THE EFFECT OF THINK ALOUD STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT AT SMPN 31 SELUMA

THESIS

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In English Education Study Program Tarbiyah and Tadris Faculty
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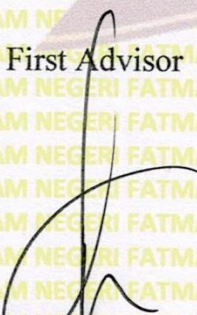
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Wassalamu'alaikum Wr. Wb

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MOTTO

"Hatiku tenang karena mengetahui bahwa apa yang melewatkanku tidak akan pernah menjadi takdirku, dan apa yang ditakdirkan untukku tidak akan pernah melewatkanku"

(Umar bin Khattab)

"Always be yourself no matter what they say and never be anyone else even if they look better than you"

(Anggraini Kuswardani)

DEDICATION

In the name of Allah the beneficent and the Merciful, the final project is dedicated to

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PRONOUNCEMENT

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      I hereby sincerely state that the thesis titled "The Effect of Think Aloud Strategy in Improving Students' Reading Comprehension on Narrative Text at SMPN 31 Seluma" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 22 January 2022

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ABSTRACT

Anggraini Kuswardani, 2021. The Effect of Think Aloud Strategy in Improving Students Reading Comprehension on Narrative Text at SMPN 31 Seluma.

Advisor **: 1. Riswanto, Ph.D dan 2. Anita, M.Hum**

Keywords **:** *Think Aloud Strategy, Reading Comprehension, Narrative Text.*

The goal of this study is to see if using Think Aloud Strategy able to improving students' reading comprehension on narrative text. SMPN 31 Seluma was the location of this study. The method of this research is quasi-experiment. The subject of this research is the students of eight grade at SMPN 31 Seluma that consist of 46 students, with 23 from class VIII B (Experimental class) and 23 from class VIII A (control class). The students' pre-test and post-test were calculated and analyzed using SPSS 16 software. The research instruments in this research are questionnaire and documentation. The result of the data analysis in this research are the experimental class average pretest score was 57.39 and while the experimental class average posttest score was 81.09, in the control class average pretest score 53.91, and posttest score 73.26. Based on the teaching and learning activities, the result of pre-test until post-test in experiment class are increased. So this research is success. Therefore, it could be concluded that alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It could be concluded that the used of Think Aloud Strategy in improving reading comprehension at the eight grade of SMPN 31 Seluma was effective to improve students' reading comprehension.

ABSTRAK

Anggraini Kuswardani, 2021. Pengaruh Strategi Think Aloud dalam Meningkatkan Pemahaman Membaca Siswa pada Teks Narasi di SMPN 31 Seluma.

Pembimbing : 1. Riswanto, Ph.D dan 2. Anita, M.Hum

Kata Kunci : Strategi Think Aloud, Reading Comprehension, Narrative Text.

Tujuan dari penelitian ini adalah untuk melihat apakah strategi Think Aloud mampu meningkatkan pemahaman membaca siswa pada teks naratif. SMPN 31 Seluma menjadi lokasi penelitian ini. Metode penelitian ini adalah eksperimen semu. Subyek penelitian ini adalah siswa kelas VIII SMPN 31 Seluma yang terdiri dari 46 siswa, dengan rincian 23 siswa dari kelas VIII B (kelas Eksperimen) dan 23 dari kelas VIII A (kelas kontrol). Pre-test dan post-test siswa dihitung dan dianalisis menggunakan software SPSS 16. Instrumen penelitian dalam penelitian ini adalah angket dan dokumentasi. Hasil analisis data dalam penelitian ini adalah nilai rata-rata pretest kelas eksperimen adalah 57,39 dan nilai rata-rata posttest kelas eksperimen adalah 81,09, pada kelas kontrol rata-rata nilai pretest 53,91, dan nilai posttest 73,26. Berdasarkan kegiatan belajar mengajar, hasil pre-test sampai post-test di kelas eksperimen meningkat. Sehingga penelitian ini berhasil. Dengan demikian dapat disimpulkan bahwa hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak. Dapat disimpulkan bahwa penggunaan Strategi Think Aloud dalam meningkatkan pemahaman membaca di kelas VIII SMPN 31 Seluma efektif untuk meningkatkan pemahaman membaca siswa.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an activity where people read material. Reading is considered as one of important skills, which has to be learned because it can influence the other language skills. Without students having reading skill, they have no ability in listening, speaking and writing. The relationship of reading and writing that is read is an early process of training and improving oral language skills so as to develop written language skills in the form of literature, reading and speaking relationship is reading helps improve oral language and reading by listening relationships are reading to help students better understand what is heard. By Reading, the students will be able to increase their knowledge. The readers have to choose materials to read and increase knowledge for others readers. The readers have to choose the material for them to read for examples are newspaper, magazine, book, novel, course book etc.

According to Silberstein (1994) "Reading is communicative activity". And then, according to Harmer (2007) "Reading is useful for language acquisition". Based on the definition above, reading is language acquisition to communicate between other readers. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. They

read English text to increase vocabulary, it gets better knowledge of information.

However, students sometimes get difficulties to read text and understand about text English text especially about narrative text. According to Harmer (2004) "provided that students more or less understand what they read, the more they read, the better they get at it". It means that, when the student will understand if they read the reading material. Reading the same book over and over again is one requirement for children in the learning process. Repeatedly reading is part of the process of deepening. Children will learn more about the words and the information contained in the book repeatedly.

Based on the results of observations and the first interviews conducted by researchers at SMPN 31 Seluma, this school was chosen because in teaching the teacher had not applied the strategy and used the appropriate media, where the teacher only applied the lecture strategy in learning. The researcher also found several problems faced by students in learning reading. namely: students do not understand reading comprehension, difficulty in interpreting words, limited vocabulary, and students have difficulty understanding english text especially about narrative text. Therefore, the selection of instructional strategy that will be used by the teacher is one very important way to improve the learning process. To overcome this, learning strategy is needed that encourages students to be active in learning English, especially in improving students' reading comprehension on narrative text.

The strategy that will be applied in this reading comprehension learning strategy is think aloud strategy.

Based on the explanation above, the researcher used the think aloud strategy for teaching reading. According to Hunaina (2006), think aloud is a strategy that is used in teaching and learning reading comprehension. Thinking aloud is verbalizing the teachers' thought loudly and demonstrated the readers' active role in the reading process. It means that the students active on the role the process of understanding the text, it can make students think, and the strategy can improve the poor reader comprehension. This strategy alternatively helps students to understand what they read.

Based on background above, the research wants to do a research with entitled "The Effect of Think Aloud Strategy in Improving Students' Reading Comprehension on Narrative Text at SMPN 31 Seluma".

B. Identification of the problem

Based on the identification of the problem,the researcher conduct at SMPN 31 Seluma. The problem statements of this research are:

1. Students' reading comprehension is low especially on narrative text.

2. In reading teaching, teachers need strategies to help students.

3. The difficulty for students is to understand English textbook.

C. Limitation of the Problem

Based on the research questions above, the limitation of this research is limited at the eight grade students of SMPN 31 Seluma and focus on the effect of think aloud strategy in improving students' reading comprehension on narrative text.

D. Research Questions

Based on the background of the study above, the research questions as follow: Is there any significant effect of think aloud strategy in improving students' reading comprehension on narrative text at SMPN 31 Seluma?

E. Objectives of the Research

Based on the limitation of the problem above, the objectives of the research is to investigate whether think aloud strategies have a significant impact on improving students' reading comprehension on narrative text at SMPN 31 Seluma.

F. Significance of the Study

The result of this study is expected to be able to give the following benefits and information:

1. Theoretically

This research was provided information and alternative to teach in the classroom. The teacher can use think aloud Strategy.

2. Practically

   a. Teacher

1) Gave information to the English teacher about the influence of using think aloud strategy in improving students' reading comprehension on narrative text.

2) Gave description to english teacher about how to apply think aloud strategy on narrative text.

3) As the comparison of strategy and think aloud strategy in order to know the effective strategy to teaching reading comprehension.

   b. Students

1) Help the students to comprehend their read.

2) Give reading comprehend concept by think aloud strategy

   c. School

1) The students can be interested in english learning especially reading.

2) To increase students' result in learning English

   d. Graduation students

1) Give information about strategy learning especially reading

2) Give graduation alternative strategy in teaching learning especially reading.

G. Definition of the key terms

1. Reading Comprehension

Reading comprehension is an activity to get meaning or information through writing. Through teaching and learning of reading,

the students are expected to be able to comprehend the written text they read. By understanding and interpreting the written text, the learners can be transfer the information from reading that contributes to their knowledge (Dewi 2016, p.1).

Based on this theory, this research fits perfectly with what the researcher is researching because reading comprehension is the process by which readers try to understand the content of the text. At the same time, reading is to obtain information from the text.

2. Think Aloud Strategy

McKeown and Gentilucci"s (2007) work: "think-aloud is one of the "transactional strategies" because it is a joint process of teachers and students working together to construct understandings of text as they interact with it" (p. 1). Through the interactions that think aloud promotes, a better understanding of the texts may emerge in the classroom. Think aloud is also a process in which readers report their thoughts while reading (Wade 1990). It helps students to reflect upon their own reading process.

3. Narrative Text

A kind of text that contains fiction or nonfiction story, fairytale, folklore (Iwuk 2007:80). Actually, narrative text is a story with complication events then it tries to find out the resolutions to solve the problems. Narrative text has three generic structures; orientation, complication, and resolution.

CHAPTER II

LITELATURE REVIEW

This chapter discusses related theories to support the study. This includes: the nature of reading, definition of reading, strategies in reading, definition of reading comprehension, level of reading comprehension, teaching reading comprehension, definition of think aloud, and narrative text.

A. The Nature of Reading

1. Definition of Reading

According to Jennifer (2010), reading is thinking and understanding and getting at the meaning behind a text. It means that reading is a process through which the reader to gets a message from an article. As the process of beginning readers are invited to think about reading, and understand the contents of the message so that a series of new thinking is conveyed by the author to the reader so that the reader gets the sense from the text. It is Supported by Karen (2003) statement that reading is the act of making sense of print. It means that reading is the act of making a reader able to perceive the meaning of the work that has been read. It means that the reading will show any expression of the author so the reader can understand the reading material well and read an arrest and understanding of ideas are the reader activity that accompanied the outpouring of the soul in living up to the script.

According to Dorothy (1999), reading is a thought process that establishes two people in action together, a writer and a reader. The author has

a purpose in writing and a message to get across. In writing, the authors chose the facts and ideas, and arrange them in a clear way. In doing this, the author refers to her or his knowledge and feelings about the subject. Clearly, what the author writes in the text decide what we learn from it.

According to Harris and Graham (2015), reading is an activity that has a purpose. Moreover, Scanlon Et.al (2010) state that reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information. It means that reading is a process to get understanding from a text. The reader can understand information by interpreting source information from a text. Then, reading has purpose to comprehend of the text.

Based on the above explanation, the researchers assume that reading is an act performed by humans to obtain the meaning of the text. Thinking and understanding the meaning behind a text. A complex process requires analysis, coordination and interpretation of various information sources. The reader needs to understand the process of text.

2. Strategies in Reading

A process is a method, a movement toward an end that is accomplished by going through all necessary steps. According to Mukhroji (2011) a product is the consequence of utilizing certain aspects of a process in an appropriate sequence. Reading is not only receiving meaning in a literal

sense, but it is also bringing the one's entire life experience and thinking power to bear to understand what the writer has encoded.

The purposes of the reading cannot be separated from comprehension. Each purpose will determine what to achieve after reading process. Reading comprehension requires the ability to perceive the exact nature of the passage being read or communicated.

Based on Mukhroji (2011), three are three strategies in reading, that involve bottom-up strategies, top-down strategies, and interactive strategies.

1) Bottom-up Strategies

Mukhroji (2011) states that the bottom-up strategies of reading assume that process of translating print to meaning begins with print. The process initiated by decoding graphic symbols into sounds. Therefore, the reader first identifies feature of letters; link these features together to recognize letters, combine letters to recognize words, and then proceeds to sentences, paragraph, and text level processing.

The bottom-up strategies are also used by the readers when they feel the text being read is difficult. The difficult of the text can be about the language and contents of the text. When the language text is felt difficult, readers start to identify the words meaning. Then, they combine the word meaning to get the understanding of the phrases, sentences, and paragraph until reaching the entire meaning of text.

2) Top-down Strategies

The process of deriving meaning of the text in top-down strategies starts the reader's prior knowledge and experience to the print. By top-down strategies, reader start to process the text by applying the higher level stage.

In this case, readers start with hypothesis and predictions and attempt to verity them by working down the print stimuli. These strategies are in line who indicates that reading is a process that involves the use of available language cues selected from perceptual input on the basis of the reader's predictions.

Readers usually use top-down strategies when they have background knowledge and sufficient language competence about the text being read, and when the cues in the text can activate the content schemata. Although readers have sufficient knowledge about the topic and can understand the meaning of every word in the text.

3) Interactive Strategies

The interactive strategies of reading assume that the process of translating print to meaning involve making use of both print and prior knowledge. The process is initiated by making prediction about the meaning and or by decoding graphic symbols. Interactive strategies in reading require both bottom-top and topdown strategies combination.

Readers in understanding a text use these two strategies interactive and simultaneously.

According to Mukhroji (2011), the interactive strategies suggest that the process of reading is initiated by decoding letters and words and by formulating hypotheses about the meaning. Readers in understanding a text start at the first by processing the visual information the exists in the text. In understanding a text, readers apply more interactive strategies than two other strategies. In the attempt of getting meaning of the text, readers cannot just rely on visual information or nonvisual information. The knowledge is applied interactively.

3. Definition of Reading Comprehension

Reading is one of the skills in English. Reading must comprehend the topic of the text. According to Scanlon Et.al., Comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the readers preexisting knowledge related to the topic of the text. It means that reading comprehension is the reader's understanding before and after reading the passage, because the readers have an opinion or understanding of his own before reading the text, and then connect the reader with the results of reading comprehension before reading the opinion that the conclusion of the text. Then, Willis (2008) states that Comprehension is defined as intentional thinking during which meaning is constructed through interactions between

text and reader. it means the mean comprehension is understanding awoke between readers with text, through thoughts while reading text. the interaction between text with the reader is in the process of building understanding text. Comprehension is a process of understanding text done by the readers to probe the information. Reading as the important skill English, the reader have to know the topic and passage of the text, and reading comprehension is the process to know the passage. Comprehension as the process is during the reader reading and understanding the passage. Before ready the text the reader should have their own suggestion related to the topic then it used to understand and elaborate the passage of the text. Therefore reading is also interaction activity between the text and the reader.

According to the definition of Kimberly (2015), comprehension is the process by which information from the text and the knowledge possessed by the actions of the reader together to construct meaning, including the ability to decode printed text, recognize and understand words. Word recognition is a foundation of reading.

According to Charles (2005), reading comprehension is learning to understand written and spoken language understanding one has empirical justification. At the beginning of learning to read, the correlation between the reading and comprehension of spoken language is small. Stitch and James reveal this is because at the beginning, children are learning to decode and identify words, so that the process of reading these words that limit understanding. However, as children move beyond the beginnings of learning

to read, the correlations between reading comprehension and spoken language comprehension increase and then level out by high school. As children learn to read words, the limiting factor in reading comprehension shifted from the introduction of the word to be spoken language understanding.

Karen (2008) states, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. It means that reading comprehension is a process where reading activities build understanding of a text. He combines logical thinking which is owned by a collection of letters, words and sentences in the text and uses world knowledge, and fluency.

According to Kartika (2016) Reading comprehension is an activity to get meaning or information through writing. Through teaching and learning of reading, the students are expected to be able to comprehend the written text they read. By understanding and interpreting the written text, the learners can be transfer the information from reading that contributes to their knowledge.

Based on the explanation above, it can be concluded that reading comprehension is the process by which readers try to understand the content of the text. At the same time, reading is to obtain information from the text. Readers can obtain information about the main idea (theme), phrases in the content, inferences (implied details), grammatical features, details (scanning for clearly stated details) by reading the text, excluding unwritten facts

(unstated details), supporting ideas, and vocabulary content. Readers describe these components by using their own language. Comprehension refers to the skills to understand the purpose and meaning of the text so that the reader can understand the content of the reading.

4. The Purpose of Reading Comprehension

According to Grabe and Stoller (2002: 11-15), the purpose of reading as follows:

a. Reading for general understanding

The most basic purpose of reading is reading for general understanding if it is done by a fluent and skill reader, requires very fast and automatic word processing, strong skills in forming general meaning representations of main ideas, and efficient coordination of many processes in a very limited time. Because of its demands for processing efficiency, reading for general understanding is more difficult to master than reading for learning.

b. Reading to search for simple information

In reading for simple information, the reader usually scans the text for specific information or certain words. So, reading to search can be said to be useful for readers to find and find out the information needed by scanning and skimming the text.

c. Reading to learn from the text

In reading learning from a text that usually occurs in academic and professional contexts where a person needs to learn a lot of information from a text, the ability to: Recall the main ideas as well as a number of details that elaborate the main and supporting ideas in the text, Recognize and builds a rhetorical framework that organizes the information in the text, Connects the text to the reader's knowledge base. Reading to study is usually done at a reading speed that is somewhat slower than general reading comprehension.

d. Reading to integrate information, write and critique text

Reading to integrate information, writing and criticizing text is needed is a critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's purpose.

5. Levels of Reading Comprehension

According to James, H. Berry (2005), level of comprehension in order to understand fully what they read. To take in ideas that are directly stated is literal comprehension (reading the lines) this is the most basic type. To read between the lines is interpretative level, and the applied level (reading beyond the lines).

a. Literal Reading

Reading for literal comprehension, or acquiring information that is directly stated in a selection, is important in its self and is also a prerequisite for higher level comprehension. Recognizing stated information is the basis of literal comprehension, the specific, explicitly stated parts of a paragraph or passage that contain basic information are the details on which main ideas, cause and effect relationships, inferences, and so on are built. It means that literal is to inform the readers directly shown in the text.

b. Interpretative Reading

Interpretive reading is reading between the lines or making inferences. It is process of deriving ideas that are implied rather than directly stated. Interpretive reading includes making inferences about main ideas of passages, cause and effect relationship that are not directly stated, referents or pronouns, referents of adverb, and omitted words. It also includes detecting the mood of a passage, detecting the author's purpose in writing a selection, drawing conclusions, and interpreting figurative language. Knowing the how and why behind this level of understanding is obviously a much deeper or profound level of thinking. This level of comprehension is that college instructions will most likely expect their students to get in their courses.

c. Applied Reading

At his level, the readers are about to elevate or raise your thinking one more "notch" or level to more critical, analyzing level. This presumes that the readers are have already reached the previous two levels. At this level, the readers are reading between the lines and then examining the message from the author or attempting to apply that message to other settings.

6. Teaching Reading Comprehension

Teaching is a process to transfer knowledge. The goal of teaching reading is not only teaching to read, but more than that. Comprehending the text well is one of the reading goals.

According to Richards (2001), teaching reading is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of reading's goals. Teaching reading can be main as facilitate students' performance this in comprehending texts, and provide students with many opportunities.

This idea is supported by the fact that reading has become a part of our daily activities. People read many texts, ranging from holiday brochures to academic books. Therefore, the ability to read English texts in any form will give a great number of advantages to our lives. Jeremy Harmer (1987) states, the principle behind the teaching reading:

1. Reading is not passive skill
2. Students need to be engaged with what they are reading

3. Students should be encouraged to respond to the content of a reading text, not just to the language

4. Prediction is a major factor in reading

5. Match the task to the topic

6. Good teachers exploit reading texts to the full.

Based on the explanation above, reading is one of the basic skills that the students must master. Teaching reading is not a boring activity. The teacher has to choose appropriate text, in teaching reading. It makes the students active in the class.

Brown (1994) states that there are three activities in teaching reading, such as pre-reading activity, whilst-reading activity and post-reading activity".

1. "Pre-reading activity"

This activity is designed to prepare the students for actual reading of the selected materials. In other words, the teacher helps the students anticipate the text they will read. In pre-teaching activity the teachers introduce the topic by brainstorming through media, and pictures.

2. "Whilst-reading activity"

This activity is the core activity in teaching learning process. In whilst reading activity, the teacher distributes the text to the students. Ask the students to read the text, after that the teacher will give explanations about text, and ask the students to do assignment based on the text.

3. "Post-reading activity"

It is an activity in teaching reading to comprehend the text. In post teaching activity, the teacher asks the students to retell about the text and make summary about the text.

It can be concluded that teacher teaches reading by preparing some steps in the class. In teaching reading, the teacher use pre-reading activity, whilst- reading activity, and post reading activity. To activating the students in comprehending the text.

Based on the explanation above, it can be inferred that the teacher should know the process of teaching reading by encouraging the students to read as much as possible. The teacher also should make a plan in order make the process of teaching reading in the class become easier. It can make the students are interested, more active and easier to comprehend the text in the learning process, especially in reading.

7. Aspect of Reading Comprehension

According to Whother (2012), there are five aspects of reading which help the students to comprehend the English text: main idea, specific information, references, inference and vocabulary.

a. Main Idea

Main idea is called the topic sentence. It tells the content of the paragraph. In other word, the main idea refers to important information

that tells more about the overall idea of a paragraph or section of a text. This main idea is called the topic sentence. The topic sentence tells what the rest paragraph is about in some paragraph, the main idea is not explicitly stated in any one of sentence. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea that author develops throughout the paragraph.

Reading for main idea is a skill that requires carefully reading a text to identify the main point without worrying about unnecessary detail. The main idea is the statement made about the topic which is supported by detail. Therefore, the main idea is directly related to both the topic and the details in the paragraph. The main idea of paragraph is the central thought of paragraph and what the paragraph is about. Without a main idea, the paragraph would just be confusion of sentences. All the sentences in paragraph should develop the main idea.

Main idea of a reading selection is what the passage is mostly about. The author often states the main idea in the first or last few sentences of the first paragraph. However, the author may state the main idea anywhere in the passage. Sometimes the author only suggests the main idea by leaving clues within the passage. Longer reading passage can have more than one main idea. Sometimes the main idea of a literary passage is called theme. The questions of main idea can be for examples:

1) What is the main idea of first paragraph?

2) What is the main in last paragraph?

b. Identifying Specific Information

Supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect and quotation. Reading for detail is skill that a reader to get all information of the text thoroughly. Readers need to be more careful and slower assuring that they have correctly understood the message. In order to find details that support the main idea, the readers should be able to identify which are more important that the others.

Supporting details provide the reader with more information about the main idea or subject of a passage. For example, after reading story about Bawang Putih and Bawang Merah, general questions related to specific information can be for instances:

1) Where was Bawang Putih washing some clothes?

2) How did Bawang Merah and her mother treated Bawang Putih?.

c. References

References are words or phrase used either before or after the reference in the reading material. One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. In general questions related to this type of reading can be, for examples:

1) The word "she" in line 5 refers to…

2) what was word "her" position?.

In summary, reading comprehension is basically about getting main ideas, specific information, references, inference and vocabulary.

d. Inference

In relation to make inferences, an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or unknown and what he does not know. Inference requires that each reader construct a meaning that makes the text a reflection of her experience.

Inference is defined as understanding that is derived from an indirect suggestion of what is stated. To understanding the reading text, the reader must be able to detect the clues that the author give. In general questions related to this type of reading can be for examples: 1) What was first paragraph talking about? 2) All of the following statement is true related to the passage, except 3) What is the best title for the passage? 4) Who was the main character of the story?

e. Vocabulary

Vocabulary is the stock of word used by the people or even person. Concerning with those statements indeed vocabulary is fundamental for

everyone who wants to speak or to produce utterances for reading. The role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building. The question of understanding difficult vocabulary can be, for instances:

1) What is the closest meaning of underlined word?

2) In line 13, the word "fit" is closest in meaning to…

B. Think Aloud Strategy

1. Definition of Thing Aloud Strategy

In this research, it was decided to implement the think-aloud strategy because it was used as an instructional approach, and also because this strategy helped readers to comprehend more easily what was being read by them. Afflerbach and Johnston cited by McKeown and Gentilucci (2007), claim that think-aloud serves firstly as a method of measuring the cognitive reading process, then as metacognitive tool to monitor comprehension. In that sense, the think aloud is appropriate for this study because through this strategy the students can monitor their comprehension process.

Another definition of this strategy is provided by Pressley et al. in McKeown and Gentilucci"s (2007) work: "think-aloud is one of the "transactional strategies" because it is a joint process of teachers and students working together to construct understandings of text as they interact with it" (p. 1). Through the interactions that think aloud promotes, a better

understanding of the texts may emerge in the classroom. Think aloud is also a process in which readers report their thoughts while reading (Wade 1990). It helps students to reflect upon their own reading process. In a similar way, Keene & Zimmerman, (1997) declare that "think aloud is a technique in which students verbalize their thoughts as they read" (p. 1). Thus, this strategy is useful because students are verbalizing all their thought in order to create understanding of the reading text.

This argument encloses all the issues that imply think- aloud in a reading process. Think aloud are also used to model comprehension processes such as making predictions, creating images, linking information in text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension (Gunning, 1996 in teacher vision). These sub- strategies will be defined in the ensuing sections. The think- aloud is a technique in which students verbalize their thoughts as they read and thus bring into the open the strategies they are using to understand a text (Baumann, Jones, & Seifert- Kessell, 1993; Davey, 1983; Wade, 1990). Readers' thoughts might include commenting on or questioning the text, bringing their prior knowledge to bear, or making inferences or predictions. These comments reveal readers' weaknesses as well as their strengths as comprehend and allow the teacher to assess their needs in order to plan more effective instruction.

2. Steps in Using Think aloud Strategy

Think aloud strategy is a strategy that can be used by teacher as a model for students in reading a text. According to Booth (1998), the procedure of using think aloud strategy in teaching reading involves the following steps:

1. Before teacher asks students to think aloud, teacher has to establish a climate of trust.

2. Once such an environment is established, teacher can begin to ask students to tell what their thinking. A natural time to ask is when teacher see a student's stumble while reading.

3. When listening to the student describes his or her thought processes, teacher needs to refrain from asking leading questions for students.

4. When students have finished describing their thinking process, teacher can discuss how this particular strategy helps them to problem solve.

5. Articulating the process helps the students to become aware of strategies.

C. Narrative Text

1. Definition of Narrative Text

Narrative text is a genre of functional text. Genre is specific style that used in written, art, film or music. Genre is as a staged, goal oriented, purposeful activity in which speakers engage as members of four culture. Narrative text is a text which contains an imaginative story. Narrative text contains fiction, non – fiction, fairy tales, and folklore. The purpose of narrative text is to entertain and attract the attention of the reader. However,

narrative text can also be used to teach, inform and change the readers thought or behavior, based on the statement (Iwuk, 2007 ; 80).

According to Tomascikova (2009), narrative taken from the Latin word Narre 'to make known, to convey information, provide individuals with the tools to learn and teach others about the world. Narratives are also used by researchers as a meta language that allows them both to describe their research and study objects approaching them as a narrative discourse.

Meanwhile Hazel (2007) describes the narratives of the world are numberless. Narrative is first and foremost a remarkable variety of genres; they are distributed among different substances - as if the material is suitable to receive a human story. Able carried by articulated language, spoken or written, fixed or moving images, gestures, and mixtures of these substances ordered all; the narrative is present in myth, legend, fable, story, novel, epic, history, tragedy, drama, comedy, mime, painting, stained glass windows, cinema, comics, news, conversations. In addition, under this almost infinite diversity of forms, narrative is present in every age, in every place, in every society; starting with the very history of humanity and there is also a place that people without narrative. All classes, all human groups, have their narratives, enjoyment of which is very often shared by men with different, even opposing, cultural backgrounds. All classes, all human groups, have their narratives, enjoyment very often shared by men with even opponents, different cultural background.

According to Dorothy (1999), a narrative is an account of an event or a series of events. It can be fictional or not true and nonfictional or true story. Stories, poems that tell story, some newspaper reports, history, biography, and autobiography are narration. There are four elements in a strategy for successful reading of nonfictional narratives: (1) grasping the time sequence, or chronology, of the events, (2) perceiving cause/effect relationships within the events, (3) relating the events to other similar or different events, and (4) understanding the significance of events.

According to Artono (2008), narrative is one of text that its social function is to entertain, and dealing with actual experience or representatives in different ways. Narrative deals with problematic events that caused the crisis or turning point of some kind, which in turn find a resolution.

Based on the explanation above it can be concluded that narrative text is interesting to teach students with the goal besides entertaining can also be used to educate students' attitudes and behavior through moral value that implicit in it.

2. Generic Structure of Narrative Text

Derewianka (1990) states that the steps for constructing a narrative text are:

a. Orientation

Orientation this is the beginning of the story in which the writer tells the audience about who the characters in the story are, where the story is

taking place, and when the action happens (can be a paragraph, a picture or opening chapter).

b. Complication

Complication the story is pushed along by a series of event, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s). Narrative mirror the complication we face in life and tend to reassure us that they are resolvable.

c. Resolution

Resolution in a "satisfying" narrative, a resolution of complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this of course possible in certain types of narrative, which leave us wondering how the end is).

3. Social Function of Narrative Text

Knapp and Watkins (2005:220-221) state that Narrative has social role as a medium for entertainment and changing social opinions and attitudes. When reading Narrative Text from novel or short story, people tend to get the jollity. It means the aim of reading Narrative Text is to entertain their mind.

As the social changing attitude, Narrative Text is effective way to influence people mind. When children read, or told a story by parents, they tend to believe that all the characters and events in the story are agree with the

reality. Narrative can be used as medium to modify children's attitude towards them. Here, the social function of Narrative Text takes indirectly evidence.

4. Language Features of Narrative Text

In contrast, Gerot and Wignell proposed six language features of Narrative Text, they are:

1. Focus on specific and usually individualized participant (E.g.: Po, Aladdin, Shifu).

2. Using relational processes and mental processes (E.g.: Tigress was Unhappy, everything was so weird).

3. Using temporal conjunctions and temporal circumstances (E.g.: A few years ago, sometimes, and once upon a time).

4. Using past tense (E.g.: lived, stayed, and was).

5. Using verbal processes (E.g.: said, told and promise).

6. Using material processes (E.g.: The bomb exploded).

D. Previous Studies

This previous research has become one of the writer's references in conducting research so that the author can enrich the theory used in assessing the research undertaken. From previous research, the writer did not find research with the same title as the author's research title. However, the authors raised several studies as references in enriching the study material in the author's research. The following are previous studies in the form of several

journals related to the research conducted by the author. The following is previous research as a reference basis for research to be carried out:

The first research was done by Sholihah (2018) "Improving Students Reading Comprehension by using Think Aloud Strategy", The researcher had completed in cycle 1 and cycle 2, the results are to improve the reading comprehension of the students in the text by using of think aloud strategy in each cycle in class XI AK 1. According to the observations, the researcher found the problems as follows: the students are difficult to identify the information from the text, difficult to identify the aims of the text and difficult to identify generic structures test. Thus, researcher and collaborators are discussed to solved the problems. Researcher and the collaborator decided to do 2 cycles that consist of two meetings in each cycle. The result of cycle 1 showed that the students can identify the information from the text but sometimes students feel could not respond the text. In addition, students can find out the purpose of the text and the generic structure can identify in the text.

The similarity of this research is the use of Think Aloud Strategy in teaching reading comprehension. But there is also difference from the previous researcher. The differences are the location of the research, the subject of the research, and the design of the research.

The second research was done Sonmez (2018) "The Effect of the Thinking-aloud Strategy on the Reading Comprehension Skills of 4th Grade

Primary School Students", the results of the Wilcoxon Signed Rank Test conducted to determine whether there is a difference between the pre- and post-test scores of the experimental group students who were taught the reading comprehension by thinking-aloud strategy and the control group students, there is a statistically significant difference between the pre-test and post-test scores of the control group students [z=-2.285; p<0,05]. The fact that the difference scores are in favor of the positive ranks suggests that teaching the strategy of thinking-aloud has a significant effect on the reading comprehension ability of the students.

The similarity of this research is the use of Think Aloud Strategy in teaching reading comprehension. But there is also difference from the previous researcher. The differences are the location of the research, the subject of the research, and the design of the research.

The third research was done by Tiowati (2019) "The Effect of Think Aloud Method on The Reading Comprehension of SMK Students". The result, it can be concluded that think aloud strategy was no effect in teaching reading comprehension at SMK YPM 3 Taman especially at the eleventh grade. There is no significant difference between students who were taught using Think Aloud method and the students who were taught using conventional method. The students were taught using Think Aloud method have the same comprehension in reading narrative text than the students were taught using conventional method.

The similarity of this research is the use of Think Aloud Strategy in teaching reading comprehension. But there is also difference from the previous researcher. The differences are the location of the research, and the subject of the research.

From the three previous researches above, there are some differences and similarities to this present research. The differences are the location of the research, the subject of the research, and the design of the research. In the first research, it was done on the level SMK in Kartikatama Metro which applied classroom action research. Meanwhile the second one was done on 4th grade primary school students in Bartın province. The third study was done in level SMK of students in teaching reading comprehension with quantitative method. However, the similarity of those researches is the use of Think Aloud Strategy in teaching reading comprehension. Thus, the reseacher will do a research with entitled, "The Efeect of Think Aloud Strategy in Improve Students' Reading Comprehension on Narrative Text at SMPN 31 Seluma", and this research will use an quasi experimental design.

E. Hypothesis

Concerning to the theories and the frame of thinking, the researcher formulates the hypothesis as follows:

1. Ha (Alternative Hypothesis) : There is a significant effect of using Think Aloud Strategy in Improving Students' Reading Comprehension on Narrative Text at SMPN 31 Seluma.

2. Ho (Null Hypothesis) : There is no a significant effect of using Think Aloud Strategy in Improving Students' Reading Comprehension on Narrative Text at SMPN 31 Seluma.

CHAPTER III

RESEARCH METHOD

This chapter explained about the research design, research setting, research instrument, validity and reliability, technique of data collection, technique of data analysis, research procedure, scoring system, and the hypothetical test.

A. Research Design

This study aims to determine the effect of think aloud strategy in improving students reading comprehension on narrative text. The method used in this research is quasi experimental research. Suharsimi Arikunto (2000), defines experimental research is research that knows whether or not there is a treatment result on the subject under study.

According to Sugiyono (2015) quasi-experimental is a study that approaches real experiments. This study aims to directly examine the effect of one variable on other variables and to test the hypothesis of a causal relationship. The quasi-experimental design has an experimental class and a control class, but the control class cannot function fully to control external variables that affect the implementation of the experiment.

This quasi-experimental study was used to determine the difference in the ability of the treatment class and the no treatment class. The experimental research design used in this study was in the form of a non-equivalent control group design. According to Sugiyono (2017), in this study there will be two

groups that are not chosen randomly. Both were then given a pretest to determine the initial state and the difference between the experimental group and the control group. A good pretest result is if the value of the experimental group in the control group is not significantly different. Based on the research design that has been stated above, the following is an overview of the nonequivalent control group design research design.

Table 3.1

Research design (non-equivalent control group design)

Group	Pre-test	Treatment	Post-test
Experiment Class	O1	X1	O2
Control Class	O3	X2	O4

Note :

X1 : Treatment 1 uses Think Aloud learning strategy

X2 : Treatment 2 uses the Traditional method learning strategy

O1 : The results of the experimental class pretest1

O2 : The results of the posttest experimental class1

O3 : The results of the control class pretest2

O4 : The results of the control class posttest2

Based on the research design that has been described, the study conducted two tests on each group. Initial tests were carried out on the experimental group and the control group to determine the initial results of reading comprehension on narrative text before being given treatment. Then in the final test the experimental group was given treatment in the form of using the think aloud strategy. Meanwhile, the final test of reading comprehension on narrative text in the control group was carried out in a direct way. After the two groups took the final test, the results of the two were then compared or tested for differences. A significant difference between the two values in the experimental group and the control group will indicate the effect of the treatment that has been given.

Table 3.2 Research Design

```
                    ┌──────────────────┐
                    │     Pre-test     │
                    └──────────────────┘
                      ╱              ╲
        ┌──────────────────┐    ┌──────────────────┐
        │   Experimental   │    │   Control Group  │
        │      Group       │    │                  │
        └──────────────────┘    └──────────────────┘
                      ╲              ╱
                    ┌──────────────────┐
                    │    Treatment     │
                    └──────────────────┘
                      ╱              ╲
        ┌──────────────────┐    ┌──────────────────┐
        │    Using Think   │    │   Using Lecture  │
        │  Aloud Strategy  │    │     Strategy     │
        └──────────────────┘    └──────────────────┘
                      ╲              ╱
                    ┌──────────────────┐
                    │     Post-test    │
                    └──────────────────┘
                             │
                    ┌──────────────────┐
                    │ Comparing the score │
                    └──────────────────┘
                      ╱      │       ╲
   ┌────────────────────┐         ┌────────────────────┐
   │ Experimental Group │         │ Control Group post-│
   │ post-test mean score│        │  test mean score   │
   └────────────────────┘         └────────────────────┘
           │             │                │
   ┌───────────────────────────────────────────────────┐
   │ Define which one is more effective to improve      │
   │ students' reading comprehension on narrative text  │
   └───────────────────────────────────────────────────┘
```
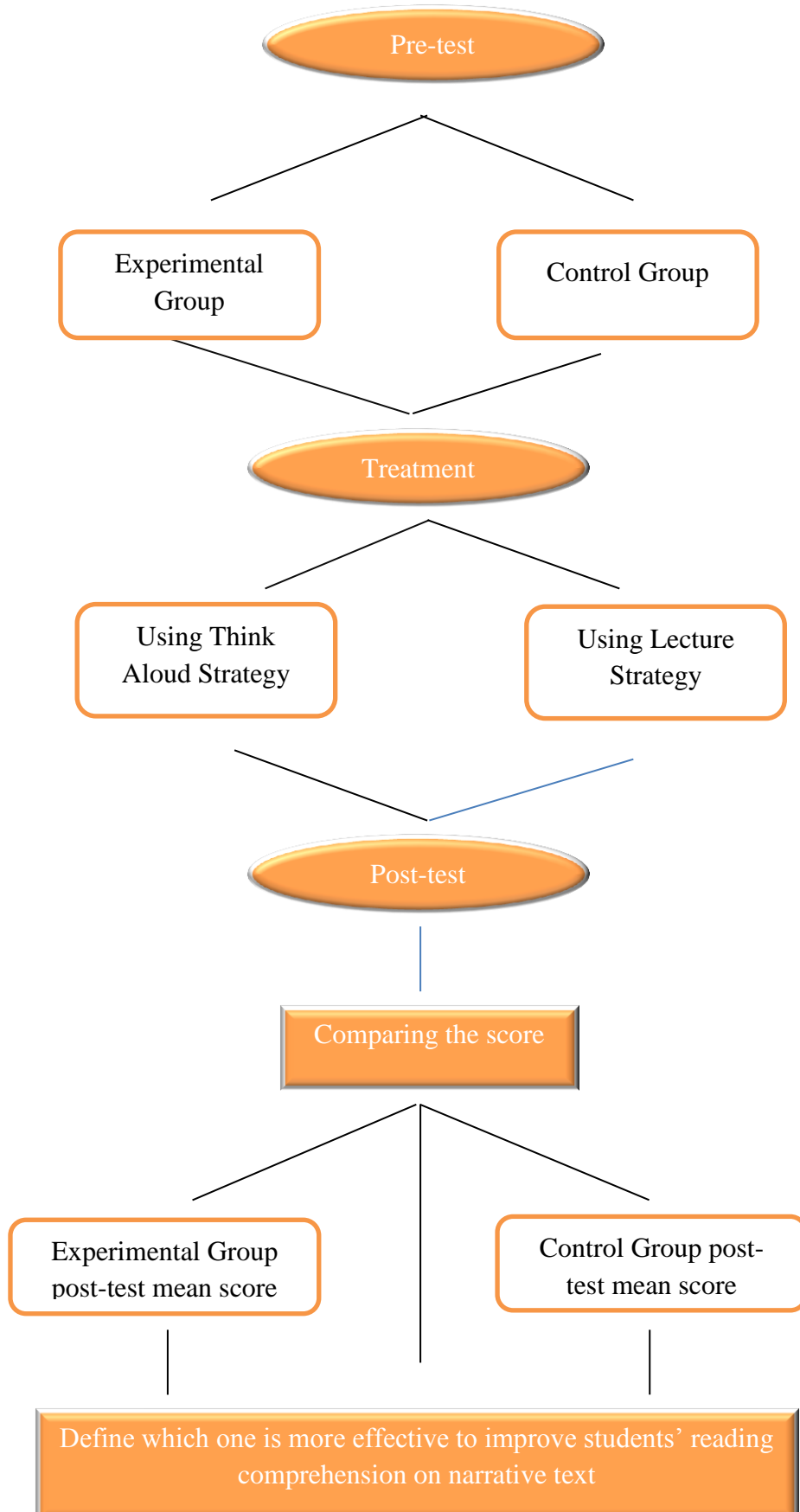
B. Research Setting

1. **Place and Time of the Research**

This research was conducted for four weeks, start from august until september, 2021. The researcher will conduct the research at SMPN 31 Seluma, located on Jl. Rawa Indah, Kecamatan Ilir Talo, Kabupaten Seluma.

2. **Population**

The next step of research process is to decide the subjects or students of the school to be included as the population and sample. According to Arikunto (2016), the population is the whole research subject. If someone wants to research all the elements in the research area, then the research is a population study. This is also stated by Margono (2005), population is all data that concerns us within a specified scope and time. This research population is 46 students from the eight grade of SMPN 31 Seluma, divide into two classes.

This research was taken two classes for this research. The classes are VIII B that consisted of 23 students as the experimental class and VIII A that consisted of 23 students as the control class.

3. **Sample**

According to Sugiyono (2014:116), the sampling technique is a technique to determine the sample to be used in research. The sampling technique is divided into two, namely: probability sampling and non-

probability sampling. In this study, the sampling technique used is non-probability sampling with the technique taken is saturated sampling.

According to Sugiyono (2014:118), the saturated sampling technique is a technique for making samples when all members of the population are used as samples. Therefore, the author chooses a sample using a saturated sampling technique because the population is relatively small. So that the sample used in this study found 46 people.

C. Research instruments

According to Sugiyono (2016) states "a research instrument is a tool used to measure observed natural and social phenomena. Specifically, this phenomenon is called the research variable". In this research, the researcher will use some instruments to get primary data. The instrument will use a form of reading test and interview as the instruments. The goal is to obtain an overview of the abilities achieved after the delivery of the lesson. The results of this post-test are compared with the results of the pre-test that will be done thus that it will be known how far the effect or influence of the material convey using reading comprehension on narrative text. In this research, the research instrument as follows:

1. Reading Test

Test is a process to measure students' ability and knowledge about material that is given, competence, intelligence and talent that can belong to individual or group. Test may be constructed primarily as devices to reinforce

learning and to motivate the students or primarily means of assessing the students' performance in language.

This test used to measure the students achievement in reading comprehension before and after they taught by using think aloud strategy in SMPN 31 Seluma. The test were multiple choice. It consisted of 20 items to asses the students' that consist of pre-test and post-test. Form of pre-test and post-test content 20 question.

2. Documentation

Documentation is used to support research in form some of photos while implementing think aloud in teaching reading. The purpose of it is to show the activities that do by the students during teaching and learning process.

D. **Technique of Data Collection**

In collecting data, the research was tests, pretest, treatment, and posttest. There are as follows:

1. Pre-test

A pre-test provides a measure on some attribute or characteristic that you assess for participant in an experimental before they receive a treatment, Creswell (2008:301).

At the first meeting, the researcher gave a pre-test to the 46 students. It is conducted to know how far the students score in reading. This test was in order to know how far the students ability in reading comprehension of narrative text. The material of pre-test in the written form was taken narrative text. The test consist have 20 Multiple Choices it consists of four options and students have to choose the correct answer. In doing the test, the research gave 40 minutes for the students. The test use in the pre-test is to tell events that occurred in the past about personal experiences. Then, the result of pre-test can show up after calculating the students' score to identify their reading comprehension on narrative text. In this research, questions from reading comprehension on narrative text that are the appendix.

2. Treatment

After conducting the pre-test, the research gave the treatment to the students. The researcher applied the technique or treatment using think aloud strategy. Here the steps of the treatment:

Apperception

a. For the first time, the researcher explained to the students about what is narrative text by using think aloud strategy in learning reading.

b. After the students got that point, the researcher gave some motivation to the students.

Opening

a. The researcher led the students to pray together.

b. The researcher explained about the objective of the study.

c. The researcher explained about the material.

d. Then, the research gave pre-test.

Steps of learning

a. The researcher explained about think aloud strategy.

b. The researcher explained about narrative text.

c. The researcher gave question related the topic of narrative text.

Closing

a. Summary.

b. Evaluation.

c. The researches explained to the students about the next material.

d. The researcher lets the students to pray together.

3. Posttest

After all the material is taught, the researcher gave a post-test at the last meeting to find out whether the use of think aloud strategy improving students' reading comprehension on narrative text or not. The post-test was given to the experimental group and the control group. Moreover, the test is given in written form. In post-test, the research provide 20 questions about reading. The test consist have 20 Multiple Choices it consists of four options

and students have to choose the correct answer. Time allocation for doing the test is 40 minutes, they answer the questions which is related to the think aloud strategy, It is repeated 2 or 3 times. This post-test was used to determine students' reading comprehension after using think aloud strategy to improve students' reading comprehension on narrative text.

E. Validity and Reliability

This some criteria test validity and reliability.

a. Validity of Test

According to Sugiyono (2017: 125) Validity is shows the degree of accuracy between the data that actually occurs on the object and the data collected by the researcher. It means that valid is to know the result of test is good, the researcher will measure test. The questions were tried out to find out the quality of the questions. There were several items in the test that were invalid. Questions about the validity of an instrument are always specific to a particular situation and for the specific purpose of their use. In this study, researchers used the help of SPSS version 16, using t- table distribution for α = 0,413 and the freedom of degree (dk:n-2), the decision rules are below:

t- calculated > t-table = Valid

t- calculated < t-table = Invalid

Table 3.5

Validity of Test

Question to	r-calculate	r-table	Explanation
1.	0,544	0,413	Valid
2.	0,439	0,413	Valid
3.	0,483	0,413	Valid
4.	0,508	0,413	Valid
5.	0,467	0,413	Valid
6.	0,159	0,413	Invalid
7.	0,450	0,413	Valid
8.	0,485	0,413	Valid
9.	0,508	0,413	Valid
10.	0,438	0,413	Valid
11.	0,435	0,413	Valid
12.	0,027	0,413	Invalid
13.	0,512	0,413	Valid
14	-0,005	0,413	Invalid
15.	0,490	0,413	Valid
16.	0,436	0,413	Valid
17.	0,534	0,413	Valid
18.	0,095	0,413	Invalid
19.	0,462	0,413	Valid
20.	0,485	0,413	Valid

Based on the results of the validity test, 16 valid items and 4 invalid items were obtained to determine students' reading comprehension, and then valid items were used in this study to collect data.

b. Reliability of Test

According to Sugiyono (2015, p.173), reliability is an instrument that if used several times to measure the same object would generate the same

data. It means that scores from an instrument are stable and consistent. Howit and Cramer (2000, p.28) stated that reliability is the extent to which the measure will give the same response under similar circumstances. The tool was used what to use measure what can be used at any time, the results are the same. In this study, SPSS version 16 was used to test the reliability of the test instruments.

Table 3.6

Reliability of Test

Reliability Statistics

Cronbach's Alpha	N of Items
.797	16

Based on the results of the questionnaire reliability test above, it can be concluded that the questionnaire items that the researcher will use in collecting data have high reliability.

F. Technique of Data Analysis

After the data is collected, then the data is analyzed by using data management techniques. The data analysis was used by the researcher in this study aims to answer the questions list in problem identification. In this research, the researcher use techniques to analyze data. Data analysis is one of the research activities in the form of a process compiling and managing data in

order to interpret the data that has been obtained. According to Sugiyono (2016, p.147) data analysis is an activity after data from all respondents or other sources of data collected. Activities in data analysis are classify data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting each data studied, performs calculations to answer the formula problems, and perform calculations to test the hypotheses that have been proposed.

1. Normality test

The normality test is used to measure weather the data in the experimental class and control class is normally distributed or not. In this study the researcher used statistical computation by using SPSS (Statistical Package for the Social Science) for normality of test. The test of normality employed are Kolmogorov-Smirnov and Shapiro-Wilk.

The hypothesis formulas are:

Ho: the data have normal distribution.

Ha: the data do not have normal distribution

While the criteria acceptance or rejection of hypothesis were :

Ho is accepted if Sig (P-value) $\geq$ α = 0.05

Ha is accepted if Sig (P-value) $<$ α = 0.05

2. Homogeneity Test

Before administering the data into t-test, it is necessary to be certain that the data are homogeneous or not. The researcher used Levene's in SPSS (Statistical Package for the Social Sciences) of version 16.

The hypotheses for the homogeneity test are:

Ho: The variance of the data is homogeneous

Ha: The variance of the data is not homogeneous

The test criteria:

Ho is accepted if sig $\geq \alpha = 0.05$

Ha is accepted if sig $< \alpha = 0.05$

G. Research Procedure

There are three steps has done in conducted this research, as follows:

1. **Planning**

    a. Determining The Subject of The Research

    The subject of the research was the students at the first semester of the Eight Grade at SMPN 31 Seluma.

    b. Designing The Instrument of The Research

    The instrument was given to the students are multiple choice question and interview. The students got instrument for both the classes but in different ways.

    c. Try out to the test

Try out was conducted to identify how accurate and effective the test before they are used to collect the data of the research and identify whether the test can be administered or not. It can be seen from the reliability and validity of the test.

2. Application

After making the planning, the researcher tried to apply the research, as follows:

a. The researcher was conducted a question test during the first encounter. This is a multiple-choice test with 20 questions and four options: a, b, c, and d.

b. In second meeting, the researcher gave items after determine by validity and reliability analysis of question. It means that only valid and reliable test items use in the pre-test.

c. In Last meeting, the researcher gave post-test with test items after determine by validity and reliable test items use in post-test.

2. Reporting

The following are the last phases in the research procedure for collecting data:

a. Analyze the data that is received as a consequence of the query.

b. Examine the information obtained from the interview.

c. Presenting the findings in a report.

H. Scoring System

Before getting the score, the research is determine the procedure to use in scoring the students' work.

In order to that, the write use Arikunto formula:

$$S = \frac{R}{N} x \ 100\%$$

Notes:

S: The score of the test

R: The total of the right answer

N: The total item

I. The Hypothetical Test

In this research, the researcher used formulation independent sample t-test. The researcher use SPSS (Statistical Package for the Social Sciences) of 16 version.

The hypothesis as follow:

1. Ha (Alternative Hypothesis): There is a significant effect of Think Aloud Strategy in improving students' reading comprehension on narrative text at SMPN 31 Seluma.

2. H0 (Null Hypothesis): There is no a significant effect of think aloud strategy in improving students' reading comprehension on narrative text at SMPN 31 Seluma.

Where criteria of hypothesis are:

Ha is accepted if Sig $\leq$ α = 0.05.

Ho is accepted if Sig > α = 0.05.

CHAPTER VI

RESULT AND DISCUSSION

After conducted the treatment, the researcher explained the result and discussed it in this chapter. There was a research question that will be answered: Is there any significant effect of think aloud strategy in improving students' reading comprehension on narrative text at SMPN 31 Seluma?

A. Description of Treatments

The research had been conducted since august of 2021. This research had been carried through six steps. They involved try out test, pre-test, three time treatments, and post-test. To find out the influence of using Think Aloud Strategy, the researcher identified several results, they were: the score of students before treatment, the score of students after treatment, the differences between students' score in pre-test and post-test and from the differences of students' atmosphere between the students who are taught by using think aloud strategy and those taught by lecturing strategy in teaching and learning process, they were in teaching reading comprehension on narrative text, especially in SMPN 31 Seluma.

Before the test was used as an instrument to collect the data, it had been tried out to the students in tryout class. The researcher prepared 40 items as the instrument of the test, 20 items for pre-test and 20 items for post-test. From 40 test items of tryout, some items were chosen as instrument of the test.

The choosing of the instrument had been done by considering two categories, validity and reliability. After being tryout the researcher used 20 questions for the pre-test. The test given before and after the students followed the learning process was provided by the researcher. This test was given for control class and experimental class. Before the activities were conducted, the researcher determined the materials and lesson plans. The experimental class learnt by using Think Aloud Strategy, while the control class used lecturing strategy.

1. **Description of the first treatment**

   The first treatment was administrated on August 24th 2021. The student felt extremely surprised when the new teacher came. The lesson begun by greeting and introducing himself which caused the students felt curious to know the next step of teaching learning process. The topic in the first treatment is "Timun mas".

   The researcher divided the students into small group that consist of five until six students. After the students sat in their group, the researcher divided the role of each member in the group.

2. **Description of the second treatment**

   The second treatment was administrated on August 31th 2021. It was better than the first treatment because the students felt in accustomed in teaching learning process through Think Aloud Strategy. The researcher did almost the same activity to begin the class as what the researcher did in

the first treatment. But the topic in the second meeting was "Malin kundang".

In the second treatment, it was better than the first treatment, because the students' has knew the strategy and material before the lesson began. The procedure of Think Aloud Strategy done better than previous treatment, therefore the students more active and motivate in learning process with the second treatment.

3. **Description of the third treatment**

The third treatment was administrated on September 7th 2021. The activities in third meeting the researcher gave the topic "A Fox and A Cat". In this section, they start to enjoy teaching and learning reading, because they think the subject was interesting. Students are given several questions after read a text there are several students who can answer these questions. And students begin to actively ask questions when they do not understand the words they reading in a text.

4. **Description of the four treatment**

The four treatment was administrated on September 14th 2021. And the last meeting the students were provided a text which entitled "Cinderalla". Students enjoy in learning reading comprehension and more active from before. During the treatment that was conducted into four treatments, the students really enjoy the learning process. The students more focus to the lesson material and the students understand the lesson

material easier. The students were given post-test after the treatments were conducted. In last activity, the researcher together with the students made conclusions of what they have learned. After that, the researcher evaluated the students by asking some question to some students randomly. Finally the researcher closed the first meeting. The students were given post-test after the treatments were conducted. The purpose of this post-test is to know is there any improving to the students' reading comprehension after study using Think Aloud Strategy.

B. Data Analysis

1. Result of the Analysis

This research was aimed to know whether there is significant influence of using Think Aloud Strategy towards students' reading comprehension on narrative text at the first semester of the eighth grade of SMPN 31 Seluma. The total number of the sample was 46 students, two classes were chosen as control class and experimental class.

The instrument of this research was test. Pre-test consisted 20 multiple-choice items and post-test consisted of 20 multiple-choice items with four options. Pretest was conducted previously on august 31th for class VIII A as a control class and VIII B as the experimental class. The pre-test was administrated in order to see the students" score in reading text.

After conducting the three meetings of using Think Aloud Strategy the researcher gave the posttest to the sample. The post-test was conducted on september 14th, 2021 for the control class and experimental class.

2. Result of pre-test

The pre-test was administered in order to know students' Reading comprehension before the treatments given. It can be seen from the pre-test score of students' reading comprehension in the experimental class and control class. After the data were analyzed, the result showed that the mean score of the pretest in the control class was 53,91. The highest score was 80.00 and the lowest was 25.00. The mode score was 50.00. The median Score was 55.00 in completing the test.

While in experimental class the mean score was 57.39. The highest score was 75.00 and the lowest score was 30.00. The median score was 55.00 and the mode score was 50.00 in completing the test.

3. Result of post-test

The post-test was administered in order to know students' reading comprehension after the treatments given. It can be seen from the post-test score of students' reading comprehension in the experimental class and control class. After the data were analyzed, the result showed that the mean score of the post-test in the control class was 73.26. The highest score was 90.00 and the lowest was 60.00. The mode score was 75.00. The median Score was 75.00 in completing the test.

While in experimental class the mean score was 81.09. The highest score was 95.00 and the lowest score was 70.00. The median score was 80.00 and the mode score was 80.00 in the completing test.

4. **Result of normality test**

The researcher tested normality test after got score of the students' in reading comprehension pre-test and post-test of narrative text test using SPSS Version 16.

a. The hypotheses are:

Ho: The data have normal distribution.

Ha: The data do not have normal distribution

b. The test criteria

If the value (p) $\geq$ significant ($\alpha = 0.05$) It means that, Ho was accepted

If the value (p) $<$ significant ($\alpha = 0.05$) It means that, Ha was accepted

Table 4.1

The Normality Test of Pre-test Score of the Experimental Group

One-Sample Kolmogorov-Smirnov Test		Experiment	Control
N		23	23
Normal Parameters[a]	Mean	57.39	53.91
	Std. Deviation	12.235	15.371
Most Extreme Differences	Absolute	.153	.139
	Positive	.118	.108
	Negative	-.153	-.139
Kolmogorov-Smirnov Z		.734	.665
Asymp. Sig. (2-tailed)		.655	.768
a. Test distribution is Normal.			
b. Calculated from Data			

Based on the table 4.1 above, the researcher compared of normality in pretest using Kolmogorov-Smirnov. The researcher used Kolmogorov-Smirnov, because the subject of the researcher less than 50 students'. The result of normality in pretest of expe rimental   class   was   .655   with significant 0.05. It can be concluded that the result pretest was higher than the significant 0.05. Furthermore, the normality in pretest of controlled was .768 with significant 0.05. It can be concluded that the result pre-test was higher than the significant 0.05. Therefore, the data pretest of Experimental and Controlled class was normal distribution.

Table 4.2

The Normality Test of Post-test Score of the Experimental Group

One-Sample Kolmogorov-Smirnov Test		Experiment	Control
N		23	23
Normal Parameters[a]	Mean	81.09	73.26
	Std. Deviation	7.223	8.063
Most Extreme Differences	Absolute	.169	.154
	Positive	.169	.154
	Negative	-.136	-.151
Kolmogorov-Smirnov Z		.808	.737
Asymp. Sig. (2-tailed)		.531	.648
a. Test distribution is Normal.			
b. Calculated from Data			

Based on the table 7 above, the researcher compared of normality in posttest using Kolmogorov-Smirnov. The result of normality in posttest of experimental class was .531 with significant 0.05. It can be concluded that the result posttest was higher than the significant 0.05. Furthermore, the normality in posttest of control was .648 with significant 0.05. It can be concluded that the result posttest was higher than the significant 0.05. Therefore, the data posttest of Experimental and Control class was normal distribution.

Figure 4.1

The histogram of Normality Test of the students' pre-test scores in the

Experimental Group

Histogram

Dependent Variables Experiment

Mean =4.13E-16
Std. Dev. =0.977
N =23
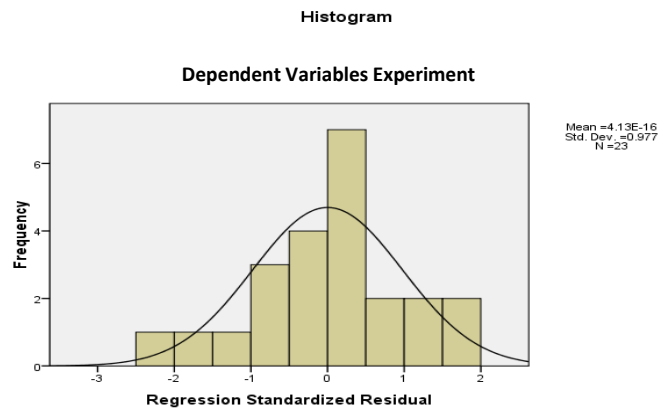
Figure 4.1

The histogram of Normality Test of the students' post-test scores in the

Control Group

Histogram

Dependent Variables Control

Mean =1.60E-16
Std. Dev. =0.977
N =23
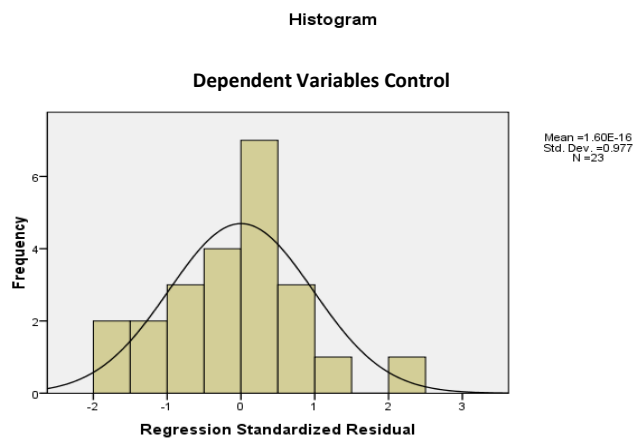
5. **Result of Homogeneity test**

The researcher tested homogeneity test after he got score of student reading comprehension in experimental and control class (pretest and posttest of reading comprehension in narrative text by using SPSS).

a. The hypotheses are:

Ho: the variance of the data is homogeneous

Ha: the variance of the data is not homogeneous

b. The criteria of the test are as follows:

Ho is accepted if sig > α = 0.05

Ha is accepted if sig < α = 0.05

Table 4.3

The Homogeneity test of Variances Pre-test

Levene Statistic	df1	df2	Sig.
.227	1	44	.636

Based on table, the result of homogeneity test (pre-test) of experimental and control class was .636 higher than the significant 0.05. It means that the data was homogeneity.

Table 4.4

The Homogeneity test of Variances Post-test

Levene Statistic	df1	df2	Sig.
1.227	1	44	.274

Based on table, the result of homogeneity test (post-test) of experimental and control class was .274 higher than the significant 0.05. it means that the data was homogeneity.

6. **Result of Hypothetical Test**

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (Statistical Program for Social Science), independent sample t-test.

The hypothesis formulas are:

Ha: There is a significant effect of think aloud strategy in improving

students' reading comprehension on narrative text Seluma.

Ho: There is no significant effect of think aloud strategy in improving

students' reading comprehension on narrative text at SMPN 31 Seluma.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

Ho is accepted if Sig. (Pvalue) $\geq \alpha = 0.05$

Ha is accepted if Sig. (Pvalue) $< \alpha = 0.05$.

Table 4.5

Independent sample t-test

Independent Samples T-test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	T	Df				Lower	Upper
Hasil	Equal variances assumed	.227	.636	3.467	44	.001	7.82609	2.25729	3.27681	12.37536
	Equal variances not assumed			3.467	43.478	.001	7.82609	2.25729	3.27527	12.37691

The result of independent sample t-test also indicated that the value of t-obtained (t-count) was 3.467 at the significant level 0.05 and the degree of freedom (df) was 44, where critical value of the table was 2.016. It can be seen that t-obtained 3.467 was higher than t-table 0.297 (3.467 ≥ 2.016). It can be stated that the alternative hypothesis (Ha) was accepted and the null hypo thesis (Ho) was rejected. It means that there was significant difference in improving students' reading comprehension who were taught by using think aloud strategy and those who were not.

C. Discussion

Based on the result of the study, the following discussions are presented to strength the value of the study. The aims of this research were to

find out whether or not there was a significant different learning using think aloud strategy in reading comprehension on narrative text and how are the students' result in reading comprehension using think aloud strategy.

The researcher gave the pretest to the pre-experimental group to know the students reading comprehension on narrative text before giving treatment. In pre-test, the students were asked to read a text narrative to answer questions and get answers. Pre-test consisted of 20 multiple choices question and the students were asked to collect their answer sheets. After pre-test finished, next, the researcher gave the treatment to the students before giving post-test. The treatment consisted of four meetings and spent time 40 minutes for each meeting.

Based on the result of the pre-test before Think Aloud Strategy was implemented, the ability of students to comprehend the text was lower. After Think Aloud Strategy was implemented, students reading comprehension was better than before. After getting the treatments and post-test was conducted, it found that there was significant differences between the experimental class and the control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-test score of control class was 53.91 and in the post-test was 73.26 while the mean of pre- test score of experimental class was 57.39 and in the post-test was 81.08. It means that the most improvement was in the experimental class.

There were some problem met by the researcher during the implementation of think aloud strategy in reading comprehension on narrative text. First, most of the students were inhibited to use English in their communication. They were afraid to make mistake. Second, the students always consulted to dictionary to find the word that they used because, they were lack vocabulary. After using think aloud strategy, students are able to understand the text better than before this is because students used their thoughts and share to the teacher about their thinking. Indirectly, the strategy help students to activate their last experiences background knowledge. Using this strategy, students prefer to use their thinking and learning experience compared with using a dictionary, because students accompanied by teachers as facilitator their reading comprehension.

In general, the teaching learning process ran well, the students cooperated well throughout third treatments. Based on the analysis of the data and the testing of hypothesis, the result of the calculation by SPSS Version 16 found that the hypothesis null (Ho) was rejected and the hypothesis alternative (Ha) was accepted. From the analysis above, we knew that the students using think aloud strategy in teaching narrative text could improve students' score reading comprehension on narrative text.

The result of the data analysis showed that the used of Think Aloud Strategy in teaching reading comprehension seem to be applicable for the eight grade of SMPN 31 Seluma. The strategy encouraged the students' in reading comprehension is good. They are easier to comprehend English text.

Then, students are enthusiastic in process teaching reading by used of Think Aloud Strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, they are conclusion and suggestion. Conclusion present the finding of this research based on data analysis and discussion in previous chapter, while suggestion deal with the researcher recommends to do.

A. Conclusion

Based on the researcher findings and discussion in the previous chapter and looking at the result of the research, the researcher found that applying Think Aloud Strategy in the class, students' reading at the eight grade of SMPN 31 Seluma could be improved. The researcher analyzed the data obtained from the students with one class of pre-test and one class of post-test. The result proved that this method was effective to improve students' reading comprehension.

The result of t-test showed that t-test value was higher than t-table value ($3.467 \geq 0.297$). Therefore, it could be concluded that alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It could be concluded that the used of Think Aloud Strategy in improving reading comprehension at the eight grade of SMPN 31 Seluma was effective to improve students' reading comprehension.

B. Suggestion

Based on the conclusion above, the researcher suggested the following points:

1. English Teacher

   Teacher should try Think Aloud Strategy in teaching English especially reading as the English component. The teacher can be more creative in applying that method to the students and use it in teaching reading so that the students are motivated, interested, and not bored in learning English.

2. Future Researchers

   Further research is highly recommended to find as many as good reading strategy and technique to be applied in the classroom. By finding other strategy and technique, it hopes can create better reading comprehension for the students. This research was very important because it will give some knowledge to the researcher. In order to know the effect of using Think Aloud Strategy in teaching reading.

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APPENDICES

Appendix 1 Attendance List

ATTANDANCE LIST OF EXPERIMENTAL CLASS (VIII B)

SMPN 31 SELUMA

No	Nama Siswa	Pertemuan					
		1	2	3	4	5	6
	iya						
	viola Tiara						
	ang Tri Saputra						
	esta Dwi Putri						
	gga Widianto						
	nga Anjani						
	ita Aprilia						
	ra Cantika						
	de Ilham						
.	mas Januar						
.	da Nuralim						
.	an Qonaa						
.	aeha						
.	rina Puspita handayani						
.	Fauzi						
.	stakim						
.	ta Puspita Sari						
.	nissa Reausalova						
.	zky Aditiya Pratama						
.	lsa Kamila Nasiroh						
.	ara Karnila						
.	Yuli Handayani						
.	ara Alinsa Putri						

Appendix 2 Attendance List

ATTANDANCE LIST OF CONTROL CLASS (VIII A)

SMPN 31 SELUMA

No	Nama Siswa	Pertemuan					
		1	2	3	4	5	6
	ımad Kuswanto						
	ıdi Saputra						
	ısa Bella						
	roka Lestari						
	tur Kristi Anggraini						
	lsi Olivia						
	ra Cantika						
	nis Hindrian Saputra						
	atik Ariani						
.	mas Pratama						
.	lk Saputra						
.	ya Heryan Apriadi						
.	sika Maretina						
.	ra Anesta						
.	ıhamad Fiqih Baroka						
.	la Renza						
	er						
.	do Aprian						
.	ffi Irwansyah						
.	erli Revani						
.	ntry Dhea Amanda						
.	mi						
.	nza Roza Amelia						

Appendix 3 Score in Pre-test and Post-test

The Result Students' Score in Pre-test and Post-test

Subject : **English**

Class : **VIII B (Experiment Class)**

No	Name	Score	
		Pre-test	**Post-test**
	iya	50	75
	viola Tiara	50	70
	ang Tri Saputra	40	70
	esta Dwi Putri	40	75
	gga Widianto	55	70
	nga Anjani	55	75
	ta Aprilia	60	75
	ra Cantika	70	85
	de Ilham	70	80
.	mas Januar	70	85
.	da Nuralim	70	80
.	an Qonaa	75	85
.	aeha	60	80
.	rina Puspita handayani	60	80
.	Fauzi	50	85
.	stakim	55	80
	ta Puspita Sari	50	95
.	inissa Reausalova	50	80
.	zky Aditiya Pratama	50	85
.	lsa Kamila Nasiroh	75	90
.	ara Karnila	60	90
.	Yuli Handayani	75	80
.	ara Alinsa Putri	30	95
	Total	**1.320**	**1.865**
	Mean Score	**57,39**	**81,09**

Appendix 4 Score in Pre-test and Post-test

        The Result Students' Score in Pre-test and Post-test

Subject   **: English**

Class   **: VIII A (Control Class)**

No	Name	Score	
		Pre-test	**Post-test**
	mad Kuswanto	25	60
	di Saputra	70	60
	isa Bella	65	60
	roka Lestari	75	65
	tur Kristi Anggraini	50	65
	lsi Olivia	60	70
	ra Cantika	70	70
	nis Hindrian Saputra	50	70
	atik Ariani	75	70
	mas Pratama	35	70
	k Saputra	35	75
	ya Heryan Apriadi	40	75
	sika Maretina	80	75
	ra Anesta	30	75
	ahamad Fiqih Baroka	60	75
	la Renza	55	75
	er	50	75
	do Aprian	65	80
	ffi Irwansyah	35	80
	erli Revani	55	80
	ntry Dhea Amanda	50	85
	mi	50	85
	nza Roza Amelia	60	90
Total		**1.240**	**1.685**
Mean Score		**53,91**	**73,26**

Satuan Pendidikan : **SMP Negeri 31 Seluma**
Mata Pelajaran : **Bahasa Inggris**
Materi Pokok : **Narrative Text (Timun Mas)**
Kelas /Semester : **VIII / Ganjil**
Tahun Pelajaran : **2021/2022**
Alokasi Waktu : **2x40 menit (jp)**

Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik diharapkan dapat:

1. Mengidentifikasi bacaan Fairy tale "Timun Mas" dengan tepat
2. Menemukan gambaran umum tentang isi bacaan dengan tepat
3. Menemukan informasi rinci tentang bacaan dengan tepat
4. Menemukan ide pokok bacaan dengan tepat
5. Menafsirkan makna kata yang terdapat dalam bacaan dengan tepat
6. Menemukan rujukan kata dalam bacaan dengan tepat
7. Mengungkapkan pesan moral yang terdapat dalam bacaan Fairy tale "Timun Mas" dengan tepat

Media Pembelajaran, Alat/Bahan & Sumber Belajar

1. Media : Worksheet (Lembar Kerja Siswa) dan lembar penilaian
2. Alat/Bahan : Whiteboard, spidol, dan penghapus
3. Sumber Belajar: Buku bahasa inggris SMP/MTS kelas VIII, contoh teks tertulis, contoh gambar yang berhubungan dengan teks, teks atau latihan dari buku teks bahasa inggris, dan sumber internet lainnya

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)	
Orientasi	**Penguatan Pendidikan Karakter,** Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Apersepsi	Mengaitkan materi/*tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/*tema/kegiatan* sebelumnya,
Motivasi	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. Apabila materitema/ projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi yang dipelajari
Pemberian Acuan	• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (60 menit)	
Orientasi Peserta Didik Kepada Masalah	**Literasi** ❖ Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada materi melalui pendekatan saintifik (mengamati,

	menanya, mengumpulkan informasi eksperimen, mengasosiasikan mengolah informasi, mengomunikasikan)
	❖ **Melihat** (tanpa atau dengan alat) *Berpikir kritis dan bekerjasama (4C) dalam*
	mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujurdan pantang menyerah (Karakter)
	❖ **Mengamati***(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)*
	❖ **Membaca**(dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi)
	materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan materi
	❖ **Mendengar**
	pemberian materi oleh guru
	❖ **Menyimak**, *(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)*
	❖ Siswa diminta untuk mengamati dan menganalisis gambar tersebut dan mengaitkannya dengan hasil bacaan mereka dan menuliskan hasil pengamatannya.
Mengorganisasikan Peserta Didik	**Critical Thinking (Berpikir Kritis):** ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi ataupun gambar yang disajikan dan akan dijawab melalui kegiatan belajar
Membimbing Penyelidikan Individu Dan Kelompok	**Collaboration (Kerja Sama):** ❖ Peserta didik dibentuk dalam beberapa kelompok untuk mempraktikan, mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi tentang materi
Mengembangkan Dan Menyajikan Hasil Karya	**Communication (Komunikasi)** ❖ Peserta didik mempresentasikan hasil diskusi kelompok secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan tentang materi dan ditanggapi oleh kelompok yang mempresentasikan,. ❖ Peserta didik mengamati dan memberi tanggapan terhadap hasil presentasi kelompok lain.
Menganalisa & Mengevaluasi Proses Pemecahan Masalah	**Creativity (Kreativitas)** ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang materi yang dipelajari ❖ Peserta didik bertanya tentang hal yang belum dipahami atau guru menyampaikan beberapa pertanyaan pemicu kepada siswa berkaitan dengan materi yang akan selesai dipelajari
Penutup (10 menit)	
Penutup	▪ Peserta didik membuat kesimpulan dibantu dan dibimbing guru. ▪ Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan atau tanggapan peserta didik dari kegiatan yang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya.

| | ▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. |
| | ▪ Menutup pelajaran dengan berdo'a dan salam |

PENILAIAN

Penilaian Sikap : Observasi selama kegiatan berlangsung

Penilaian Pengetahuan

Penilaian Keterampilan

Mengetahui   **..............................,.....,...........2021**

KEPALA SEKOLAH   **Guru Mata Pelajaran**

..   **...**

NIP.   **NIP.**

<center>**RENCANA PELAKSANAAN PEMBELAJARAN**</center>

<center>**(Ex   Class)**</center>

Satuan Pendidikan   : SMP Negeri 31 Seluma
Mata Pelajaran   : Bahasa Inggris
Materi Pokok   : Narrative Text (Malin Kundang)
Kelas /Semester   : VIII / Ganjil
Tahun Pelajaran   : 2021/2022
Alokasi Waktu   : 2x40 menit (jp)

Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik diharapkan dapat:

1. Mengidentifikasi bacaan Folktale "Malin Kundang" dengan tepat
2. Menemukan gambaran umum tentang isi bacaan dengan tepat
3. Menemukan informasi rinci tentang bacaan dengan tepat
4. Menemukan ide pokok bacaan dengan tepat
5. Menafsirkan makna kata yang terdapat dalam bacaan dengan tepat
6. Menemukan rujukan kata dalam bacaan dengan tepat
7. Mengungkapkan pesan moral yang terdapat dalam bacaan Folktale "Malin Kundang" dengan tepat

Media Pembelajaran, Alat/Bahan & Sumber Belajar

1. Media: Worksheet (Lembar Kerja Siswa) dan lembar penilaian
2. Alat/Bahan: Whiteboard, spidol, dan penghapus
3. Sumber Belajar: Buku bahasa inggris SMP/MTS kelas VIII, contoh teks tertulis, contoh gambar yang berhubungan dengan teks, teks atau latihan dari buku teks bahasa inggris, dan sumber internet lainnya

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)	
Orientasi	**Penguatan Pendidikan Karakter,** Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Apersepsi	Mengaitkan materi/*tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/*tema/kegiatan* sebelumnya,
Motivasi	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi yang dipelajari
Pemberian Acuan	• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (60 menit)	
Orientasi Peserta Didik Kepada	**Literasi** ❖ Peserta didik diberi stimulus atau rangsangan untuk memusatkan

Masalah	perhatian pada m a t e r i melalui pendekatan saintifik (mengamati, menanya, mengumpulkan informasi eksperimen, mengasosiasikan mengolah informasi, mengomunikasikan)
	❖ **Melihat** (tanpa atau dengan alat) *Berpikir kritis dan bekerjasama (4C) dalam*
	mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujurdan pantang menyerah (Karakter)
	❖ **Mengamati***(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)*
	❖ **Membaca**(dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi)
	materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan materi
	❖ **Mendengar**
	pemberian materi oleh guru
	❖ **Menyimak**, *(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)*
	❖ Siswa diminta untuk mengamati dan menganalisis gambar tersebut dan mengaitkannya dengan hasil bacaan mereka dan menuliskan hasil pengamatannya.
Mengorganisasikan Peserta Didik	**Critical Thinking (Berpikir Kritis):**
	❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi ataupun gambar yang disajikan dan akan dijawab melalui kegiatan belajar
Membimbing Penyelidikan Individu Dan Kelompok	**Collaboration (Kerja Sama):**
	❖ Peserta didik dibentuk dalam beberapa kelompok untuk mempraktikan, mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi tentang materi
Mengembangkan Dan Menyajikan Hasil Karya	**Communication (Komunikasi)**
	❖ Peserta didik mempresentasikan hasil diskusi kelompok secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan tentang materi dan ditanggapi oleh kelompok yang mempresentasikan,.
	❖ Peserta didik mengamati dan memberi tanggapan terhadap hasil presentasi kelompok lain.
Menganalisa & Mengevaluasi Proses Pemecahan Masalah	**Creativity (Kreativitas)**
	❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang materi yang dipelajari
	❖ Peserta didik bertanya tentang hal yang belum dipahami atau guru menyampaikan beberapa pertanyaan pemicu kepada siswa berkaitan dengan materi yang akan selesai dipelajari
Penutup (10 menit)	
Penutup	▪ Peserta didik membuat kesimpulan dibantu dan dibimbing guru.
	▪ Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan

	atau tanggapan peserta didik dari kegiatan yang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya. ▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ▪ Menutup pelajaran dengan berdo'a dan salam

PENILAIAN

Penilaian Sikap : Observasi selama kegiatan berlangsung

Penilaian Pengetahuan

Penilaian Keterampilan

Mengetahui   **..................................,....,...........2021**

KEPALA SEKOLAH   **Guru Mata Pelajaran**

..   **..**

NIP.   **NIP.**

Satuan Pendidikan : **SMP Negeri 31 Seluma**
Mata Pelajaran : **Bahasa Inggris**
Materi Pokok : **Narrative Text (A Fox and A Cat)**
Kelas /Semester : **VIII / Ganjil**
Tahun Pelajaran : **2021/2022**
Alokasi Waktu : **2x40 menit (jp)**

Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik diharapkan dapat:

1. Mengidentifikasi bacaan Fabel "A Fox and A Cat" dengan tepat
2. Menemukan gambaran umum tentang isi bacaan dengan tepat
3. Menemukan informasi rinci tentang bacaan dengan tepat
4. Menemukan ide pokok bacaan dengan tepat
5. Menafsirkan makna kata yang terdapat dalam bacaan dengan tepat
6. Menemukan rujukan kata dalam bacaan dengan tepat
7. Mengungkapkan pesan moral yang terdapat dalam bacaan Fabel "A Fox and A Cat" dengan tepat

Media Pembelajaran, Alat/Bahan & Sumber Belajar

1. Media : Worksheet (Lembar Kerja Siswa) dan lembar penilaian
2. Alat/Bahan : Whiteboard, spidol, dan penghapus
3. Sumber Belajar: Buku bahasa inggris SMP/MTS kelas VIII, contoh teks tertulis, contoh gambar yang berhubungan dengan teks, teks atau latihan dari buku teks bahasa inggris, dan sumber internet lainnya

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)	
Orientasi	**Penguatan Pendidikan Karakter,** Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Apersepsi	Mengaitkan materi/*tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/*tema/kegiatan* sebelumnya,
Motivasi	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi yang dipelajari
Pemberian Acuan	• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (60 menit)	
Orientasi Peserta	Literasi

Didik Kepada Masalah	❖ Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada materi melalui pendekatan saintifik (mengamati, menanya, mengumpulkan informasi eksperimen, mengasosiasikan mengola mengomunikasikan) ❖ **Melihat** (tanpa atau dengan alat) *Berpikir kritis dan bekerjasama (4C) dalam* *mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujurdan pantang menyerah (Karakter)* ❖ **Mengamati***(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)* ❖ **Membaca**(dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi) *materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan materi* ❖ **Mendengar** pemberian materi oleh guru ❖ **Menyimak**, *(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)* ❖ Siswa diminta untuk mengamati dan menganalisis gambar tersebut dan mengaitkannya dengan hasil bacaan mereka dan menuliskan hasil pengamatannya.
Mengorganisasikan Peserta Didik	**Critical Thinking (Berpikir Kritis):** ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi ataupun gambar yang disajikan dan akan dijawab melalui kegiatan belajar
Membimbing Penyelidikan Individu Dan Kelompok	**Collaboration (Kerja Sama):** ❖ Peserta didik dibentuk dalam beberapa kelompok untuk mempraktikan, mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi tentang materi
Mengembangkan Dan Menyajikan Hasil Karya	**Communication (Komunikasi)** ❖ Peserta didik mempresentasikan hasil diskusi kelompok secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan tentang materi dan ditanggapi oleh kelompok yang mempresentasikan,. ❖ Peserta didik mengamati dan memberi tanggapan terhadap hasil presentasi kelompok lain.
Menganalisa & Mengevaluasi Proses Pemecahan Masalah	**Creativity (Kreativitas)** ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang materi yang dipelajari ❖ Peserta didik bertanya tentang hal yang belum dipahami atau guru menyampaikan beberapa pertanyaan pemicu kepada siswa berkaitan dengan materi yang akan selesai dipelajari
Penutup (10 menit)	
Penutup	▪ Peserta didik membuat kesimpulan dibantu dan dibimbing guru.

	▪ Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan atau tanggapan peserta didik dari kegiatan yang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya. ▪ Menyampai a pembelajaran pada pertemuan berikutnya. ▪ Menutup pelajaran dengan berdo'a dan salam

PENILAIAN

Penilaian Sikap : Observasi selama kegiatan berlangsung

Penilaian Pengetahuan

Penilaian Keterampilan

Mengetahui   **...............................,....,...........2021**

KEPALA SEKOLAH   **Guru Mata Pelajaran**

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NIP.   **NIP.**

(Exp̣̣̣̣̣̣̣̣̣̣̣ss)

Satuan Pendidikan : SMP Negeri 31 Seluma
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Narrative Text (Cinderella)
Kelas /Semester : VIII / Ganjil
Tahun Pelajaran : 2021/2022
Alokasi Waktu : 2x40 menit (jp)

Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik diharapkan dapat:

1. Mengidentifikasi bacaan Romance "Cinderella" dengan tepat
2. Menemukan gambaran umum tentang isi bacaan dengan tepat
3. Menemukan informasi rinci tentang bacaan dengan tepat
4. Menemukan ide pokok bacaan dengan tepat
5. Menafsirkan makna kata yang terdapat dalam bacaan dengan tepat
6. Menemukan rujukan kata dalam bacaan dengan tepat
7. Mengungkapkan pesan moral yang terdapat dalam bacaan Romance "Cinderella" dengan tepat

Media Pembelajaran, Alat/Bahan & Sumber Belajar

1. Media : Worksheet (Lembar Kerja Siswa) dan lembar penilaian
2. Alat/Bahan : Whiteboard, spidol, dan penghapus
3. Sumber Belajar: Buku bahasa inggris SMP/MTS kelas VIII, contoh teks tertulis, contoh gambar yang berhubungan dengan teks, teks atau latihan dari buku teks bahasa inggris, dan sumber internet lainnya

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)	
Orientasi	**Penguatan Pendidikan Karakter,** Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Apersepsi	Mengaitkan materi/*tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/*tema/kegiatan* sebelumnya,
Motivasi	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi yang dipelajari
Pemberian Acuan	• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (60 menit)	

Orientasi Peserta Didik Kepada Masalah	**Literasi** ❖ Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada m a t e r i melalui pendekatan saintifik (mengamati, menanya, mengumpulkan informasi eksperimen, mengasosiasikan mengolah ˙ ˆ , mengomunikasikan) ❖ **Melihat** (ι..ιμα .... dengan alat) *Berpikir kritis dan bekerjasama (4C) dalam* *mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujurdan pantang menyerah (Karakter)* ❖ **Mengamati***(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)* ❖ **Membaca**(dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi) *materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan materi* ❖ **Mendengar** pemberian materi oleh guru ❖ **Menyimak**, *(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)* ❖ Siswa diminta untuk mengamati dan menganalisis gambar tersebut dan mengaitkannya dengan hasil bacaan mereka dan menuliskan hasil pengamatannya.
Mengorganisasikan Peserta Didik	**Critical Thinking (Berpikir Kritis):** ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi ataupun gambar yang disajikan dan akan dijawab melalui kegiatan belajar
Membimbing Penyelidikan Individu Dan Kelompok	**Collaboration (Kerja Sama):** ❖ Peserta didik dibentuk dalam beberapa kelompok untuk mempraktikan, mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi tentang materi
Mengembangkan Dan Menyajikan Hasil Karya	**Communication (Komunikasi)** ❖ Peserta didik mempresentasikan hasil diskusi kelompok secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan tentang materi dan ditanggapi oleh kelompok yang mempresentasikan,. ❖ Peserta didik mengamati dan memberi tanggapan terhadap hasil presentasi kelompok lain.
Menganalisa & Mengevaluasi Proses Pemecahan Masalah	**Creativity (Kreativitas)** ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang materi yang dipelajari ❖ Peserta didik bertanya tentang hal yang belum dipahami atau guru menyampaikan beberapa pertanyaan pemicu kepada siswa berkaitan dengan materi yang akan selesai dipelajari
Penutup (10 menit)	

Penutup	- Peserta didik membuat kesimpulan dibantu dan dibimbing guru. - Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan atau tanggapan peserta didik dari kegiatan yang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya. - Menyampaik........a pembelajaran pada pertemuan berikutnya. - Menutup pelajaran dengan berdo'a dan salam

PENILAIAN

Penilaian Sikap : Observasi selama kegiatan berlangsung

Penilaian Pengetahuan

Penilaian Keterampilan

Mengetahui   **.............................,.....,...........2021**

KEPALA SEKOLAH   **Guru Mata Pelajaran**

...   **...**

NIP.   **NIP.**

<div align="center">

RENCANA PELAKSANAAN PEMBELAJARAN
(Control Class)

</div>

Satuan Pendidikan : **SMP Negeri 31 Seluma**
Mata Pelajaran : **Bahasa Inggris**
Materi Pokok : **Narrative Text**
Kelas /Semester : **VIII / Ganjil**
Tahun Pelajaran : **2021/2022**
Alokasi Waktu : **2x40 menit (jp)**

Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik diharapkan dapat:

1. Mengidentifikasi bacaan Fairy tale dengan tepat
2. Menemukan gambaran umum tentang isi bacaan dengan tepat
3. Menemukan informasi rinci tentang bacaan dengan tepat
4. Menemukan ide pokok bacaan dengan tepat
5. Menafsirkan makna kata yang terdapat dalam bacaan dengan tepat
6. Menemukan rujukan kata dalam bacaan dengan tepat
7. Mengungkapkan pesan moral yang terdapat dalam bacaan Fairy tale dengan tepat

Media Pembelajaran, Alat/Bahan & Sumber Belajar

1. Media : Worksheet (Lembar Kerja Siswa) dan lembar penilaian
2. Alat/Bahan : Whiteboard, spidol, dan penghapus
3. Sumber Belajar: Buku bahasa inggris SMP/MTS kelas VIII, contoh teks tertulis, contoh gambar yang berhubungan dengan teks, teks atau latihan dari buku teks bahasa inggris, dan sumber internet lainnya

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)	
Orientasi	**Penguatan Pendidikan Karakter,** Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Apersepsi	Mengaitkan materi/*tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/*tema/kegiatan* sebelumnya,
Motivasi	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. Apabila materitema// projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi yang dipelajari
Pemberian Acuan	• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (60 menit)	
Orientasi Peserta Didik Kepada Masalah	**Literasi** ❖ Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada m a t e r i melalui pendekatan saintifik (mengamati, menanya, mengumpulkan informasi eksperimen, mengasosiasikan

	mengolah informasi, mengomunikasikan) ❖ **Melihat** (tanpa atau dengan alat) *Berpikir kritis dan bekerjasama (4C) dalam* *mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujurdan pantang menyerah (Karakter)* ❖ **Mengamati***(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)* ❖ **Membaca**(dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi) *materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan materi* ❖ **Mendengar** pemberian materi oleh guru ❖ **Menyimak**, *(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)* ❖ Siswa diminta untuk mengamati dan menganalisis gambar tersebut dan mengaitkannya dengan hasil bacaan mereka dan menuliskan hasil pengamatannya.
Mengorganisasikan Peserta Didik	**Critical Thinking (Berpikir Kritis):** ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi ataupun gambar yang disajikan dan akan dijawab melalui kegiatan belajar
Membimbing Penyelidikan Individu Dan Kelompok	**Collaboration (Kerja Sama):** ❖ Peserta didik dibentuk dalam beberapa kelompok untuk mempraktikan, mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi tentang materi
Mengembangkan Dan Menyajikan Hasil Karya	**Communication (Komunikasi)** ❖ Peserta didik mempresentasikan hasil diskusi kelompok secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan tentang materi dan ditanggapi oleh kelompok yang mempresentasikan,. ❖ Peserta didik mengamati dan memberi tanggapan terhadap hasil presentasi kelompok lain.
Menganalisa & Mengevaluasi Proses Pemecahan Masalah	**Creativity (Kreativitas)** ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang materi yang dipelajari ❖ Peserta didik bertanya tentang hal yang belum dipahami atau guru menyampaikan beberapa pertanyaan pemicu kepada siswa berkaitan dengan materi yang akan selesai dipelajari
**Penutup (10 menit)**
Penutup	▪ Peserta didik membuat kesimpulan dibantu dan dibimbing guru. ▪ Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan atau tanggapan peserta didik dari kegiatan yang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya.

	▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ▪ Menutup pelajaran dengan berdo'a dan salam

PENILAIAN

    Penilaian Sikap : Observasi selama kegiatan berlangsung

    Penilaian Pengetahuan

    Penilaian Keterampilan

Mengetahui   **...,.....,...........2021**

KEPALA SEKOLAH   **Guru Mata Pelajaran**

..   **...**

NIP.   **NIP.**

Satuan Pendidikan **: SMP Negeri 31 Seluma**
Mata Pelajaran   **: Bahasa Inggris**
Materi Pokok   **: Narrative Text**
Kelas /Semester   **: VIII / Ganjil**
Tahun Pelajaran   **: 2021/2022**
Alokasi Waktu   **: 2x40 menit (jp)**

Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik diharapkan dapat:

1. Mengidentifikasi bacaan Folktale dengan tepat
2. Menemukan gambaran umum tentang isi bacaan dengan tepat
3. Menemukan informasi rinci tentang bacaan dengan tepat
4. Menemukan ide pokok bacaan dengan tepat
5. Menafsirkan makna kata yang terdapat dalam bacaan dengan tepat
6. Menemukan rujukan kata dalam bacaan dengan tepat
7. Mengungkapkan pesan moral yang terdapat dalam bacaan Folktale dengan tepat

Media Pembelajaran, Alat/Bahan & Sumber Belajar

1. Media   : Worksheet (Lembar Kerja Siswa) dan lembar penilaian
2. Alat/Bahan   : Whiteboard, spidol, dan penghapus
3. Sumber Belajar: Buku bahasa inggris SMP/MTS kelas VIII, contoh teks tertulis, contoh gambar yang berhubungan dengan teks, teks atau latihan dari buku teks bahasa inggris, dan sumber internet lainnya

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)	
Orientasi	**Penguatan Pendidikan Karakter,** Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Apersepsi	Mengaitkan materi/*tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/*tema/kegiatan* sebelumnya,
Motivasi	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. Apabila materitema/ projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi yang dipelajari
Pemberian Acuan	• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (60 menit)	
Orientasi Peserta Didik Kepada Masalah	**Literasi** ❖ Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada m a t e r i melalui pendekatan saintifik (mengamati, menanya, mengumpulkan informasi eksperimen, mengasosiasikan

	mengolah informasi, mengomunikasikan)
	❖ **Melihat** (tanpa atau dengan alat) *Berpikir kritis dan bekerjasama (4C) dalam* *mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujurdan pantang menyerah (Karakter)*
	❖ **Mengamati***(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)*
	❖ **Membaca**(dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi) *materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan materi*
	❖ **Mendengar** pemberian materi oleh guru
	❖ **Menyimak**, *(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)*
	❖ Siswa diminta untuk mengamati dan menganalisis gambar tersebut dan mengaitkannya dengan hasil bacaan mereka dan menuliskan hasil pengamatannya.
Mengorganisasikan Peserta Didik	**Critical Thinking (Berpikir Kritis):** ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi ataupun gambar yang disajikan dan akan dijawab melalui kegiatan belajar
Membimbing Penyelidikan Individu Dan Kelompok	**Collaboration (Kerja Sama):** ❖ Peserta didik dibentuk dalam beberapa kelompok untuk mempraktikan, mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi tentang materi
Mengembangkan Dan Menyajikan Hasil Karya	**Communication (Komunikasi)** ❖ Peserta didik mempresentasikan hasil diskusi kelompok secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan tentang materi dan ditanggapi oleh kelompok yang mempresentasikan,. ❖ Peserta didik mengamati dan memberi tanggapan terhadap hasil presentasi kelompok lain.
Menganalisa & Mengevaluasi Proses Pemecahan Masalah	**Creativity (Kreativitas)** ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang materi yang dipelajari ❖ Peserta didik bertanya tentang hal yang belum dipahami atau guru menyampaikan beberapa pertanyaan pemicu kepada siswa berkaitan dengan materi yang akan selesai dipelajari
Penutup (10 menit)	
Penutup	▪ Peserta didik membuat kesimpulan dibantu dan dibimbing guru. ▪ Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan atau tanggapan peserta didik dari kegiatan yang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya.

	▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ▪ Menutup pelajaran dengan berdo'a dan salam

PENILAIAN

    Penilaian Sikap : Observasi selama kegiatan berlangsung

    Penilaian Pengetahuan

    Penilaian Keterampilan

Mengetahui   **..........................,.....,...........2021**

KEPALA SEKOLAH   **Guru Mata Pelajaran**

...   **...**

NIP.   **NIP.**

RENCANA PELAKSANAAN PEMBELAJARAN
(Control Class)

Satuan Pendidikan : **SMP Negeri 31 Seluma**
Mata Pelajaran : **Bahasa Inggris**
Materi Pokok : **Narrative Text**
Kelas /Semester : **VIII / Ganjil**
Tahun Pelajaran : **2021/2022**
Alokasi Waktu : **2x40 menit (jp)**

Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik diharapkan dapat:
1. Mengidentifikasi bacaan Fabel dengan tepat
2. Menemukan gambaran umum tentang isi bacaan dengan tepat
3. Menemukan informasi rinci tentang bacaan dengan tepat
4. Menemukan ide pokok bacaan dengan tepat
5. Menafsirkan makna kata yang terdapat dalam bacaan dengan tepat
6. Menemukan rujukan kata dalam bacaan dengan tepat
7. Mengungkapkan pesan moral yang terdapat dalam bacaan Fabel dengan tepat

Media Pembelajaran, Alat/Bahan & Sumber Belajar
1. Media : Worksheet (Lembar Kerja Siswa) dan lembar penilaian
2. Alat/Bahan : Whiteboard, spidol, dan penghapus
3. Sumber Belajar: Buku bahasa inggris SMP/MTS kelas VIII, contoh teks tertulis, contoh gambar yang berhubungan dengan teks, teks atau latihan dari buku teks bahasa inggris, dan sumber internet lainnya

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)	
Orientasi	**Penguatan Pendidikan Karakter,** Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Apersepsi	Mengaitkan materi/*tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/*tema/kegiatan* sebelumnya,
Motivasi	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi yang dipelajari
Pemberian Acuan	• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (60 menit)	
Orientasi Peserta Didik Kepada Masalah	**Literasi** ❖ Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada m a t e r i melalui pendekatan saintifik (mengamati, menanya, mengumpulkan informasi eksperimen, mengasosiasikan

	mengolah informasi, mengomunikasikan)
	❖ **Melihat** (tanpa atau dengan alat) *Berpikir kritis dan bekerjasama (4C) dalam* *mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujurdan pantang menyerah (Karakter)* ❖ **Mengamati***(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)* ❖ **Membaca**(dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi) *materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan materi* ❖ **Mendengar** pemberian materi oleh guru ❖ **Menyimak**, *(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)* ❖ Siswa diminta untuk mengamati dan menganalisis gambar tersebut dan mengaitkannya dengan hasil bacaan mereka dan menuliskan hasil pengamatannya.
Mengorganisasikan Peserta Didik	**Critical Thinking (Berpikir Kritis):** ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi ataupun gambar yang disajikan dan akan dijawab melalui kegiatan belajar
Membimbing Penyelidikan Individu Dan Kelompok	**Collaboration (Kerja Sama):** ❖ Peserta didik dibentuk dalam beberapa kelompok untuk mempraktikan, mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi tentang materi
Mengembangkan Dan Menyajikan Hasil Karya	**Communication (Komunikasi)** ❖ Peserta didik mempresentasikan hasil diskusi kelompok secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan tentang materi dan ditanggapi oleh kelompok yang mempresentasikan,. ❖ Peserta didik mengamati dan memberi tanggapan terhadap hasil presentasi kelompok lain.
Menganalisa & Mengevaluasi Proses Pemecahan Masalah	**Creativity (Kreativitas)** ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang materi yang dipelajari ❖ Peserta didik bertanya tentang hal yang belum dipahami atau guru menyampaikan beberapa pertanyaan pemicu kepada siswa berkaitan dengan materi yang akan selesai dipelajari
Penutup (10 menit)	
Penutup	▪ Peserta didik membuat kesimpulan dibantu dan dibimbing guru. ▪ Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan atau tanggapan peserta didik dari kegiatan yang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya.

	▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ▪ Menutup pelajaran dengan berdo'a dan salam

PENILAIAN

Penilaian Sikap : Observasi selama kegiatan berlangsung

Penilaian Pengetahuan

Penilaian Keterampilan

Mengetahui	**.........................,.....,...........2021**
KEPALA SEKOLAH	**Guru Mata Pelajaran**
...	**..**
NIP.	**NIP.**

RENCANA PELAKSANAAN PEMBELAJARAN
(Control Class)

Satuan Pendidikan   : **SMP Negeri 31 Seluma**
Mata Pelajaran   : Bahasa Inggris
Materi Pokok   : Narrative Text
Kelas /Semester   : VIII / Ganjil
Tahun Pelajaran   : 2021/2022
Alokasi Waktu   : 2x40 menit (jp)

Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik diharapkan dapat:

1. Mengidentifikasi bacaan Fairy tale dengan tepat
2. Menemukan gambaran umum tentang isi bacaan dengan tepat
3. Menemukan informasi rinci tentang bacaan dengan tepat
4. Menemukan ide pokok bacaan dengan tepat
5. Menafsirkan makna kata yang terdapat dalam bacaan dengan tepat
6. Menemukan rujukan kata dalam bacaan dengan tepat
7. Mengungkapkan pesan moral yang terdapat dalam bacaan Romance dengan tepat

Media Pembelajaran, Alat/Bahan & Sumber Belajar

1. Media   : Worksheet (Lembar Kerja Siswa) dan lembar penilaian
2. Alat/Bahan   : Whiteboard, spidol, dan penghapus
3. Sumber Belajar: Buku bahasa inggris SMP/MTS kelas VIII, contoh teks tertulis, contoh gambar yang berhubungan dengan teks, teks atau latihan dari buku teks bahasa inggris, dan sumber internet lainnya

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)	
Orientasi	**Penguatan Pendidikan Karakter,** Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Apersepsi	Mengaitkan materi/*tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/*tema/kegiatan* sebelumnya,
Motivasi	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. Apabila materitema/ projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi yang dipelajari
Pemberian Acuan	• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (60 menit)	

Orientasi Peserta Didik Kepada Masalah	**Literasi** ❖ Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada m a t e r i melalui pendekatan saintifik (mengamati, menanya, mengumpulkan informasi eksperimen, mengasosiasikan mengolah informasi, mengomunikasikan) ❖ **Melihat** lengan alat) *Berpikir kritis dan bekerjasama (4C) dalc* *mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujurdan pantang menyerah (Karakter)* ❖ **Mengamati***(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)* ❖ **Membaca**(dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi) *materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan materi* ❖ **Mendengar** pemberian materi oleh guru ❖ **Menyimak**, *(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)* ❖ Siswa diminta untuk mengamati dan menganalisis gambar tersebut dan mengaitkannya dengan hasil bacaan mereka dan menuliskan hasil pengamatannya.
Mengorganisasikan Peserta Didik	**Critical Thinking (Berpikir Kritis):** ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi ataupun gambar yang disajikan dan akan dijawab melalui kegiatan belajar
Membimbing Penyelidikan Individu Dan Kelompok	**Collaboration (Kerja Sama):** ❖ Peserta didik dibentuk dalam beberapa kelompok untuk mempraktikan, mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi tentang materi
Mengembangkan Dan Menyajikan Hasil Karya	**Communication (Komunikasi)** ❖ Peserta didik mempresentasikan hasil diskusi kelompok secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan tentang materi dan ditanggapi oleh kelompok yang mempresentasikan,. ❖ Peserta didik mengamati dan memberi tanggapan terhadap hasil presentasi kelompok lain.
Menganalisa & Mengevaluasi Proses Pemecahan Masalah	**Creativity (Kreativitas)** ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang materi yang dipelajari

	❖ Peserta didik bertanya tentang hal yang belum dipahami atau guru menyampaikan beberapa pertanyaan pemicu kepada siswa berkaitan dengan materi yang akan selesai dipelajari
Penutup (10 menit)	
Penutup	▪ Peserta didik membuat kesimpulan dibantu dan dibimbing guru. ▪ Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan atau tanggapan peserta didik dari kegiatan yang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya. ▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. ▪ Menutup pe an berdo'a dan salam

PENILAIAN

Penilaian Sikap : Observasi selama kegiatan berlangsung

Penilaian Pengetahuan

Penilaian Keterampilan

Mengetahui   **................................,....,...........2021**

KEPALA SEKOLAH   **Guru Mata Pelajaran**

...   **..**

NIP.   **NIP.**

SILABUS

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

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

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

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai					

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar					
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.					
2.2. Menunjukkan jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.					

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional					
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya 4.18 Menangkap makna teks naratif lisan dan tulis,	**Teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana** *Fungsi sosial* Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang *Struktur teks* a. Orientasi: menyebutkan	**Mengamati** • Siswa mendengarkan cerita/ menonton beberapa tayangan fabel berdasarkan konteks yang sesuai • *Siswa membaca untuk memahami* berbagai informasi , makna dan pesan moral dalam fabel (dengan pengucapan dan intonasi yang baik • Siswa berlatih menentukan informasi rinci	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial teks naratif berbentuk fabel • Tingkat kelengkapan dan keruntutan struktur teks naratif berbentuk fabel • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi **CARA PENILAIAN:**	16 JP	• Buku Teks wajib • Keteladana n ucapan dan tindakan guru menggunak an setiap tindakan komunikasi interperson al dengan

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
berbentuk fabel pendek dan sederhana penggunaannya	tempat dan waktu dan memperkenalkan tokoh-tokohnya b. Evaluasi: terhadap masalah yang dihadapi tokoh c. Komplikasi: muncul krisis d. Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh *Unsur kebahasaan* (1) Deskripsi orang, benda, dan uraian kejadian/peristiwa, dan ungkapan perasaan, dalam past tense atau present tense (2) Kalimat langsung dan tidak langsung (3) Adverbia penghubung waktu: *first, then, after that, before,* dsb.	enanyakan • Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai fabel, dalam berbagai konteks **Mengeksplorasi** • Siswa membaca contoh-contoh fabel dari berbagai sumber lain. • Siswa menceritakan kembali teks naratif berbentuk fabel yang dibacanya/didengarnya menggunakan Bahasa Inggris dalam kegiatan lain yang terstruktur **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur teks dan unsur bahasa serta pesan moral yang terdapat dalam berbagai	**Tes lisan** • Siswa menjawab pertanyaan secara lisan berdasarkan • Siswa menceritakan secara ringkas menggunakan bahasa Inggris cerita yang didengar atau dibaca • Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam menyampaikan cerita **Observasi:** Penilaian untuk tujuan memberi balikan. Sasaran penilaian: • Upaya menggunakan bahasa Inggris untuk menyampaikan teks naratif berbentuk fabel yang pernah dibacanya/diketahuinya		benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset • Contoh teks tertulis • Sumber dari internet: ➢ www.dailyenglish.com ➢ http://americenglish.state.go

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
	(4) Adverbia dan frasa preposisional penujuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb. (5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan. *Topik* Cerita yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.	teks naratif berbentuk fabel. • Siswa menanyakan balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa menyimpulkan hasil analisinya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari teks naratif berbentuk fabel **Mengomunikasikan** • Siswa membacakan cerita fabel yang pernah dibacanya atau yang pernah didengarnya dengan ucapan, intonasi dan ekspresi dan performan yang baik • Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit	• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar yang mencerminkan hasil atau capaian belajar dalam menyampaikan cerita yang didengar atau dibaca • Kumpulan hasil tes dan		v/files/ae/resource_files ➢ http://learnenglish.britishcouncil.org/en/

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
		dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya	latihan. **Penilaian Diri dan Penilaian Sejawat** Jurnal belajar		
3.15 Memahami fungsi social dan unsur kebahasaan dalam lagupesan dalam lagu. 4.19 Menangkap makna lagu.	**Lagu pendek dan sederhana** *Fungsi sosial* Menghibur, mengungkapkan perasaan, mengajarkan pesan moral *Unsur kebahasaan* (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.	**Mengamati** • Siswa mendengarkan lagu yang diperdengarkan lewat kaset, CD, video atau yang dinyanyikan oleh Guru atau teman dengan penuh perhatian • Siswa megikuti dan menyanyikan lagu bersama untuk lebih memahami dan menghayati makna dalam lagu tsb. **Menanya** Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan lagu, dalam berbagai konteks **Mengeksplorasi**	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial lagu yang didengarnya • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi **CARA PENILAIAN:** **Tes lisan** • Siswa menjawab pertanyaan secara lisan berdasarkan lagu yang didengar • Siswa menceritakan secara ringkas makna lagu yang	2 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat • Contoh

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
	(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisa) *pik* • Lagu-lagu tentang keteladanan yang menginspirasi	Siswa mendengarkan lagu lagu lainnya dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta genre yang benar dan sesuai dengan konteks di dalam dan di luar kelas **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis beberapa lagu yang didengarnya dengan fokus pada fungsi sosial, ungkapan, dan unsur kebahasaan serta genre yang digunakan dalam lagu tersebut • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. **Mengomunikasikan**	didengar menggunakan bahasa Inggris **Pengamatan (observations):** • Upaya menggunakan menyanyikan lagu yang didengarnya • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. **Portofolio** • Kumpulan lagu-lagu sederhana beserta pesan yang terkandung dalam lagu yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. **Penilaian Diri dan Penilaian Sejawat**		peragaan dalam bentuk rekaman CD/VCD/DVD/kaset • Contoh teks tertulis • Sumber dari internet: ➢ www.dailyenglish.com ➢ http://mericanenglish.state.gov/files/ae/resource_files

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
➢ http://learnenglish.britishcouncil.org/en/		• Siswa menyalin lagu sederhana dengan tulisan yang rapi dan menuliskan pesan yang terkandung dalam lagu. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang lagu yang dinyanyikan yang dilakukan siswa di dalam maupun di luar kelas. • Siswa menuliskan pengalaman belajarnya dalam buku *learning journal* terkait: perasaan, manfaat, hal-hal yang diperoleh serta kesulitan yang dialami selama pembelajaran	Jurnal belajar		➢ http://learnenglish.britishcouncil.org/en/

Appendix 8 Try Out Questions

CINDERELLA

Cinderella went off onto the ball, and while she was there she attracted quite a bit of attention especially from the Prince. The two danced all night, till Cinderella heard the clock chime. She remembered what her god mother said, and dashes off, leaving only a slipper behind. The Prince desperate to find this mystery woman had his assistant go to all the women of the village to find its owner.

Just when all hope was gone the assistant tried the slipper on the step sisters and despite a hard effort the shoe did not fit. Cinderella then tried on the shoe and it fits perfectly shocking everyone, especially her step sisters and evil step mother.

Cinderella married her Prince Charming and lived happily ever after

1. What is the main idea of the first paragraph?
   b. Cinderella worked as servant
   c. Cinderella was a young woman living with her step mother and two step sisters
   d. The step sisters were very mean
   e. Cinderella did all the cooking and cleaning,
2. The step sisters were very mean". What is the closest meaning of "mean"?
   a. Kind
   b. Lazy
   c. Stupid
   d. Cruel
3. Whom does the prince give the invitation for?
   a. Cinderella
   b. All villagers
   c. The step sister and step mother
   d. Fairy Godmother
4. "…sent out invitations to a ball held..". "Ball" in this question means…
   a. Something for playing
   b. Dance party
   c. Wedding party
   d. A place of the palace
5. "her step mother would not let her". What is the nearly meaning of "let"?
   a. Permit
   b. Go
   c. Hang out
   d. Prohibit
6. Who helped Cinderella when she wanted to go to the ball?
   a. Cinderella
   b. All villagers
   c. The step sister and step mother

d. Fairy Godmother

7. Why did Cinderella leave the ball suddenly? Because…..
    a. She was scared of her mother
    b. It was almost midnight
    c. The prince hated her
    d. The prince danced with her
8. What is the ending of the story?
    a. Sad ending
    b. Sustained ending
    c. Happy ending
    d. No ending
9. "She remembered what her god mother said". What is the opposite meaning of "remember"?
    a. Cancel
    b. Delay
    c. Diligent
    d. Forget
10. What is the function of this text?
    a. To inform something
    b. To entertain the readers
    c. To describe something
    d. To report something

TELAGA WARNA

A long time ago, there was a kingdom in west java. The King was wise. No wonder the kingdom was prosperous. Unfortunately, he hadn't any children yet.

Wanting to have a child, the king went to the forest and prayed to the God. God granted his wish.

When the baby girl was born, people welcomed her happily. The king and queen spoiled her so much. It made the princess had a bad temper.

On her birthday, they gave her beautiful presents. The goldsmith made a beautiful necklace for her. People gathered in the courtyard. Cheers grew louder 77 and louder when the king, queen and princess appeared. The king gave necklace to the princess.

The princess accepted and looked at it briefly. "I don't like it. It is ugly!" The she threw it away. Everybody didn't believe that the princess would do such cruel thing to hurt everybody's feeling. All were sad.

Then there was a miracle. The earth was crying. Suddenly a spring emerged from the frond. The water drowned the entire kingdom.

People called the lake "telaga warna". On the bright day, it is full of colors around the lake. However some people said that the shadows are the pieces of the princess's necklace which scattered the bottom of the lake.

11. What does the first paragraph talk about?
    a. The king wanted to have a child
    b. The King was wise
    c. The kingdom was prosperous
    d. The wise king didn't have a child
12. What is the nearly meaning of prosperous?
    a. Clever
    b. wealthy
    c. arrogant
    d. greedy
13. What did the king do to have a child?
    a. He went to the forest
    b. God granted his wish
    c. He prayed to the God
    d. He did nothing
14. Why did the princess have bad temper? Because……
    a. The parents spoiled her
    b. She was beautiful
    c. She was the beautiful princess
    d. The parents gave her a necklace
15. "It made the princess had a bad temper". What is the opposite meaning of bad temper?
    a. Kind hearted
    b. Beautiful
    c. Cruel
    d. Greedy
16. What is the main idea of the fourth paragraph?
    a. The goldsmith made a beautiful necklace for princess
    b. People gathered in the courtyard.
    c. The princess's parents gave her a necklace in her birthday
    d. The princess refused the present
17. What happened after the princess threw the necklace?
    a. The water drowned the entire kingdom created a lake
    b. The princess accepted and looked at it briefly
    c. People called the lake "telaga warna"
    d. The princess died
18. What is the contrary meaning of "threw"(parg.5)
    a. Fall
    b. Attack
    c. Catch
    d. Run
19. What is the function of the text?
    a. To tell the reader about certain story in the past
    b. To inform the reader about some events
    c. To describe about something
    d. To retell the past experience

20. What kind of story is that?
    d. Drama
    e. Dialogue
    f. Legend
    g. Fairytale

Appendix 9 Pre-test and Post-test Questions

Text 1 Question 1-5

Two Brothers

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collectmore money from the people. We will become very rich".

They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything".

King Aruya said angrily, "That is not true! No body knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right."Ombah then said, to King Aruya, "Your majesty, I know nothing".

King Aruya said, "That is alsoa lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? Guards! Throw him into the river of crocodiles, too!"

1. The two brother's ambition was to ....
   a. become rich
   b. become ministers
   c. help the King make good laws
   d. make the King's subjects happy

2. King Aruya called Akomi a liar because Akomi ....
   a. knew everything
   b. made him angry
   c. did not tell the truth
   d. wanted to collect money

3. Ombah said I know nothing because he ....
   a. did not want to lie to King Aruya
   b. wanted to see the crocodiles

c. did not know how many stars there were
d. thought that the answer would be right

4. Ombah's hands trembled because he ....
   a. was afraid
   b. knew nothing
   c. was thinking hard
   d. had the right answer

5. From the story, we can see that King Aruya ....
   a. kept many crocodiles
   b. could make good laws
   c. did not need any ministers
   d. disliked people who told lies

Text 2 Question 6-10

Little Brother, Little Sister

Maltreated by their stepmother, who Was a witch, a little brother and sister fled into the woods. After running for a while. the brother said: 'I'm so thirsty. Let's find a spring and have a drink.'

However, as the young boy bent down to drink, his sister heard a voice which said: 'Who drinks from me will turn into a fawn.' it was the witch! Too late, the sister tried to prevent her brother from drinking. The young boy changed at once into a fawn. In tears, the little girl made a lead and collar out of her belt, and led the fawn off into the woods. There they found an abandoned cottage and lived together, far from any danger.

One day, however, the king was hunting in the woods, and he spied the fawn, which could not resist the urge to wander away from the cottage. The king and his hunters chased the fawn all the way back home. There, the king followed it into the cottage, where he found a young girl stroking the frightened animal. She was so beautiful and gentle that the king fell in love with her at once.

He asked her to be his wife, and his words caused the maiden to cry for joy. When one of her tears fell on the fawn, it changed back to her brother once more. Their goodness and love had overcome the witch's evil spell, and they lived safely and happily with the king for ever after.

6. Why did the brother ancl sister flee into the woods?
   a. Because they felt very happy.

b. Because they had been rnaltreated by their stepmother.
c. Because they had been treated well their stepmother
d. Because they wanted to leak home

7. The young boy changed at once into a
   a. Dog
   b. Cat
   c. Fawn
   d. Cow

8. What caused the young boy to changed into a fawn?
   a. He was drinking something.
   b. He was eating something.
   c. He was saying something bad.
   d. He was having cursed by someone.

9. How did he change back to be her brother?
   a. When he met the King.
   b. When he walked like an animal.
   c. When he met a frightened animal.
   d. When one of her tears fell on the fawn.

10. Who asked her to be his wife?
    a. The Queen
    b. The King
    c. The Fawn
    d. The Evil

Text 3 Question 11-15

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest".

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

11. What separated between one village to another a long time ago in the New Territories ?
   a. Another village
   b. Mountains
   c. Forests
   d. Hills

12. Who walked in front when they were in the forest ?
   a. Ah Tm
   b. The woman
   c. The woman's son
   d. Her brother's nephew

13. How could the wolves catch Ah Tim ?
   a. He was afraid
   b. He was stumbled by a stone
   c. He ran slowly
   d. The woman cried

14. The woman gave her son to the wolves because
   a. She loved her nephew than her son.
   b. She thought about how her brother would be
   c. She wanted her son was eaten by the wolves
   d. She was crazy

15. What did the villagers bring sticks for ?
    a. **For the weapon to beat the wolves**
    b. To bring the woman's nephew
    c. For the fire woods.
    d. For play

Text 4 Question 16-20

The Ant and the Dove

An ant has been walking for some times. Its reach into the end of the forest. Now, the ant feels thirsty and want to find some water. It walks a little bit more until came to a very large water spring. It climbs up to fields of grass and makes it way up. Suddenly, it trips and fell into the water.

Luckily, a dove was flying over the water spring. The dove has seen the ant before. Seeing, the struggle to get out of the water. The dove thinks that the ant must need help. It is definitely in great danger and can sink and drown anytime.

The dove fly close to the water surface. The dove grabs a leaf from a nearby tree. The dove dropped it immediately toward the struggling ant. Then the ant saw the leaf swim toward it. It manages to climb up there. The ant row the leaf to dry ground and finally safe and sound.

While the dove is flying around a hunter spot the dove. The hunter is ready to take a shot to the unaware of danger nearby dove. The ant happens to be near the hunter. As the hunter focus on the dove, the ant climbs on the hunter's feet and bit him on the heel. Feeling a sting in his feet. the hunter dropped his gun. It gives the dove time to fly away quickly far from the area.

16. What is the text about?
    a. **The ant and the dove**
    b. The hunter and the ant
    c. The dove and the hunter
    d. The hunter's pet

17. The first paragraph tells about …
    a. Various type of ant
    b. What does the ant drink
    c. **The ant in the water spring**
    d. The dove help the ant

18. What is the character of the dove?
    a. Careless
    b. Helpful
    c. Dangerous
    d. Thankful

19. How does the dove help the ant?
    a. The ant saw the dove above the trees
    b. The dove saw the ant and thinking and swim to the water
    c. The dove flies low near the water spring
    d. The dove drop a leaf

20. What is the moral of the text that the writer trying to say?
    a. Help each other is important
    b. Friendship can happen by helping each other
    c. Beware of hunter
    d. Good deed return with a more good deed

Appendix 10 Documentation

The School's Buildings

The Research with Had Master and the English Teacher

The Research with Class Experiment

The Research with Class Control

The Research Conducted the Questionnaire Class Experiment Pre-test

The Research Conducted the Qustionnaire Class Experiment Post-test

The Research Conducted the Questionnaire Class Control Pre-test

The Research Conducted the Questionnaire Class Control Post-test

Hanura Febriani

Cek Turnitiin anggraini_Tbi