists in a literature. When students read novel, short stories, and so on, they read it in order to get pleasure, not for finding serious information to analyze and give arguments after reading activity.

(5) *Technical Reading*

Technical reading is reading by using loud voice. The purpose is in order that the students have reading skills in loud voice by using good prosody, intonation, producing sounds correctly. Then, it is hoped that someone that reads the text has good skill in reading English fluently due to all listeners can understand the meaning of the text that he is reading. Then, they can find the information together in the classroom.

Actually the most important thing in reading is whether the readers can comprehend the text or not. If the readers have understood about the text they are reading, they have implemented reading comprehension. Reading as comprehension is as an interaction between a writer and a reader in a printed text, because in reading activity a reader attempts to figure out the information from a result of interaction between the perceptions of graphic symbols that represent language and readers' language skills, cognitive skills, and knowledge about the words. In this process, students try to create the meaning that is intended by the writer. The interaction in reading is only one way; it is from the writer to the reader.

3. Elements of Reading

In defining reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It uses the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements: the *reader* who is doing the comprehending; the *text* that is to be comprehended; and the *activity* in which comprehension is a part¹². The three elements above is useful to understand as concept for the students. To

¹²Catherine Snow, *Reading for Understanding toward an R&D Program in Reading Comprehension*, Arlington: Rand Education, 2002, P. 11-16.

know the relationship among the three elements in reading comprehension skills; it is important to explain in detail as follow¹³:

a. *The Text*

The features of any given text have a large impact on comprehension. While reading, the reader constructs various representations of the text that are important for comprehension. Those representations include the *surface code* (the exact wording of the text), the *text base* (idea units representing the meaning of the text), and the *mental models* (the way in which information is processed for meaning) that are embedded in the text. Electronic text presents particular challenges to comprehension (e.g., dealing with the non-linear nature of hypertext), but it also offers the potential to support comprehension by providing hyperlinks to definitions of difficult words or other supplementary material.

b. *The Activity*

The reading activity involves one or more purposes or tasks, some operations to process the text, and the outcomes of performing the activity, all of which occur within some specific context. The initial purpose for the activity can change as the reader reads. That is, a reader may encounter information that raises new questions and makes the original purpose insufficient or irrelevant. Processing the text involves decoding the text,

¹³Catherine Snow, Loc Cit XV

higher-level linguistic and semantic processing, and self-monitoring for comprehension—all of which depend on reader capabilities as well as on the various text features. Each element of text processing has varying degrees of importance depending on the type of reading being done, such as skimming (getting the gist of the text) or studying (reading the text with the intent of retaining the information for a period of time).

c. The Context

The learning process for reading takes place within a context that extends far beyond the classroom. In fact, differences among readers can, to some extent, be traced to the varying sociocultural environments in which children live and learn to read. Learning and literacy are viewed partly as cultural and historical activities, not just because they are acquired through social interactions but also because they represent how a specific cultural group or discourse community interprets the world and transmits information. If the education community is to ensure universal success in reading comprehension, those in the community must understand the full range of sociocultural differences in communicative practices. Sociocultural differences are often correlated with group differences. Groups may be identified by income, race, ethnicity, native language, or neighborhood.

In considering the reader, it includes all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is

broadly construed to include any printed text or electronic text. In considering activity, it includes the purposes, processes, and consequences associated with the act of reading. These three dimensions define a phenomenon that occurs within a larger *sociocultural context* that shapes and is shaped by the reader and that interacts with each of the three elements.

4. Reading Comprehension Skills and Activities

Reading comprehension is a complex activity because the goal is to understand the text and get important information. In other words, it does not merely read the texts, but it focuses on the process of how the readers comprehend reading texts. To reach the purpose of reading activities, the students master some reading comprehension skills in order that they know the nature of reading and improve their ability in reading comprehension. There are some skills and sub-skills utilized in reading comprehension, they are: (1) prediction, (2) skimming (reading quickly for main idea or gist), (3) scanning (reading quickly for a specific piece of information), (4) distinguishing between: (a) factual and non-factual information, (b) important and less important items, (c) relevant and irrelevant information, (d) Explicit and implicit information, (e) ideas and examples and opinions, (5) Drawing inferences and conclusions, (6) understanding graphic and presentation (data, diagram, etc), and (7) understanding text organization and linguistic/semantic aspect, for example: (a) relationships between and within

sentences (e.g. Cohesion), and (b) recognizing discourse/semantic markers and their function¹⁴. These reading skills play an important roles as basic skills in comprehending texts where the students should master them. These reading skills will become the students' basic competence in doing reading comprehension activities.

As previous explanation that reading comprehension is as a process of comprehending text, does not read a text in literal meaning. In this case, the assumptions about the nature of reading can be¹⁵: (1) *students need to perceive and decode letters in order to read words*. It means that when beginning to read a text, or where is little no helpful context, the students depend on decoding letters to understand words; but as soon as there is a meaningful context which tend to bring interpretation to the word according to its general shape and the sense of the text rather than according to it exact component letters; (2) *Students need to understand all the words in order to understand the meaning of a text*. It means that it is important to understand the words but not all. The students often skip or misread words in order to make sense of the whole more quickly or conveniently. The implication of this for teaching is probably that the teachers should not insist too strongly on our learners understanding every word, but rather encourage them to go for the overall meaning of a text; (3) *The more symbols (letters or words)*

¹⁴R.R. Jordan. *English for Academic Purposes: A Guide and Resource book for Teachers*, Cambridge University Press, New York, 1997, P.143.

¹⁵Penny Ur. *A Course in Language Teaching*, Cambridge University Press, USA, 1996, P. 138.

there are in the text, the longer it will take to read it. It means that it is very roughly, the more sense units there is in a text, the longer it will take to read it. If smaller sense units are combined into bigger, coherent ones (sentences, paragraphs), the whole is much faster to read than if they are separate or incoherent. Learners therefore will probably read more successfully if given whole meaningful units of texts to read rather than disconnected; (4) *We gather meaning from what we read, and 5) students' understanding of a text come from understanding the words of which it is composed.* These detail explanation implies that somehow the meaning of a text is there in the words and all we need to do is pick it up. Then, the process of reading comprehension would be better defined as constructing meaning from a written text. In conclusion, reading comprehension is a process of understanding a written text based on its meaning, not literary one.

B. Teaching Reading Comprehension

It is widely known that there are two common ways in getting knowledge, namely: through acquisitions and experience. Another way is through teaching and learning process. The better quality of teaching proposed by the teachers, the better results will be got by the students about the knowledge. In this situation, the teacher's competence and an appropriate teaching strategy will affect the quality of students as the output of education both in formal or non-formal institutions.

In the classroom, teaching reading comprehension has three systematical processes, namely: pre-reading activities, during reading activities, and post-reading activities. Most of the activities almost the same based on the experts. For example, Flojo explained that the activities in each stage of the three common process are¹⁶:

1. Pre-reading Activities

All reading and learning depend on what the learners bring to the task. For this reason, the pre-reading stage is considered the most important phase of a reading lesson. In this process, the students are guided to reflect on what they already know or think about a topic so that it can help them understand what they are going to read. Pre-reading activities have three main goals; they are: firstly, *activation of prior knowledge and building background information*. In this stage, there is *something in students' head* that the teacher carries. The *something in students' head* is background or prior knowledge and is referred to as a *scheme*. According to scheme theory a reader's knowledge play a crucial role in his/her understanding of the text especially in working out implicit information¹⁷. There are some techniques to activate the students' prior knowledge and build background information, namely: previewing, predicting, and story impression.

¹⁶Ofelia Oracion Flojo. *Curriculum and Instruction: The Teaching of English*. Retrieved from online on November 14, 2016 from http://www.Teaching_English_Fourskills.au/WP-Content/curriculum_and_instruction.pdf, 2011, P. 44-60.

¹⁷Ofelia Oracion Flojo. *Ibid*. P. 45

The second goal is *development of concept of vocabulary*. In developing concept and vocabulary of reading comprehension, the teacher can apply some techniques to maximize students' skill in understanding unfamiliar words in reading text; they are: (1) introducing a new word to make more meaningful experience; (2) demonstrate the meaning of the word as better as possible; (3) the word is used in sentence that carries with it a clue that directs the learner to the meaning in focus; and (4) using semantic mapping in order to help the students see the relationship among the words.

The third goal is *development of motivation and purpose of reading*. Before the actual reading the teacher assists students in analyzing the material. The teacher helps the students to get a feel for the text they read and help them in analyzing the purpose for their reading. Three factors which contribute to motivation are: attitude, interest, and self-concept.

Based on the explanation above, it is concluded that in pre-reading activities, they are related to previewing, prediction, vocabulary concept, and motivation.

2. *During Reading Activities*

Reading of the text, which is the most obvious aspect of the reading phases, may be taken to mean that the students read the text silently in the classroom or at home as part of the assignment. Provide some guide questions so that they can focus better while reading. In the early grades the

teacher reads aloud as the students listen. In short, during reading the readers interact with and make connections with the text in the process of understanding or constructing meaning.

During-reading activities focus on the process of understanding rather than the result of reading. The activities can be: Information transfer activities, reading comprehension questions, understanding references, and making inferences. In this research, the researcher uses R-WISE teaching strategy in helping the students in reading activities.

3. *Post-Reading Activities*

Post-reading is the last phase of the reading lesson. It is after reading when the readers want to share and discuss ideas with others. Post-reading might include the following: discussion, engagement activities, and reading writing-link. For these, see the following explanation:

Discussion

After reading, discussion follows to check the students' comprehension of the text. The discussion usually begins with the motive question. The rest of the questions are planned in anticipation of the answers of the students will give.

Engagement Activities

Going beyond the literature after reading enables students to elaborate on and reconsider the selection. Elaboration is based on the notion that when

the readers actively integrate new information with existing knowledge, greater understanding and use of the new material will result.

Comparing perspective, debating, recollecting, summarizing, writing and reacting to the literature in a variety of ways are all forms of elaboration or engagement activities for students to reinforce, heighten, and develop ownership of the reading experience.

Reading Writing-link

Students may do journal writing response to literature through the following activities: (1) writing an ending a story; (2) retelling the story from the point of view of a character; (3) reading response journal; (4) doing a news write-up about the existing events in the story; (5) summary journal – this should describe the action of the story, development of characters, impact of the setting on the plot, comments on the author's style, or other ideas the reader has after reading the selection.

In summary, the three stages of teaching reading above must be applied by the teacher in the process of teaching and learning process in the classroom in order that the students know about effective learning process in studying reading comprehension.

C. Narrative Texts

In teaching and learning reading English in junior high school level focuses on mastering genre texts and short functional texts. In this research only discusses

about genre texts which consists of various kinds, they are: descriptive, procedure, report, recount, and narrative. The most interesting genre for students to read is narrative. Therefore, this genre is often used by teachers to teach reading because it gives pleasure during reading process by proposing interesting story to the readers.

Narrative is a type of spoken or written text that tells a story of one character or more who face certain situation¹⁸. Another expert said that narrative is a kind of text which tells about past events by emphasizing problematic experience and resolution in order to amuse the readers and frequently to give moral value to the readers¹⁹. From the two definitions above, it can be said that narrative is a spoken or written text that tells a story of one character or more which emphasizing problematic experience and resolution in order to entertain or amuse the readers and deal with actual or imaginative experiences in different ways.

Furthermore, it is known that narrative texts become popular because they present a plot and anxious with the ends of the stories. It means that they have specific generic structures in order to be easy to understand by the readers. The generic structure of narrative usually has four components²⁰; they can be:

¹⁸TIM MGMP Bahasa Inggris SMP DKI Jakarta. *Pendalaman Materi Sukses Dalam Ujian Bahasa Inggris SMP*, Akasia, Jakarta, 2006, P. 16.

¹⁹ Pardiyo. op cit, P. 94.

²⁰Otong Setiawan Djuharie. *Essay Writing*. Yrama Widya, Bandung, 2009, P. 168.

1. *Orientation*: sets the scene and introduces the participants (characters) of the story, the time and place the story happened (who, what, when and where).
2. *Complication*: a crisis arises. A series of events in which the main character attempts to solve the problem.
3. *Resolution*: the crises are resolved, for better or worse.
4. *Re-orientation*: it is optional. The ending of the story. It sometimes contains the – solution.

In addition, in writing narrative text, it has specific characteristics which is called as language feature. The narrative specific features in its language can be: (1) focuses on specific participant; (2) there are many action verbs; (3) direct and indirect speeches are often used; (4) it usually uses past tense; (5) linking words are used, related with time; (6) there are sometimes some dialogue and the tense can change; (7) descriptive language is used to create listener's or reader's imagination; (8) temporal conjunctions are also used.

Narrative has several kinds with their specific characteristics and differences. For common narratives in daily life are: stories on TV (fairy stories, mystey, horror, romance, science fictions, etc). These kinds of narrative can also be found in children story books. In other words, narrative can be both written and audio visual one. However, in this research does not disscuss about both kinds of narratives, but it focuses on the written one especially narrative texts which concerned to educational purposes and learned by the students in junior high school level. Based on current curriculum in SMPN 14 Seluma, the students

only discuss three kinds of narrative texts: fable, legend, and fairy tale. It is suggested by fixed standard of education in Indonesia/ *Badan Standard Nasional Pendidikan (BSNP) and Direktorat Pembinaan SMP Ditjen Mendiknasdem Depdiknas*. The curriculum suggests that, there are three kinds of narrative texts which are discussed in junior high school levels, they are: fable, fairy tales, and legend²¹. For more explanation of the three kinds of narratives above are below:

1. Fable

Fable is a fictional story that features animals, mythical creatures, plants, inanimate objects or forces of nature which are anthropomorphized (given human qualities), and that illustrates a moral lesson, which may at the end be expressed explicitly in a pithy maxim. There are many fables famous in children life, for examples: *the tortoise and the ducks, the mouse and the frog, the two goats, the fox and the crow, the crocodiles and the mouse deer, the ants and grasshopper, the lion and the mouse*, and many others. One of fable below can give more understanding for fable:

The Ant and Dove

One day an ant fell into a river accidentally. The poor ant struggled in the water. Fortunately, a dove up in the tree saw the ant. She picked a big leaf from the tree, and then she dropped it to the ant. After that the little ant saw this, she climbed onto the leaves and caped from drowning, finally she thanked to the dove. Suddenly, a hunter came into the jungle. He saw this; she crawled over and bit him in the leg. The hunter jumped in and missed the

²¹Badan Standard Nasional Pendidikan (BSNP) and Direktorat Pembinaan SMP Ditjen Mandikdasmen Depdiknas. *Model Silabus Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama*, BSNP, Jakarta, 2006, P. 49-53.

dove. The grateful dove thanked the ant. At the end of the story, the dove and the ant became faithful friends²².

2. Legend

A legend is a true story primarily about human heroes in the recent past may feature some religious references. Some local famous legends are: the legend of lake Toba, Sangkuriang, Tangkuban Perahu, the legend of Malin Kundang and many others. For clearer description of legend, see the following example:

Malin Kundang

Once upon a time, there was a poor woman who had lost her husband and had a son named Malin Kundang. One day, Malin Kundang went sailing to other places. Ever since Malin Kundang's leaving, his mother went to the shore every day, waiting for Malin Kundang to return.

After years, her waiting came to an end when a luxurious ship docked at the shore. A young couple in extravagant dress stepped down from the ship. Malin's mother was sure that the young man was her son. She tried to embrace him, but he threw her away. He didn't admit the woman as her mother.

Being denied and humiliated, Malin's mother cursed her son. After a moment, the luxurious ship was attacked by a hurricane. Malin Kundang was hurled to the shore and turned to be a rock²³.

3. Fairy Tale

A fairy tale is a type of short story that typically features folkloric characters, such as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. Fairy tales are stories either created or

²²Sudarwati and Audia Grace. *Look Ahead for Senior High school Students Year XI*, Erlangga, Jakarta 2007, P. 120.

²³Audia Grace, Sudarwati, and Sri Muryati. *Tops Siap UN Bahasa Inggris SMA*. Erlangga, Jakarta, 2008, P. 65.

strongly influenced by oral traditions; their plots feature stark conflicts between good and evil, with magic and luck determining the usually happy endings²⁴. The famous fairy tales are: Cinderella, Beauty and the Beast, Rapunzel, Pinocchio, Alice in Wonderland, Snow White and The Seven Dwarfs, Sleeping Beauty, and many others. For more understanding, the following example describes a fairy tale:

The Magic Candle

Once upon a time, there was a young wanderer who got lost in the woods. The young wanderer walked slowly around the woods without a clear direction night and day. One day, he saw a light from an old hut and found an old woman crying.

“What happened to you, old woman? Why are you crying?” asked the young wanderer.

“My...oh, my... I had a magic candle that could grant anything I asked. But, the devil stole it from me and took it to the castle. Now, I do not have anything left. I will be starving to death. My...oh, my!!” said the old woman.

“Don’t worry old woman” said the young wanderer, “I’ll go to the castle, take the candle and give it back to you real soon. I promise.”

Then the young wanderer went to the castle where he found the devil. The devil looked mean but he was old and weak. The young wanderer quietly stepped into the room and quietly grabbed the magic candle from the devil’s table. Then, he ran away as fast as he could²⁵.

D. About-Point Teaching Strategy (AP)

There are many teaching strategies used by teachers to improve their students’ ability in mastering English skills, especially reading comprehension skill. One of appropriate teaching strategy for mastering narrative text is *About-*

²⁴Grimm. *Characteristics of Grimm’s Fairy Tales*. 2012 from <http://www.ocontofalls.k12.wi.us/faculty/cincho/fairytales/CharacteristicGrim1.pdf>.

²⁵Nur Zaida. *Siap Total UN Bahasa Inggris SMP/MTs*. Erlangga, Semarang, 2009, P. 36.

Point Teaching Strategy (AP). The purpose of the strategy is as a tool to enhance comprehension for silent reading; it teaches students to identify what the content information is “about” and the “point” of the subject matter²⁶. It means that students stop at logical points while reading text and respond to the statement “This section is about ...” and “The point is ...”

Each teaching strategy give different benefits for both students and teachers. The application of using *About-Point Teaching Strategy* can be used by teachers to improve students’ reading comprehension of narrative texts. Boucher said that *About-Point Teaching Strategy* is a strategy for students because it uses small, manageable amounts of text and teaches students to identify both the content matter and the point of information, while at the same stimulating recall²⁷. Managing large amount of information can be a daunting task for students. In addition, recognizing what the content is “about” and the “point” of it can be confusing when reading difficult information.

To apply a certain strategies in teaching language skills, it is important to consider the teaching procedures in detail. In applying *About-Point Teaching Strategy* has it own teaching procedures. As Boucher explanation, *Abou-Pointt Teaching Strategy* has the following procedures²⁸:

²⁶Margaret Bouchard. *Comprehension Strategies for English Language Learners*. New Yor, Scholastic, 2005, P. 31.

²⁷Margaret Bouchard. *Loc Cit*. P. 31

²⁸*Ibid*

1. Before beginning the lesson write the pattern below on the board or overhead:

This section is about...? and The point is...?.
2. Ask the students to read the first paragraph or small subsection of a text. (read this aloud for beginning students).
3. Write three possible “about” statements on the board. Ask the students to decide which is the best “about” statement. Students should discuss and support their answers. Fill in the pattern sentence with the “about” statement that was chosen as the best.
4. Write three “point” statement on the board. Ask the students to identify the best “point” statement. Students should discuss and support their answers. Fill in the pattern sentence with the “about” statement that was chosen as the best.
5. Ask students to read a second selection of text.
6. Ask them to share and discuss what might be a good “about” statement for this selection. After a statement has been decided upon, write it on the board.
7. Follow the above procedure for the accompanying “point” statement. Write it on the board.
8. Ask students to read the third paragraph and work with a partner or in a triad to develop “about” and “point” statements.
9. Write the statements developed by the groups on the board. Discuss. Ask the students silently read the rest of selection and independently write their own “point-about” suggestions for each paragraph or selection subsections.

E. Related Previous Studies

There have been many researchers who conducted research concerned to narrative text and *Abou-Pointt Teaching Strategy*, but they have different focuses. One of researcher who conducted research about narrative texts is Wong and Hew (2016) who conducted their research entitled *The Impact of Blogging and Scaffolding on Primary School Pupils' Narrative Writing: A Case Study*. The result of the research showed that a statistically significant difference of medium effect size between the pre-post test scores²⁹.

Then, Suhartini (2016) conducted her research entitled *An Analysis of Narrative Texts Used by Eighth Grade Sudents*. The result of the research showed that in some extent: (1) four out of six Narrative texts have fulfilled the schematic structure criteria namely *Orientation*, *Complication*, and *Resolution*; (2) five out of six Narrative texts fulfill the social purposes; and (3) six out of six Narrative texts fulfill the linguistic features.

Another researcher is Rezeki (2017) who conducted her research entitled *Improving Students' Achievement in Reading Narrative Text by Using Know-Want-Learned Strategy at Grade Eighth MTsN 3 Medan Academic Year of 2017/2018*. The result of the research showed that the students' achievement in reading narrative text improved and became well in the first meeting to the next

²⁹Ruth Mei Fen Wong and Khe Foon Hew. The Impact of Blogging and Scaffolding on Primary School Pupils' Narrative Writing: A Case Study, *International Journal of Web-Based Learning and Teaching Technologies*, Singapore, 2010, 5(2). P.1-7.

meeting. For the hypothesis testing used t-test formula from the computation, it could be seen that coefficient of it could be seen that coefficient of observed $(16,72) > t_{table} (0,316)$. Thus, alternative hypothesis (H_a) could be received. Based on finding, alternative hypothesis (H_a) saying that KWL strategy could improve students' achievement in reading narrative text³⁰.

In addition, Kurniati (2016) conducted her research entitled *An Analysis on Narrative Texts Used in English Textbooks of SMAN 1 Topos Lebong Regency (Narrative Texts based on School-Based Curriculum)*. The result of the research showed that: (1) in English textbooks of SMAN 1 Topos Lebong Regency were found four kinds of narrative texts; they are: folktales, fairy tales, fables, and short stories. The total number of narrative texts was found in the textbook grade X, XI, and XII was 29 texts; (2) the text structures (Generic Structures) was fulfill a good standard of narrative text which consists of: (a) *Orientation*, (b) *Complication*, (c) *Resolution*, and (d) *Coda* (it is an optional generic); (3) the moral values of the narrative texts which cover folktales, fairy tales, fables and short stories consist of moral value that stated implicitly and explicitly about moral: good and bad behaves in society to educate the readers. The moral values covered good moral as a guide for readers in real life and bad morals which must be avoided by the readers (4) The narrative texts were regarded as the relevant kind of genre text for senior high school students based on School-based

³⁰Rezeki Syafrini. *Improving Students' Achievement in Reading Narrative Text by Using Know-Want-Learned Strategy at Grade Eighth MTsN 3 Medan Academic Year of 2017/2018*, Medan, Unpublished Thesis of UIN Sumatra Utara, 2018, P. 3.

Curriculum (KTSP) which can be shown from the boundaries of School-based curriculum (*KTSP*) and students' roles in exploring narrative genre.

This research has similarity and differences with the three previous studies above. The similarity is all research focus on narrative text. however, this research has some differences with those research. First, Rezeki (2017) and Kurniati 2016 focus their research into narrative texts that used by certain textbooks in certain level of education. On the other hand, this research focuses on the students' ability in comprehending narrative texts in reading comprehension skill. Second, Rezeki (2017) tried to improve students' reading comprehension of narrative texts, but she used different teaching strategy. Then, Wong and Hew (2016) focused their research in writing narrative by using blog as media. However, this research only focuses on students' reading comprehension. Furthermore, Wong and Hew (2016) used different teaching strategy in exploring narratives. Then, all research have different in research methods. Last but not least, different in population and sample will also cause the differences in the result of the research.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used Classroom Action Research (CAR) method. CAR would be appropriate method for educational instructor or teachers to do research because it gives advantages for both teachers and students. CAR is a systematic process of solving educational problems and making improvement³¹. In this case, as a method of a research, CAR does not require elaborate statistical analysis and lengthy narrative explanations, but it is more concerned with solving a problem in efficient and feasible manner. In addition, Classroom Action Research (CAR) is different from other research methods; it is a rather simple set of ideas and techniques that can introduce the power of systematic reflection of the practice³². This definition means that CAR as a method focuses on the effectiveness of strategy implementation in order to solve the students' problems, especially in improving their English mastery. By using CAR in this research, the researcher tried to solve the students' problem in mastering reading comprehension of narrative texts. Then, the researcher tried to make improvement for the students' reading comprehension of narrative texts by using *Abou-Point Teaching Strategy*.

³¹Daniel R Tomal, *Action Research for Educators*, (The Scarecrow Press, Inc, Oxford), 2003, P. 5.

³²Frances Rust and Christopher Clerk, *How to Do Action Research in Your Classroom*, (Teachers Network Leadership Institute, USA), 2012, P. 3.

B. Subject of the Research

Classroom Action Research (CAR) does not know about population and sample because the effects of the action focus on the subject that is investigated³³. The subject that was investigated in CAR is called respondent. This research were conducted at eight grade students of SMPN 14 Seluma in academic year 2018/2019. The eighth grade students consists of three classes, they were:

Table 1:
The Eighth Grade Classes of SMPN 14 Seluma

No.	Classroom	Number of the Students
1	VIII A	26 Students
2	VIII B	27 Students
3	VIII C	30 Students

In this research, the researcher took class VIII C as the subject of the research. There were 30 students as respondents in this research. This class was appropriate as the subject of the research because based on the information from the teacher, the students still had problems in English class, especially in reading comprehension. Then, the students were heterogenous.

C. Data Collecting Technique

1. Data Collection Technique for Qualitative

As Moleong explained that the main instrument in a qualitative research is human (the researcher)³⁴. The researcher's competence in this research

³³ Suharsimi Arikunto, Suharjo, and Supardi, *Penelitian Tindakan Kelas*, (PT Bumi Aksara, Jakarta), 2008, P. 39.

³⁴ Lexy J Moleong. *Metode Penelitian Kualitatif*. Bandung, Rosdakarya, 2003. P. 9.

becomes the main instrument to explore the data. The qualitative data in this research were taken from observation checklist, field-notes, and interview. The first data were taken from observation checklist and field-notes. The collaborator observed the process of teaching and learning by using the observation checklist and field notes in every meeting. The researcher collected it in each cycle. The second was interview. The interview was used to complete the qualitative data. The researcher interviewed all of the students. The interview was done at the end of the cycle.

a. Observation

Observation is an activity which concern to research object by the sense.³⁵ In conducting observation, the researcher used the observation scheme to make it more systematic containing list of activity or happening which might happen during the research. Observation was needed for monitoring condition of class and students and to know students' difficulties with material and method that used during teaching learning process³⁶.

In observation step, the researcher was helped by the teacher in observing what happen in the class during the lesson from opening until closing of teaching activities. Then, the researcher also observed what is

³⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT RinekaCipta, 2006, P. 222.

³⁶ Louis Cohen, et all. *Research Methods in Education Fifth Edition*, New York, Routledge, 2000, P.396

going on in the classom and observe the effect of her teaching to improve students' reading comprehension ability of narrative texts. In addition, the researcher also observed what is going on in the classroom and observe the effect of her teaching to improve studens' ability in reading comprehension of narrative texts. The aspects of observation in this research were as follow:

- 1) Students concern toward teacher's explanation.
- 2) Students cooperative in group.
- 3) The students activeness in present the material.
- 4) Students concern toward other group presentation.
- 5) The students' activeness in asking question.
- 6) The students' activeness in answering questions in group.

To interpret the observation sheet above, there were some criterions of scoring as the following description:

- a) Score 1 if the student's participation is poor.
- b) Score 2 if the student's participation is fair.
- c) Score 3 if the student's participation is average.
- d) Score 4 if the student's participation is good.
- e) Score 5 if the student's participation is excellent.

The observation were conducted four times: pre-cycle, cycle 1, cycle II, and cycle III.

b. Field Notes

Field notes is a method of data collection by making records on whatever happens in the field. In this research, the researcher used field notes to collect the data related to: (1) the teacher presents the material in teaching activity; (2) kinds of strategy are employed to help the students understand the material; and (3) the teacher conducts evaluation for students with special needs.

c. Interview

Interview is one of important instrument used in qualitative research. Esterberg stated that interview could be said as a meeting of two people to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic to provide the researcher a means to gain a deeper understanding of how the participant interprets a situation or phenomenon that could be gained through observation alone³⁷. It means that interview is really needed in this research to explore the information in depth.

In this research, the researcher used unstructure interview to collect the data. Related to the interview, it was conducted by using the guide line of interview which focuses to the problem of this research.

³⁷Sugiono. *Memahami Penelitian Kualitatif Dilengkapi contoh proposal dan laporan Penelitian*, (Bandung: Alfabeta, 2010), p.88

2. Data Collection Technique for Quantitative

To get accurate data, the researcher used instrument. The instrument was needed as tool to collect the data completely and systematically in this research. To make this research successful, the researcher used test to collect the data. Test generally can be defined as a sequence of questions or exercises or other apparatus to measure skill knowledge, intelligence, ability or aptitude of individual or group³⁸. In this research, the researcher used a test in form of reading comprehension test. The items were in form of multiple choices. There were 30 items which would be taken from preferable English textbook. The material will be discussed with the collaborator about its level and appropriateness for the respondents. In this research, the test were be conducted several times, namely: pre-assessment test, and some cycle tests until the students can reach the research target.

D. Technique of Data Analysis

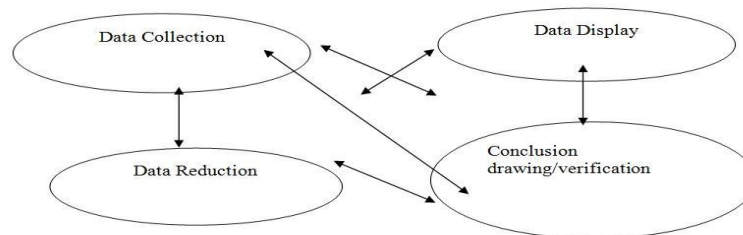
1. Analysis Technique for Qualitative Data

The qualitative data in this research was derived from some sources ; they were: observation checklist, field notes from the collaborator, and the result of the students' interview. To analyze this data, the researcher used interactive model of data analysis proposed by Miles and Huberman (1994). The data analysis consists of three main components, namely: (1) data reduction; (2) data

³⁸ Suharsimi Arikunto, *Ibid*, P. 156

display; and (3) drawing and verifying conclusion. The components above can be illustrated as the following figure³⁹:

Figure 1:
Components of Data Analysis: Interactive Model
Miles and Huberman



The figure above can be explained that:

- a. *Data reduction*: Data reduction occurs continually through out the analysis.

In earlt stages, it happens through editing, segmenting and sumarizing the data. In the middle stages, it happens through coding and memoing, and associated activities such as finding themes, clusters, and patterns. In the later stages, it happens through coceptualizing and explaining, since developing abstaract concepts is also a way of reducing the data.

³⁹Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: A Sourcebook Third Edition*, USA, Sage Publishing, 1994, P. 174.

b. *Data Display*: Data display organize, compress and assemble information.

In this reseach, the way of displaying data through – graphs, charts, and diagrams in order to make the data clearer.

c. *Drawing and verifying conclusion*: reducing and displaying the data aim to help drawing conclusion. While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify.

2. Analysis Technique for Quantitative Data

Quantitative data were derived from test. The result of the students' reading comprehension test was scored based on percentage formulation below⁴⁰:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P: The Students' Reading Comprehension Score

F: Total Correct Answer of the Students

N: Total Number of the items

⁴⁰Nana Sudjana, *Penelitian Hasil Proses Belajar Mengajar*, (PT. Remaja Rosda Karya, Bandung), 1989, P. 131.

Then, the result of this research was interpreted by using the table of score interval based on scoring standard eighth grade students of SMPN 14 Seluma in academic year 2017/2018 as the table below:

Table 2:
The Students' Score Category

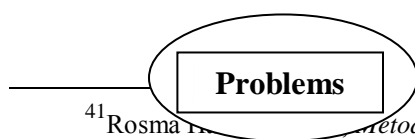
Score Interval	Category
80 – 100	Excellent
70 - 79	Good
60 - 69	Moderate
50 - 59	Poor
< 50	Very Poor

After that, to investigate the improvement made by the students, the resercher calculated it by reducing the students's average score in last cycle with students' average score in pre-assessment test.

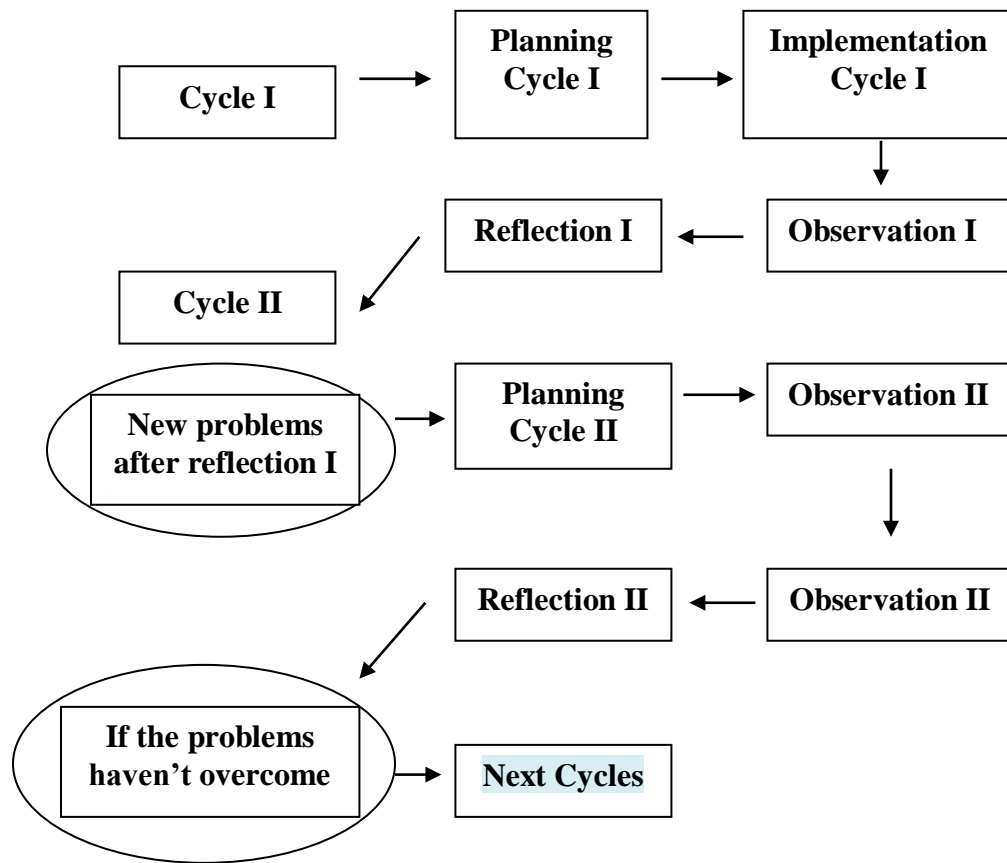
E. Research Procedures

The systematic procedure of this research was started from pre-assessment test and some cycles the to treat students in order to solve their problems and make significant improvement. CAR consists of planning, implication of action, observation, and reflection. For clearer image, see the following figure⁴¹:

Figure 2:
An Ideal Action Research Cycle



⁴¹ Rosma R. (2010). *Metode Penelitian Tindakan Kelas*, (Teras, Bandung), 2010, P. 73.



The Figure 2 above can be explained as the following detail description:

1. Pre-Assessment Test

In pre-assessment test, the researcher gave a test to the students in form of reading comprehension test by using instrument which has been prepared by the researcher. The score was as the basic score of students' ability in reading comprehension of narrative texts before they get some cycles of actions from the researcher by using *About-Point Teaching Strategy*.

2. Actions

Actions are a set of process of giving some treatments to the students in order to solve their problems and making some improvement in their skills. Based on figure 1, the steps could be developed as the following procedures:

Cycle 1

a. Planning

Planning is an initial step for the researcher. It was concerned with a good collaboration between researcher and collaborator. The activities should the researcher do in the planning are: (1) *identifying the issue to be changed*. The researcher should have a good discussion with the teacher about the students' condition by showing him the students document especially their English study mark, and discussion with the students about their usual habit of learning activities; (2) *informing*: the researcher should inform the lesson plan to collaborator in order to assess for its reliable; (3) *organizing*: the researcher should organize some kinds of activities which are regarded very important for research development.

b. Implementing Action 1

The researcher implements the strategy to solve the students' problem and make improvement for them. In this research the researcher used *About-Point Teaching Strategy* to improve students' reading ability in understanding narrative texts. The researcher taught the students narrative textx by implementing the detail teaching procedures of *About-*

Point Teaching Strategy in the lesson systematically in order to make improvement for the students.

c. *Observation*

The researcher was helped by a collaborator as observer in this research. The researcher should do some activities in this step: (1) *analyzing*: analyzing the evidence and collating the findings; (2) *reporting*: discussing the findings with co-researchers and or colleagues for the interpretation, and then write the report; (3) *sharing*: sharing the findings with the collaborator, peers or supervisors.

d. *Reflection*

Some activities that the researcher should do are: (1) *evaluating*: evaluating the first cycle of the process. The researcher evaluates the action that has been given to the students, included evaluation about quality, quantity and time from each action. In this process, the researcher did discussion with the collaborator about what the researcher has to do as an improvement in the next cycle based on the result and experience in the cycle one in order to give significant progress in the process of teaching and learning during the action; (2) *implementing*: implementing the findings or new strategy; (3) *revisiting*: revisiting the process.

Cycle 2

Cycle two was conducted as better as the cycle one, and it was done based on the result of cycle one.

Next Cycles

Next cycles were conducted as better as the cycle 2, and they were done based on the result of previous cycles.

A. Indicators of the Success

Indicators of the Success in this research are:

1. Quantitatively, the indicator of the students' success is when 75% students have high percentage in reading comprehension of narrative texts measurement level.
2. Qualitatively, the indicator of the students' success is when 75% of the students get actively involved during teaching and learning process.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

This part describes the result of the research. After completing the data collection and data analysis, the result of the research showed that the students' reading ability of narrative texts at the eighth grade of SMPN 14 Seluma in Academic Year 2018/2019 was improved after getting actions in three cycles by using *About-Point Teaching Strategy*. The improvement can be seen from the comparison between the result of pre-assessment test and the result of cycle III test. The detail explanation can be presented as the following description.

1. The Description of Pre-Assessment

At the the beginning of the research, the researcher conducted pre-assessment test in order to know about the students' basic skill of reading comprehension ability of narrative texts before they got actions by using *About-Point Teaching Strategy*. The researcher asked the students to answer 30 questions that have prepared in the research instrument. The items were related to narrative texts which covered some aspects: the communicative purpose of the text, identification of text rhetoric, understanding main idea, understanding detail information, and understanding moral value of the text.

The test was scored based on the five interval category that has explained in chapter III. Pre-assessment test was conducted on August 27,

2018. In pre-assessment test, there were 30 students who joined the pre-assessment test. The result of pre-assessment test score can be seen as the following table:

**Table 3:
The Result of Pre-Assessment**

No.	Score Interval	Qualification	Frequency	Percentage (%)
1	80 – 100	Excellent	-	-
2	70 – 79	Good	7	23.33
3	60 – 69	Moderate	13	43.33
4	50 – 59	Poor	5	16.67
5	< 50	Very Poor	5	16.67

Based on the table above, it showed that 23.33% (7 students) in “Good” category; 43.33% (13 students) in “Moderate” Category; 16.67% (5 students) in “Poor” category. There was 0% (no student) in “Excellent” category. It means that the students’ ability in reading comprehension of narrative texts consisted of various scores. However, there was no student who reached excellent category. In this stage, the students’ average score was (62.68) that was included into “Moderate” Category. The detail calculation can be seen in appendix 13. For clearer description about pre-assessment result, see the following chart:

**Chart 1:
The Result of Pre-Assessment**

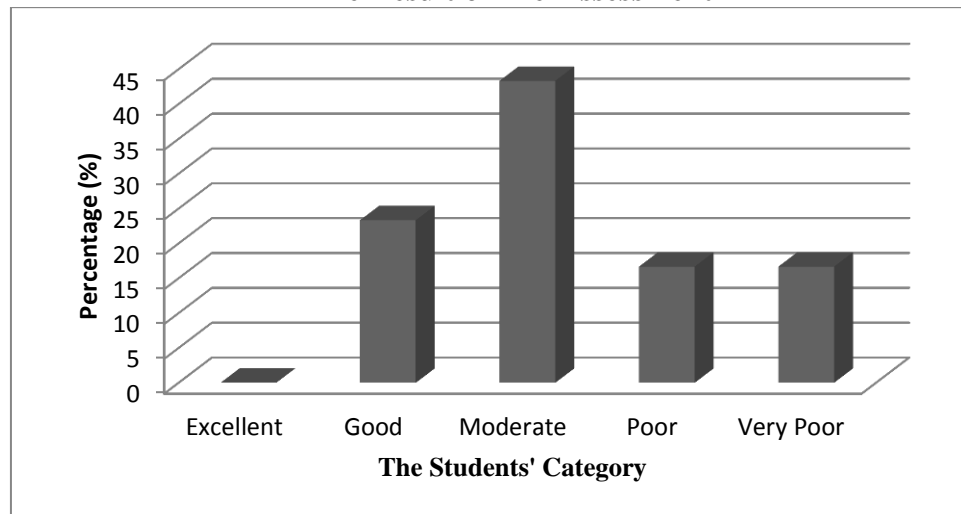


Chart 1 above showed that the students got different category of scores in pre-assessment test. The range of category was from “Very Poor” to “Good” category. There was no students who got “Excellent” category. However, in average, they were included into “Moderate” category with average score (62.68). The student got (46.7) for the lowest score, and (76.7) for the highest score. It means that there was only (23.33%) of the students were included into “Good” category. They needed more improvement in reading comprehension of narrative texts. Therefore, it is important to conduct cycle I to give action for the students.

2. The Description of Cycle I

Cycle I was conducted as the response of pre-assessment. It was conducted in four meetings. Three meetings were for teaching students by using *About-Point Teaching Strategy*; and one meeting was for cycle I test. In this teaching strategy, the students were divided into small group. Each group consisted of three students. One students became the leader in order to guide his friends to be active joining the class. The leader was also the one who helped his friends to write everything in *About-Point Activity Sheet* during the lesson. The detail process of conducting cycle I, see the following stages:

a. Planning

Before doing action, the researcher made design of teaching reading comprehension of narrative texts by using *About-Point Teaching Strategy*. In planning activities, the researcher conducted the following activities:

- 1) Determining narrative texts as the reading materials. Some recommended narrative texts that the researcher had prepared were discussed with the English teacher as the collaborator in order to know about the level of appropriateness for the students.
- 2) Preparing a set of classroom instruction to implement in action in the classroom. They were: (a) preparing lesson plan for teaching reading comprehension of narrative texts by using *About-Point Teaching Strategy* for three meetings (see appendices 4, 5, and 6); (b) preparing some texts and items for reading exercises in the classroom; (c) preparing observation sheet for cycle I; (d) preparing research

instrument for cycle 1 test; (e) preparing *About-Point Activity sheets* for students activity in cycle 1.

- 3) Grouping the students into 10 small groups. Each group consisted of three members. The researcher was helped the collaborator to determine the group in order that they consisted of heterogen members.
- 4) Determining the leader in each group in order they roled they functions.
- 5) Introducing *About-Point Teaching Strategy* to all the students in learning reading comprehension of narrative texts.

b. The Implementation of Cycle I

Cycle I was conducted in four meetings. Three meetings were for teaching students by using *About-Point Teaching Strategy*; and one meeting was for cycle I test. The cycle I was conducted as the following schedule: Cycle I meeting 1 was on August 29, 2018; Cycle I meeting 2 was on August 31, 2018; Cycle I meeting 3 was on September 5, 2018; and Cycle I meeting 4 was on September 07, 2018. In conducting cycle I, the researcher followed the instruction that have planned in the lesson plan. The procedures for cycle I can be described as the following activities:

Pre-Learning Activities

In this initial step, the teacher:

- 1) Asked the students to sit in their group.

- 2) Checked the students' present (listing through classroom attendance list).
- 3) Informed the students about the objective of learning instruction. In this case, the objectives of *About-Point Teaching Strategy*.
- 4) Motivated the students in learning English, especially reading comprehension of narrative texts. The researcher motivated students by telling them about the importance of mastering reading comprehension skill, especially narrative texts and telling them that there would be an assessment at the end of the lesson.
- 5) Introducing students about the *About-Point Teaching Strategy*.

While-Learning Activities

While-Learning Activities can be said as core activities. The researcher and students conducted some following activities:

- 1) Giving handouts (learning material) that contain reading materials, exercises, and *About-Teaching Activity Sheet* that would be discussed during the lesson by using *About-Point Teaching Strategy*.
- 2) The teacher Write the on the board or overhead: This section is about...? and The point is...?.
- 3) The students read the first paragraph or small subsection of a text. (read aloud for beginning students).

- 4) The students write three possible “about” statements on the board (one of the students wrote three possible “about”, and other students wrote it on their *About-Teaching Activity Sheet*).
- 5) The students decide which is the best “about” statement. Students should discuss and support their answers. Fill in the pattern sentence with the “about” statement that was chosen as the best.
- 6) The students write three “point” statement on the board. The students identify the best “point” statement. Students should discuss and support their answers. Fill in the pattern sentence with the “about” statement that was chosen as the best.
- 7) The teacher asked students to read a second selection of text.
- 8) The students read the second selection of the text.
- 9) The students share and discuss what might be a good “about” statement for this selection. After a statement has been decided upon, write it on the board.
- 10) The students follow the above procedure for the accompanying “point” statement. Write it on the board.
- 11) Ask students to read the third paragraph and work with a partner or in a triad to develop “about” and “point” statements.
- 12) The students read the third paragraph and work with a partner or in a triad to develop “about” and “point” statements.

13) Write the statements developed by the groups on the board. Discuss.

The students silently read the rest of selection and independently write their own “point-about” suggestions for each paragraph or selection subsections.

Post-Learning Activities

At the last part of the lesson, the activities were:

- 1) The teacher helped the students to make conclusion of the lesson.
- 2) The students expressed their feeling about the lesson.
- 3) The students did the exercise that the teacher had prepared.
- 4) The teacher asked the students to learn more about material at home and did more practice.

After implementing *About-Point Teaching Strategy* in cycle I, the researcher conducted Cycle I test for investigating students’ progress. The Cycle I test was conducted on September 07, 2018.

c. Observation

The observation was conducted by both the researcher and the collaborator in the classroom. In this stage, all of the data and information in cycle I had been collected through some sources, especially students’ test and observation sheet. In observing the implementation of *About-Point Teaching Strategy*, the researcher had some notes collected through

observation sheet, students' Result of Cycle I Test through the result of Cycle I Test, and the students' attitude through the result of interview. The detail explanation can be describe as follows:

a) Preparation

During the lesson, in cycle I meeting 1, Some students came late to the class. There were many students did not bring their dictionary. In this situation, the researcher suggested the students to borrow dictionaries to friends because dictionaries were important in this lesson. The students looked not really anthusias to follow the lesson. They had low motivation (See Appendix 17-19).

b) The Implementation of *About-Point Teaching Strategy*

In this part, the students could not follow the procedures of *About-Point Teaching Strategy* because it was new for them to learn English by using specific teaching strategy. Some of them did not sit in their group because they had not realized that they should sit at the same group during the English class. While implementing *About-Point Teaching Strategy*, most of the students did not follow the procedures and did the tasks that the teacher asked them to do. Most of them were reluctant to give opinion during discussion in their own group (See

Appendix 17-19). The researcher tried to overcome this problems by giving them more frequent in explanation and exercise in order to be familiar in mastering the application of procedures.

In the process of giving actions to the students in cycle I meeting 1, 2, and 3, the researcher got some notes from the collaborator for teaching improvement, especially in some important points. The collaborator suggested that the researcher should manage voice and intonation during the lesson in order that the students who sat in the back line could listen the the explanation clearly; the teacher should define unfamiliar terms, concepts, and principles in order that the students can easily understand; The teacher should restate important ideas at appropriate time in order that the students can be easily underline the point; The teacher should respond to the students' boredom, confusion, and curiosity in order that the students could stay pay serious attention to the lesson; The teacher should give the students time for taking note; and The teacher should present helpful visual materials to support lesson organization and major points of the materials (See Appendix 26-28). These notes will be helpful for the researcher progress in teaching at the next cycles.

c) Behaviour

The students showed bad behaviours during the lesson. Most of them did not pay serious attention to the teacher's explanation. They were chatting with friends in their groups. Only some students who gave respond to the classroom activities. It happened because the students had low motivation in learning English. To overcome these problems, the researcher would ask the indiscipline students to explain the lesson in front of the classroom.

d) Closing Activities

The students still had difficulties in making conclusion about today's lesson. In doing exercise at the last lesson, they did not do it seriously. Therefore, most of them were failed in their exercise (See appendix 17-19). To follow up this problems, the researcher helped them to conclude at the first time. Then, gave them the second time to conclude by them selves. In addition, the researcher also motivated them to do the exercise seriously in order to be success in mastering narrative texts.

1) The Result of Cycle I Test

After getting actions for three meetings, the students should be avaluated in order to know about their learning progress. Cycle I Test was conducted on September 07, 2018. The result of Cycle I test can be seen as the following table:

Table 5:
The Result of Cycle I Test

No.	Score Interval	Qualification	Frequency	Percentage (%)
1	80 – 100	Excellent	-	-
2	70 – 79	Good	10	33.33
3	60 – 69	Moderate	10	33.33
4	50 – 59	Poor	8	26.67
5	< 50	Very Poor	2	6.67

Based on the table 3 above, it showed that the students' ability in reading comprehension of narrative texts consisted of various scores. There were 10 students (33.33%) included into "Good" category; 10 students (33.33%) were included "Moderate" category; 8 students (26.67%) were included into "Poor" category; 2 students (6.67%) were included into "Very Poor" category. In this stage, there was no students included into "Excellent" category. The students' average score was (65.36) that was included into "Moderate" Category. The detail calculation can be seen in appendix 14. For clearer description about the result of cycle I Test, see the following chart:

Chart 2:
The Result of Cycle I Test

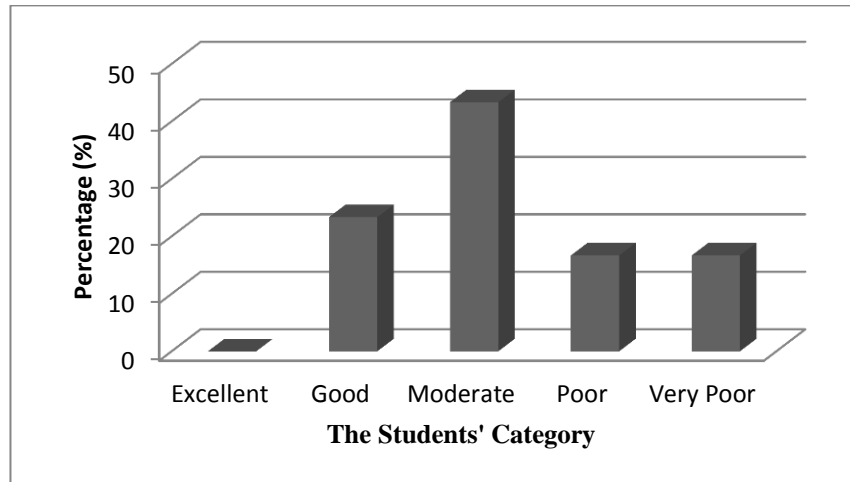


Chart 1 above showed that the students got different category of scores in cycle I test. The range of category was from “Very Poor” to “Good” category. There was no students who got “Excellent” category. However, in average, they were included into “Moderate” category with average score (62.68). The student got (46.7) for the lowest score, and (76.7) for the highest score. It means that there was only (23.33%) of the students were included into “Good” category. They needed more improvement, therefore, it is important to conduct cycle I to give action for the students.

2) Interview: The Students' Attitude and Learning Mastery

Based on the result of the interview, only some students who paid serious attention to the teacher's explanation. Most of them chated with friends. Therefore, only few students who gave responds to the classsroom activities. Most of the students had serious difficulty

in understanding narrative texts because they did not have good basic skill of reading comprehension. Then, most of them said that there were many difficult vocabularies from the texts. The students could not do their exercises well because they could not have good focus. In short, the students needed improvement in their learning behaviour and English skill (reading technique and English vocabulary mastery).

d. Reflection

In implementation of About-Point Teaching Strategy in Cycle I, there were some progress and good things that had been achieved by the students. However, there also some things that must be re-organized and changed for better improvement in the next cycle.

The students progress and good things during cycle I was: The students' achievement in reading comprehension of narrative texts in cycle I was improved although their average score still needed more improvement. The students' average score in cycle I was 65.36 that included into "Moderate" Category. Comparing to the pre-assessment test, the students' average score was 62.68 that included into "Moderate" category. Although there was improvement quantitatively toward students' reading comprehension of narrative texts, the research target was not reached yet.

On the other hand, there were some things must be reorganized and changed for improvement in the next cycle. They were:

- 1) In the terms of preparation aspects, there were some students who did not bring their dictionaries during the lesson. They said that they forget to bring it. To solve this problem, the researcher would check the students' dictionaries before learning was started.
- 2) In the terms of the implementation, the students looked still confused in following the lesson. They may be new in following such this learning procedures. To make the students familiar for this learning activities, the researcher taught them slowly and repeated the procedures and application several times.
- 3) In the terms of behaviour, only a few groups paid serious attention during the lesson. Most of them chated with friends in their groups. The researcher would ask the students to do learning procedures in front of the classroom for the students who made noise.
- 4) In the term of conclusion part, the students could not conclude the learning material. They less understand about the learning material. For this case, the researcher helped them to make conclusion by reviewing important materials in the lesson.

3. The Description of Cycle II

Cycle II was conducted as the response of Cycle I. The result of cycle I was not very satisfying. The average score was under the research target. In cycle II, the researcher would organize the activities more creative and innovative in applying *About-Point Teaching Strategy*. It aimed to increase the number of active students during the lesson for better improvement.

Similar to cycle I, The cycle II was conducted in four meetings. Three meetings were for teaching students by using *About-Point Teaching Strategy*; and one meeting was for cycle II test. The detail procedures in conducting cycle II were as the following stages:

a. Planning

Planning in cycle II was to continue the actions that had been conducted in cycle I. Before doing action, the researcher re-design of teaching reading comprehension of narrative texts by using *About-Point Teaching Strategy* in this stage. In planning activities, the researcher re-organized the following activities:

- 1) Preparing appropriate narrative texts as the reading materials. Some new recommended narrative texts that the researcher had prepared and discussed with the English teacher as the collaborator in order to know about the level of appropriateness.
- 2) Preparing a set of classroom instruction to implement in action in the classroom. They were: (a) preparing lesson plan for teaching reading comprehension of narrative texts by using *About-Point Teaching*

Strategy for three meetings (see appendices 7, 8, and 9); (b) preparing some texts and items for reading exercises in the classroom; (c) preparing observation sheet for cycle II; (d) preparing research instrument for cycle 2 test; (e) preparing *About-Point Activity sheets* for students activity in cycle 2.

- 6) Re-grouping the students into 10 small groups. Each group consisted of three members. The researcher was helped the collaborator to determine the group in order that they consisted of heterogen members.
- 7) Re-determining the leader in each group in order that they roled they functions as a leader.
- 8) Telling the new groups to the students.
- 9) The frequency of observation was increased toward the groups of which members did other activities during the lesson.
- 10) Determining the best solution to overcome the problem of inactive students and did irrelevant activities during the lesson. The solution could be as follows:

- a) The teacher gave an explanation, especially for inactive students.

The teacher made sure the students that learning together or group learning was important to share different knowledge that they had. Sharing information could complete the individual weakness. Complete information and knowledge would produce better result in group learning.

- b) For active and serious students, the teacher gave more attention for them by analyzing and asking their weakness in mastering reading comprehension of narrative texts. The teacher would help their weakness in order to improve their reading comprehension ability. In addition, the teacher also motivated them to be more confidence to their ability, especially in reading comprehension.
 - c) The teacher promised to give reward in form of extra-point in English class for active and cooperative students. This reward was aimed to encourage the students to be more active involving the lesson.
- 11) For a number of students who often forgot to bring their dictionaries, the teacher promised to give them reward in form of extra-point in English lesson.
- 12) Re-introducing *About-Point Teaching Strategy* to all the students in learning reading comprehension of narrative texts.

b. The Implementation of Cycle II

The implementation of cycle II meeting 1 was conducted on September 12, 2018; cycle II meeting 2 was conducted on September 14, 2018; cycle II meeting 3 was conducted on September 19, 2018; and cycle II meeting 4 was conducted on September 21, 2018. To conduct the cycle

II, the researcher implemented lesson plan that had been re-designed. The detail procedures could be explained as the following procedures:

Pre-Learning Activities

In this initial step, the teacher:

- 1) Asked the students to sit in their group.
- 2) Checked the students' present (listing through classroom attendance list).
- 3) Informed the students about the objective of learning instruction. In this case, the objectives of *About-Point Teaching Strategy*.
- 4) Motivated the students in learning English, especially reading comprehension of narrative texts. The researcher motivated students by telling them about the importance of mastering reading comprehension skill, especially narrative texts and telling them that there would be an assessment at the end of the lesson.
- 5) Re-socializing the students about the *About-Point Teaching Strategy*.
- 6) The teacher made sure the students that reading comprehension is not difficult activity. Then , the teacher asked the students to do reading exercise more carefully. They should not read hurriedly.

While-Learning Activities

While-Learning Activities can be said as core activities. The researcher and students conducted some following activities:

- 1) Giving handouts (learning material) that contain reading materials, exercises, and *About-Teaching Activity Sheet* that would be discussed during the lesson by using *About-Point Teaching Strategy*.
- 2) The teacher Write the on the board or overhead: This section is about...? and The point is...?
- 3) The students read the first paragraph or small subsection of a text. (read aloud for beginning students). For reading aloud, the teacher asked the leader of each group.
- 4) Then, the members of the group got their turn one by one to write three possible “about” statements on the board (one of the students wrote three possible “about”, and the leader of each group wrote it on their *About-Teaching Activity Sheet*).
- 5) The students decide which is the best “about” statement together. Students should discuss and support their answers. Fill in the pattern sentence with the “about” statement that was chosen as the best.
- 6) The members of the group got their turn one by one to write three “point” statement on the board. They identify the best “point” statement. They should discuss and support their answers. Fill in the pattern sentence with the “about” statement that was chosen as the best by the leader.
- 7) The teacher asked students to read a second selection of text.
- 8) All of the students read the second selection of the text.

- 9) The students share and discuss what might be a good “about” statement for this selection. After a statement has been decided upon, the leader of each group wrote it on the board.
- 10) All of the students follow the above procedure for the accompanying “point” statement. Then, Write it on the board by the leader of the group.
- 14) Ask students to read the third paragraph a to develop “about” and “point” statements.
- 15) The students read the third paragraph and work with a partner or in a triad to develop “about” and “point” statements.
- 16) Write the statements developed by the groups on the board. Discuss. The students silently read the rest of selection and independently write their own “point-about” suggestions for each paragraph or selection subsections.

Post-Learning Activities

At the last part of the lesson, the activities were:

- 1) The teacher helped the students to make conclusion of the lesson.
- 2) The students expressed their feeling about the lesson.
- 3) The students did the exercise that the teacher had prepared.
- 4) The teacher asked the students to learn more about material at home and did more practice.

After implementing *About-Point Teaching Strategy* in cycle II, the researcher conducted Cycle II test for investigating students' progress. The Cycle II test was conducted on September 21, 2018.

c. Observation

The observation was conducted by both the researcher and the collaborator. In this stage, all of the data and information in cycle II had been collected. In observing the implementation of *About-Point Teaching Strategy*, the researcher had some notes collected through observation sheet, students' Result of Cycle I Test through the result of Cycle II Test, and the students' attitude through the result of interview. The detail explanation can be describe as follows:

1) Observation in the Classroom

In this part, the researcher had some notes for the students during the lesson by using *About-Point Teaching Strategy*. The notes were explained as the following detail:

a) Preparation

During the lesson in cycle II meeting, most of the students came on time to the classroom. They have brought their dictionaries to

follow the lesson. They have understood the important of using dictionaries during learning English. The researcher approached the students who did not bring dictionary to listen their reasons. The researcher gave solution based on their problems, especially to borrow them to friends or neighbour.

b) The Implementation of About-Point Teaching Strategy

Most of the students have sit in their group. However, there were some students who did not sit in their group because they had not realized that they should sit at the same group during the English class. For this case, the researcher explained it more about the important of group discussion. While implementing *About-Point Teaching Strategy*, most of the students followed the procedures and did the tasks that the teacher asked them to do although they did not do it very well and seriously. Many of them were still reluctant to give opinion during discussion in their own group because they have not been familiar did active activities in the classroom as this teaching strategy offered (See Appendix 20-22). For this case, the researcher tried to give the students more and more exercise and explanation in order to overcome their problems.

c) Behaviour

Most of the students have known about proper behaviour in learning in the classroom. However, some of them still showed bad

behaviours during the lesson. They did not pay serious attention to the teacher's explanation. For this problems, the researcher always tried to remember the students to have proper behaviour in learning in order that they were easy in getting the success in learning.

d) Closing Activities

The students still had difficulties in making conclusion about today's lesson. The researcher guided them to conclude the lesson. Then, they made another conclusions. In doing exercise at the last lesson, some of the students still did not do it seriously. The researcher motivated them to be more accurate in doing exercise. The researcher also gave more guided to do exercise that they can use for the next exercise (See appendix 20-22).

2) The Result of Cycle II Test

After getting actions for three meetings, the students should be avaluated in order to know about their learning progress. Cycle II Test was conducted on September 21, 2018. The result of Cycle II test can be seen as the following table:

Table 7:
The Result of Cycle II Test

No.	Score Interval	Qualification	Frequency	Percentage (%)
1	80 – 100	Excellent	7	23.33
2	70 – 79	Good	11	36.67
3	60 – 69	Moderate	9	30
4	50 – 59	Poor	3	10
5	< 50	Very Poor	-	-

Based on the table 7 above, it showed that there were 7 students (23.33%) included into “Excellent” category; 11 students (36.67%) included into “Good” category; 9 students (30%) were included “Moderate” category; 3 students (10%) were included into “Poor” category; and there were no students included into “Very Poor” category. The students’ average score was (71.11) that was included into “Good” Category (see appendix 15). For clearer description about the result of cycle II Test, see the following chart:

Chart 3:
The Result of Cycle II Test

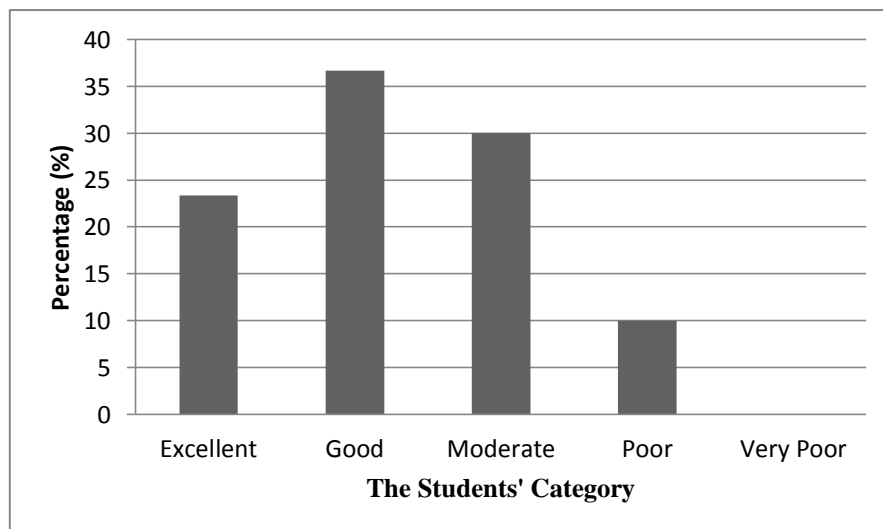


Chart 2 above showed that the students got different category of scores in cycle II test. The range of category was from “Poor” to “Excellent” category. There was no students who got “Very Poor” category. However, in average, they were included into “Good” category with average score (71.11). The student got (56.7) for the lowest score, and (83.3) for the highest score. It means that there was (60%) of the students were included into “Good” category. They needed more improvement in reading comprehension of narrative texts. Therefore, it is important to conduct cycle II to give action for the students in the next meeting to reach the research target.

3) Interview: The Students’ Attitude and Learning Mastery

Based on the result of the interview that was conducted with some students, the number of students who paid serious attention to the teacher’s explanation were increased. Most of them have less chated with friends in their group; many of them have started to avoid discussion something out of topic discussion in the lesson. Then, the number of students who gave responds to the classsroom activities were increase, too. Most of the students had serious difficulty in understanding narrative texts because they did not have good basic skill of reading comprehension. Then, most of them said that there were many vocabularies that they did not understand from the texts. The students could not do their exercises well beacuse they

did not do the exercise carefully. They could not have good focus of learning English that made them hurriedly did the exercise. The result was inaccurate answers. In short, the students needed improvement in their learning behaviour and English skill (reading technique and English vocabulary mastery) in order to reach the research target of reading proficiency.

d. Reflection

In implementation of *About-Point Teaching Strategy* in Cycle II, there were some progress and good things that had been achieved by the students. However, there also some things that must be re-organized and changed for better improvement in the next cycle.

The students progress and good things during cycle II were:

- 1) The students' achievement in reading comprehension of narrative texts in cycle II was better improved although it has not reached the research target. The students' average score in cycle II was (71.11) that included into "Good" Category. Comparing to the cycle I test, the students' average score was (65.36) that included into "Moderate" category.
- 2) The number of active students was increased. It could be shown from the less number of students who chated during the lesson. Many students actively participated in their group discussion. Then, many students

actively responds to the classroom activities. The students had started paid serious attention to the teacher's explanation and did the exercise seriously.

- 3) The number of inactive students and did irrelevant activities in the classroom was decreased. There were only some inactive students and did irrelevant activities during the lesson.
- 4) The students had implemented the teaching strategy well. It was very helpful for them to comprehend the narrative texts.

On the other hand, after implementing cycle II, there were some things that must be re-organized and changed for better improvement in the next cycle (cycle III). They were:

- 1) There were some students who did not pay serious attention during the lesson. They encouraged their serious friends to chat irrelevant topics. They did not use the time for discussion with friends.
- 2) It needed to improve the number of students in giving respond to the classroom activities. Some students were still reluctant to interact with their partners during the discussion.

4. The Description of Cycle III

Cycle III was conducted as the following up of cycle I and Cycle II. Although there was significant improvement in Cycle I and II after getting actions, the students' result was not reached the research target. Therefore, it was important for the researcher to do Cycle III in order to complete the

students weakness in the previous cycles. In cycle III, the researcher would organize the activities more creative and innovative in applying *About-Point Teaching Strategy*. It aimed to increase the number of active students during the lesson for better improvement.

Similar to cycle I and cycle II, The cycle III was conducted in four meetings. Three meetings were for teaching students by using *About-Point Teaching Strategy*; and one meeting was for cycle III test in order to know about the students' progress after getting the actions. The detail procedures in conducting cycle III were as the following stages:

a. Planning

The planning in cycle III was the continuity of action that had been conducted in cycle II. In cycle III, there were some important things to be re-organized. They were:

- 1) Preparing a set of classroom instruction to implement in action in the classroom. They were: (a) preparing lesson plan for teaching reading comprehension of narrative texts by using *About-Point Teaching Strategy* for three meetings (see appendices 10, 11, and 12); (b) preparing some texts and items for reading exercises in the classroom; (c) preparing observation sheets for cycle III; (d) preparing research instrument for cycle III test; (e) preparing *About-Point Activity sheets* for students activity in cycle III.

- 2) Re-grouping the students into 10 small groups. Each group consisted of three members. The researcher was helped the collaborator to determine the group in order that they consisted of heterogen members.
- 3) Re-determining the leader in each group in order that they roled they functions as a leader.
- 4) Telling the new groups to the students.
- 5) The frequency of observation was increased toward the groups of which members did other activities during the lesson.
- 6) Determining the best solution to overcome the problem of inactive students and did irrelevant activities during the lesson. The solution could be as follows:
 - a) The teacher gave an explanation, especially for inactive students. The teacher made sure the students that learning togather or group learning was important to share different knowledge that they had. Sharing information could complete the individual weakness. Complete information and knowledge would produce better result in group learning.
 - b) For active and serious students, the teacher gave more attention for them by analyzing and asking their weakness in mastering reading comprehension of narrative texts. The teacher would help their weakness in order to improve their reading comprehension ability. In

addition, the teacher also motivated them to be more confidence to their ability, especially in reading comprehension.

c) The teacher promised to give reward in form of extra-point in English class for active and cooperative students. This reward was aimed to encourage the students to be more active involving the lesson.

7) For a number of students who often forgot to bring their dictionaries, the teacher promised to give them reward in form of extra-point in English lesson.

8) Re-introducing *About-Point Teaching Strategy* to all the students in learning reading comprehension of narrative texts.

b. The Implementation of Cycle III

The implementation of cycle III meeting 1 was conducted on September 26, 2018; cycle III meeting 2 was conducted on September 28, 2018; cycle III meeting 3 was conducted on October 3, 2018; and cycle III meeting 4 was conducted on October 05, 2018. To conduct the cycle III, the researcher implemented lesson plan that had been re-designed. The detail procedures could be explained as the following procedures:

Pre-Learning Activities

In this beginning step of cycle III, the teacher:

1) Asked the students to sit in their group.

- 2) Checked the students' present (listing through classroom attendance list).
- 3) Informed the students about the objective of learning instruction. In this case, the objectives of *About-Point Teaching Strategy*.
- 4) Motivated the students in learning English, especially reading comprehension of narrative texts. The researcher motivated students by telling them about the importance of mastering reading comprehension skill, especially narrative texts and telling them that there would be an assessment at the end of the lesson.
- 5) Re-socializing the students about the *About-Point Teaching Strategy*.
- 6) The teacher made sure the students that reading comprehension is not difficult activity. Then, the teacher asked the students to do reading exercise more carefully for more accurate result. They should not read the texts hurriedly.

While-Learning Activities

While-Learning Activities can be said as core activities. The researcher and students conducted some following activities:

- 1) Giving handouts (learning material) that contain reading materials, exercises, and *About-Teaching Activity Sheet* that would be discussed during the lesson by using *About-Point Teaching Strategy*.

- 2) The teacher Write the on the board or overhead: This section is about...? and The point is...?
- 3) The students read the first paragraph or small subsection of a text. (read aloud for beginning students). For reading aloud, the teacher asked the leader of each group.
- 4) Then, the members of the group got their turn one by one to write three possible “about” statements on the board (one of the students wrote three possible “about”, and the leader of each group wrote it on their *About-Teaching Activity Sheet*).
- 5) The students decide which is the best “about” statement together. Students should discuss and support their answers. Fill in the pattern sentence with the “about” statement that was chosen as the best.
- 6) The members of the group got their turn one by one to write three “point” statement on the board. They identify the best “point” statement. They should discuss and support their answers. Fill in the pattern sentence with the “about” statement that was chosen as the best by the leader.
- 7) The teacher asked students to read a second selection of text.
- 8) All of the students read the second selection of the text.
- 9) The students share and discuss what might be a good “about” statement for this selection. After a statement has been decided upon, the leader of each group wrote it on the board.

- 10) All of the students follow the above procedure for the accompanying “point” statement. Then, Write it on the board by the leader of the group.
- 11) Ask students to read the third paragraph a to develop “about” and “point” statements.
- 12) The students read the third paragraph and work with a partner or in a triad to develop “about” and “point” statements.
- 13) Write the statements developed by the groups on the board. Discuss.
The students silently read the rest of selection and independently write their own “point-about” suggestions for each paragraph or selection subsections.

Post-Learning Activities

At the last part of the lesson, the activities were:

- 1) The teacher helped the students to make conclusion of the lesson.
- 2) The students expressed their feeling about the lesson.
- 3) The students did the exercise that the teacher had prepared.
- 4) The teacher asked the students to learn more about material at home and did more practice.
- 5) The teacher closed the lesson

After implementing *About-Point Teaching Strategy* in cycle III, the researcher conducted Cycle III test for investigating students' progress. The Cycle III test was conducted on October 05, 2018.

c. Observation

Similar to cycle I and cycle II, the observation was conducted by both the researcher and the collaborator. In this stage, all of the data and information in cycle III had been collected. In observing the implementation of *About-Point Teaching Strategy*, the researcher had some notes collected through observation sheet, students' Result of Cycle I Test, Cycle II test, and Cycle III Test, and the students' attitude through the result of the interview. The detail explanation can be describe as the following description:

1) Observation in the Classroom

In this part, the researcher had some notes for the students during the lesson by using *About-Point Teaching Strategy*. The notes were explained as the following detail:

a) Preparation

During the lesson, in cycle III meeting 1, all of the students have brought their dictionaries during the lesson. They have understood the important of using dictionaries during learning in the classroom.

b) The Implementation of *About-Point Teaching Strategy*

All of the students have sit in their groups. While implementing *About-Point Teaching Strategy*, most of the students followed the procedures and did the tasks that the teacher asked them to do. Most of the students have done it very well and seriously. Many of them had tried to give opinion during discussion in their own group because they have been familiar did active activities in the classroom as this teaching strategy offered (See Appendix 23-25).

In the process of giving actions to the students in cycle III meeting 1, 2, and 3, the researcher did not get some serious notes from the collaborator. The lesson run very well (See Appendix 32-34). It means that the researcher had been conducted her duties as teacher who gave actions for the students had profesionally did her job as teacher. Therefore, the collaborator said that the researcher got significant improvement in many aspects.

c) Behaviour

In addition, most of the students have known about proper behaviour in learning in the classroom. However, only very few students still showed bad behaviours during the lesson. They had tried to pay serious attention to the teacher's explanation. They had statrted to have serious discussion in their group. Most of the students had

been good at making conclusion about today's lesson. In doing exercise at the last lesson, some of the students still did it seriously (See appendix 23-25). This situation showed that the students had significant improvement in behaviour. This condition support the students' seriousness in learning English, especially reading comprehension of narrative texts.

d) Closing Activities

Few students still had difficulties in making conclusion about today's lesson. However, most of them had been active in concluding the lesson based on their ability. In doing exercise at the last lesson, most of the students do it seriously. Therefore, most of them were success in their exercise (See appendix 23-25).

e) The Result of Cycle III Test

After getting actions for three meetings in the classroom, the students should be avaluated in order to know about their learning progress during the actions. The Cycle III Test was conducted on September 21, 2018. The result of Cycle III test can be seen as the following table:

Table 9:
The Result of Cycle III Test

No.	Score Interval	Qualification	Frequency	Percentage (%)
1	80 – 100	Excellent	8	26.67
2	70 – 79	Good	15	60
3	60 – 69	Moderate	7	23.33
4	50 – 59	Poor	-	-
5	< 50	Very Poor	-	-

Based on the table 9 above, it showed that the students' ability in reading comprehension of narrative texts consisted of various scores. There were 8 students (23.33%) included into "Excellent" category; 15 students (60%) included into "Good" category; 7 students (23.33%) were included "Moderate" category. There were no students included into "Poor" and "Very Poor" categories. The students' average score was (76.47) that was included into "Good" Category. The detail calculation can be seen in appendix 15. For clearer description about the result of cycle II Test, see the following chart:

Chart 4:
The Result of Pre-Assessment Test

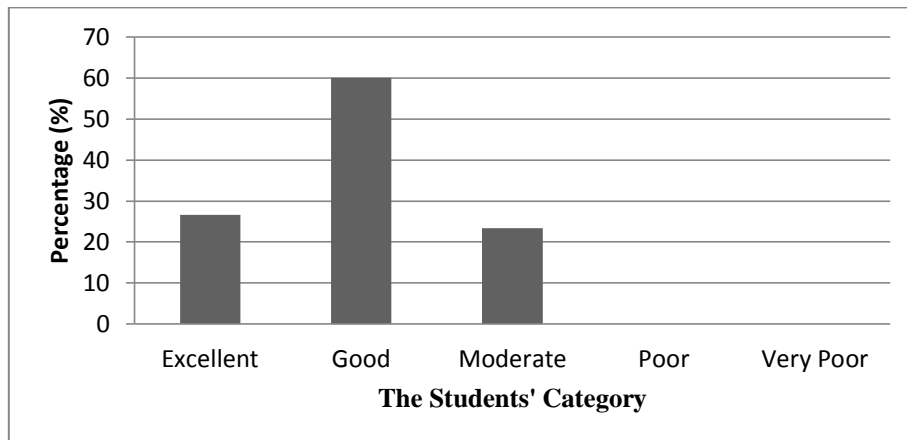


Chart 3 above showed that the students got different category of scores in cycle III test. The range of category was from “Moderate” to “Excellent” categories. There was no students who got “Poor” and “Very Poor” categories in this stage. However, in average, they were included into “Good” category with average score (76.47). The student got (63.33) for the lowest score, and (86.7) for the highest score. It means that there was (76.66%) of the students were included into “Good” category. They did significant improvement in reading comprehension of narrative texts in this stage. Therefore, it was not important to conduct the next cycle actions for the students because they had reached the research target.

f) Interview: The Students’ Attitude and Learning Mastery

Based on the result of the interview that was conducted with some students, the number of students who paid serious attention to the teacher’s explanation were increased. Most of them have less chated with friends in their group; many of them have avoided discussion something out of topic

discussion in the lesson. Then, the number of students who gave responds to the classroom activities were increased, too. They had good basic skill in reading comprehension of narrative texts. Then, most of them said that there were many vocabularies that they did not understand from the texts, but they had used a certain strategy to get the meaning. Most of the students could do their exercises well and did it carefully. They could have good focus of learning English. The result was accurate answers.

d. Reflection

In implementation of *About-Point Teaching Strategy* in Cycle III, there were some progress and good things that had been achieved by the students. The students progress and good things during cycle III were:

- 1) The students' achievement in reading comprehension of narrative texts in cycle III was better improved, and it had reached the research target. The students' average score in cycle II was (76.47) that included into "Good" Category. Comparing to the cycle II test, the students' average score was (71.11) that included into "Moderate" category.
- 2) The number of active students was increased. It could be shown from the less number of students who chated during the lesson. Many students actively participated in their group discussion. Then, many students actively responds to the classroom activities. The students had

paid serious attention to the teacher's explanation and did the exercise seriously.

- 3) The number of inactive students and did irrelevant activities in the classroom was decreased. There were only some inactive students and did irrelevant activities during the lesson.
- 4) The students had implemented the teaching strategy well by using narrative texts as the object. It means that, Point-About Teaching Strategy was very helpful for them to comprehend the narrative texts.

5. The Students' Improvement from Pre-Assessment Test to Cycle III

This part describes the students' improvement quantitatively and qualitatively during the actions in pre- assessment, cycle I, cycle II, and cycle III. Then, the process of teaching and learning process of *About-Point Teaching Strategies*. It can legitimate that this strategy could improve eighth grade of SMPN 14 Seluma in academic year 2018/2019 in reading comprehension of narrative texts. It was a recommended teaching strategies to English teachers who have the same problems with the eighth grade of SMPN 14 Seluma in academic year 2018/2019. The progress of the students can be seen as the following charts:

Chart 5:
The Students' Improvement in Reading Comprehension

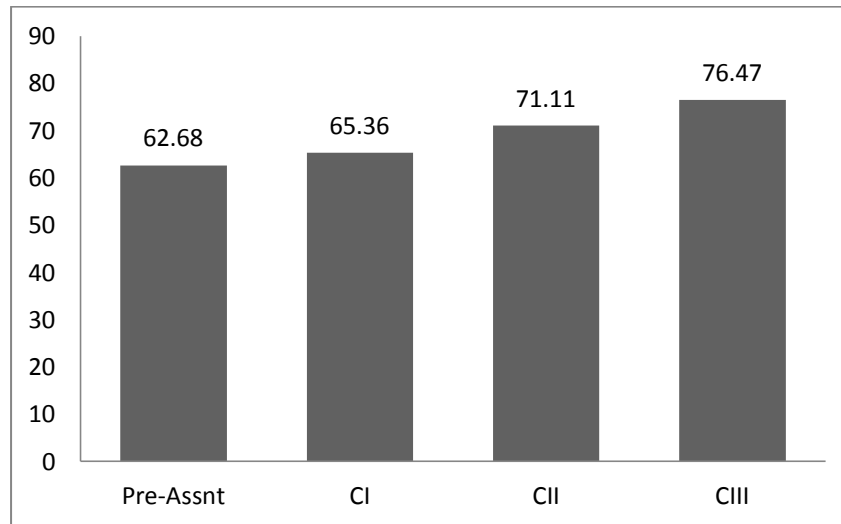


Chart 5 above shows that the students' average score from pre-assessment till cycle III improved significantly. In pre assesment, the students got (62.68) average score that included into "Moderate" category. Then, in cycle I, after getting initial actions, the students' avarage score was improved. They got (65.36) that was included into "Moderate" category. In cycle II, the students got better average score. They got (71.11) that was included into "Good" category. In cycle III, the students got signifcat improvement in their average score. They got (76.47) that was included into "Good" category. In this stage, the reseacher stopped to give the students actions because they had reached the research target.

To know the students' detail improvement in reading mastery, see the following chart:

Chart 6:
The Students' Improvement of Students' Mastery
Reading Comprehension of Narrative Texts

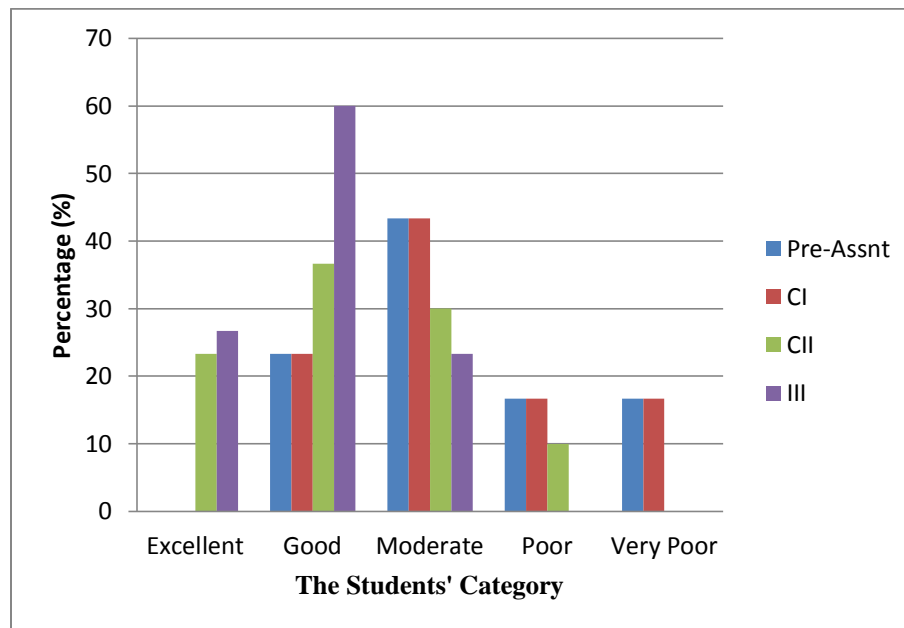


Chart 6 above shows that actions given to the students from cycle I until cycle III affect the students very much in mastering reading comprehension of narrative texts. The cycles contribution made better improvement from one meeting to other meeting, and finally the students could reach the research target in cycle III. In pre-assessment test, there were no students included into “Excellent” category in this research. There were only 7 students (23.33%) included into “Good” category; 13 students (43.33%) were included “Moderate” category; 5 students (16.67%) were included into “Poor” category; 5 students

(16.67%) were included into “Very Poor” category. In this stage, there was no students included into “Excellent” category.

But, after the students got actions in cycle I in three meetings, the condition improved. There were 10 students (33.33%) included into “Good” category; 10 students (33.33%) were included “Moderate” category; 8 students (26.67%) were included into “Poor” category; 2 students (6.67%) were included into “Very Poor” category. In this stage, there was no students included into “Excellent” category.

The students’ condition became better after getting cycle II test. There were 7 students (23.33%) included into “Excellent” category; 11 students (36.67%) included into “Good” category; 9 students (30%) were included “Moderate” category; 3 students (10%) were included into “Poor” category; and there were no students included into “Very Poor” category.

The students could reach the research target in Cycle III. There were 8 students (23.33%) included into “Excellent” category; 15 students (60%) included into “Good” category; 7 students (23.33%) were included “Moderate” category. There were no students included into “Poor” and “Very Poor” categories. For clear number of the students based on their category, see the following table:

Table 10:
The Students’ Improvement in
Reading Comprehension of Narrative Texts

No .	Score Interval	Qualification	Pre-assmnt	Cycle I	Cycle II	Cycle III
1	80 – 100	Excellent	0	0	7	8
2	70 – 79	Good	7	10	11	15
3	60 – 69	Moderate	13	10	9	7
4	50 – 59	Poor	5	8	3	0
5	< 50	Very Poor	5	2	0	0

Table 10 above illustrates in detail about the students' process of improvement from pre-assessment until cycle III. In pre-assessment stage, there was lack number of the students who got "Excellent" and "Good" categories. Therefore, they needed serious actions for three cycles for improvement. After getting cycles, the number of the students who got "Excellent" and "Good" categories were increased significantly from one cycle to another cycle. Finally, at the cycle III, the students could reach the research target quantitatively and qualitatively. It means that the students have had better understanding of reading comprehension of narrative texts by using *About-Point Teaching Strategies*; and they could also improve the students' classroom atmosphere, behavior, interaction, and participation in the classroom. These good conditions really encouraged the students' success in mastering reading materials and learning strategies effectively.

The students improvement could be calculated by reducing students' average score in cycle III and the students' average score in pre-assessment test as the following calculation:

$$Y: 76.47 - 62.68 = 14.04$$

It was clear that the students made (14.04) point of improvement after getting actions in three cycles by using *About Point Teaching Strategies*

In conclusion, chart and table above described very well about the students' process and progress in reaching the research target. It means that *About-Point Teaching Strategies* was succeeded tested as one of good strategy to apply by English teachers in teaching reading comprehension of narrative texts. After applying *About-Point Teaching Strategies* at the eighth grade students of SMPN 14 Seluma in Academic Year 2018/2019. The application of these teaching Strategy could improve the students' reading comprehension skill.

B. Discussion

One of effective teaching strategy for reading comprehension of narrative texts is *About-Point Teaching Strategy* (AP). The purpose of the strategy is as a tool to enhance comprehension for silent reading; it teaches students to identify what the content information is "about" and the "point" of the subject matter⁴². The application of using *About-Point Teaching Strategy* can be used by teachers to improve students' reading comprehension of narrative texts. Boucher said that *About-Point Teaching Strategy* is a strategy for students because it uses small, manageable amounts of text and teaches students to identify both the content

⁴²Margaret Bouchard. *Comprehension Strategies for English Language Learners*. New York, Scholastic, 2005, P. 31.

matter and the point of information, while at the same stimulating recall⁴³. Managing large amount of information can be a daunting task for students. In addition, recognizing what the content is “about” and the “point” of it can be confusing when reading difficult information. Therefore, the researcher was sure to apply this teaching strategy to improve students’ reading ability of narrative texts at eighth grade of SMPN 14 Seluma in academic year 2018/2019.

After completing the reseach, the result showed that the students’ reading ability of narrative texts improved after they got actions by using *About-Point Teaching Strategy*. It means that this teaching strategy was helpful for English teachers who have the same problems in with the eighth grade students of SMPN 14 Seluma in academic year 2017/2018.

The students’ reading comprehension of narrative texts in pre-assessment before the students got actions by using *About-Point Teaching Strategy* was included “Moderate” category. The result showed that there was no students included into “Excellent” category. The students’ average score was (62.68). The student got (46.7) for the lowest score, and (76.7) for the highest score. It means that there was only (23.33%) of the students were included into “Good” category. They needed more improvement in reading comprehension of narrative texts. The fact of the students’ basic score above indicates that the resercher should give the students actions in order to give improvement. In this reseach, the

⁴³Margaret Bouchard. *Loc Cit.* P. 31

researcher conducted three cycles to improve the students to reach the research target.

The first, the researcher conducted actions in cycle I for three meetings by teaching the students narrative texts by using *About-Point Teaching Strategy*. In cycle I test, the result showed that the students were still in “Moderatae” category. However, they made significant improvement in average score. It was (65.36). In this stage, there was no students included into “Excellent” category. The student got (46.7) for the lowest score, and (76.7) for the highest score. It means that there was only (23.33%) of the students were included into “Good” category. They needed more improvement in reading comprehension of narrative texts.

The failure in this stage was caused by some factors. Only some students who paid serious attention to the teacher’s explanation. Most of them chatted with friends in their group, except discussing the lesson. Therefore, only few students who gave responds to the classroom activities. Most of the students had serious difficulty in understanding narrative texts because they did not have good basic skill of reading comprehension. Then, many vocabularies that the students did not understand from the texts. The students could not do their exercises well because they did not do the exercise carefully. They could not have good focus of learning English.

However, there were some progress and good things that had been achieved by the students. The students progress and good things during cycle I

was: The students' achievement in reading comprehension of narrative texts in cycle I was improved although their average score still needed more improvement. The students' average score in cycle I was (65.36) that included into "Moderate" Category. Comparing to the pre-assessment test, the students' average score was 62.68 that included into "Moderate" category. Although there was improvement quantitatively toward students' reading comprehension of narrative texts, the research target was not reached yet. The researcher re-organized and changed some things for better improvement in the next cycle.

The second, the researcher conducted actions in cycle II for three meetings by teaching the students narrative texts by using *About-Point Teaching Strategy*. In cycle II test, the result showed that the students got better improvement. They got (71.11) average score. There were 7 students (23.33%) included into "Excellent" category; 11 students (36.67%) included into "Good" category; and there were no students included into "Very Poor" category. The student got (56.7) for the lowest score, and (83.3) for the highest score. It means that there was (60%) of the students were included into "Good" category. They needed more improvement in reading comprehension of narrative texts. Therefore, it is important to conduct cycle II to give action for the students in the next meeting to reach the research target.

The students' failure in this stage was caused by some factors. They were: the number of students who paid serious attention to the teacher's explanation were increased. Most of them have less chatted with friends in their group; many

of them have started to avoid discussion something out of topic discussion in the lesson. Then, the number of students who gave responds to the classroom activities were increase, too. Most of the students had serious difficulty in understanding narrative texts because they did not have good basic skill of reading comprehension. Then, most of them said that there were many vocabularies that they did not understand from the texts. The students could not do their exercises well beacuse they did not do the exercise carefully. They could not have good focus of learning English that made them hurriedly did the exercise. The result was inaccurate answers.

The third, the researcher conducted actions in cycle III for three meetings by teaching the students narrative texts by using *About-Point Teaching Strategy*. In cycle III test, the result showed that the students' ability in reading comprehension of narrative texts were significantly improve. In this stage, the students could reach the research target. They got (76.47) average score. There were 8 students (23.33%) included into "Excellent" category and 15 students (60%) included into "Good" category. The student got (63.33) for the lowest score, and (86.7) for the highest score. It means that there was (76.66%) of the students were included into "Good" category.

The students' success in this stage were caused by some factors. They were: the number of students who paid serious attention to the teacher's explanation were increased. Most of them have less chated with friends in their group; many of them have avoided discussion something out of topic discussion

in the lesson. Then, the number of students who gave responds to the classroom activities were increased, too. They had good basic skill in reading comprehension of narrative texts. Then, most of them said that there were many vocabularies that they did not understand from the texts, but they had used a certain strategy to get the meaning. Most of the students could do their exercises well and did it carefully. They could have good focus of learning English. The result was accurate answers.

Based on the detail explanation above, the researcher can restate that the result showed that the students' reading ability of narrative texts improved after they got actions by using *About-Point Teaching Strategy*. It means that this teaching strategy was helpful for English teachers who have the same problems in with the eighth grade students of SMPN 14 Seluma in academic year 2018/2019. This teaching strategy not only improve the students' reading comprehension of narrative texts quantitatively but also improve qualitatively.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing this research, the result showed that *About-Point Teaching Strategies* could improve the students' reading comprehension of narrative texts at the eighth grade students of SMPN 14 Seluma in academic year 2018/2019. The improvement was showed by the students' average score in pre-assessment test (62.68) that included into "Moderate" category; and average score in cycle III test was (76.47) that included into "Good" category. It means that the students got (14.04) point of improvement after getting actions for three cycles. The most important progress for students were learning atmosphere in the classroom got better, especially in behavior, learning motivation, and classroom interaction. During the classroom, most of the students have avoided doing indiscipline activities like chatting with friends and doing other activities. The students looked so curious to learn this new strategies and paid serious attention to the teacher's explanation. In group activities, the students involved giving their contribution in overcoming problems in their own group.

B. Suggestion

After completing this research, the research would like to give suggestion, especially to students, teacher, school (institution), and next researchers. *The first*, the students should give more attention to English lesson because English is

as international language or lingua franca in international level. To be successs in learning English, the students should find the best strategy. *About-Point Teaching Strategies* are recommended for students to use to improve their reading comprehension skill of narrative texts.

The second, the English teachers should find fun and enjoyable teaching strategies in teaching English and avoid monotonous teaching strategies in the classroom. It affects the students' motivation, being helpful for students to be comfortable in learning English in the classroom.

The third, for English teachers who have the same problems with the eighth grade students of SMPN 14 Seluma in academic year 2018/2019, it is better to apply *About-Point Teaching Strategies* in order to improve their students' reading comprehension skill of narrative texts.

The fourth, for all schools in different levels, especially SMPN 14 Seluma, as the education institutions should encourage all teachers to develop creative and active learning strategies in their class. The teaching activities not only focus on the students' progress in quantitative aspect, especially the increasing of the students' score in exam; but the teaching activities should also support the students' improvement in learning atmosphere, students' motivation, behavior, and interaction in the classroom. Good motivation, behaviour, and interaction will lead the students into the success in all aspects of education.

The fifth, for the next researchers, it is suggested that they should do classroom action research by applying certain teaching techiques or strategy to

improve students' English skills. This kind of research has many advantages for both teacher and students. In one side, it is a challenge for the teachers to improve their profesionalism as educaters; on the other side, the students' English skill are improved. This research is analyzed in limited exploration, therefore, for the next researchers, the researcher suggests that they should conducted similar research by exploring different aspects and larger scoope of research in order to develop this focus of research.

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